

**Disley Primary School**  
**Long Term Plan Topic for Year 3/4- Cycle A**



Term	Autumn	Spring	Summer
<b>Topic</b>	Stone Age to Iron Age	Romans	Stockport
<b>Focus</b>	History	History and Geography	History and Geography
<b>Enquiry Question</b>	Would you rather live in the Stone age or the Iron age?	What did we learn from the Romans?	What makes Stockport such a cool place to live?
<b>Possible Enrichments</b>	Food Experience Day	Chester - Dewa Museum	Lucy Burgess – local artist visit Kate O'Brien Stockport landmark hunt using maps
<b>Key texts</b>	Stone Age Boy Littlenose Nose: The Hunter, One Small Blue Bead	Romulus and Remus Tony Robinson's Weird World of Wonders! Romans – Tony Robinson My Story – Roman invasion	Stanley's Stick, Stockport through time
<b>Vocabulary</b> <b>Key Words</b> <b>Conceptual language</b>	archaeologists, artefacts, Neolithic, B.C, chronology*, civilisation*, settlement, prey*, tribal, hunter gatherer, shelter	Centurion (century)*, emperor, aqueduct, gladiator, Londinium, conquer, invade*, mosaic, numeral*, Roman Baths	Viaduct, landscape*, mill, physical geography, human geography, town, city, county*, Ordnance Survey
<b>Geography</b>	At Disley, our Geography work forms part of our termly topics from Year 1 to Year 6. We aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.		
	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To explore how land was used during the Stone Age with particular focus on settlements, economic activity and the distribution of natural resources</li> <li>To locate Stone Age monuments across Europe</li> </ul>	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To identify the countries that the Romans invaded on a map</li> </ul>	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To locate the cities and counties in the UK, particularly around Stockport</li> <li>To identify the physical and human land use features in Stockport</li> <li>To compare Stockport to its twin towns Beziers and Heilbronn</li> <li>To use four figure grid references to locate Stockport landmarks on a map</li> <li>To create maps including Stockport's landmarks</li> </ul>



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**History**

At Disley Primary School, our intent is that our teaching of history will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim for it to inspire pupils' curiosity about the past and to know more about the past. We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through the teaching of history, we endeavour to teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our history curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. To ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills and knowledge to be taught in a sequentially coherent way in order to build on the key skills, which are taught during each key stage.

As **Historians** we will:

- To chronologically place Stone Age events on a timeline (explore terms BC and AD and explore how these are used to chronologically order events)
- To use a range of sources to look at Stone Age paintings and explore what these tell us about life during the Stone Age
- To understand the term hunter-gather
- To explore and make comparisons how people lived during the Palaeolithic, Mesolithic and Neolithic periods (gathering food identifying the differences in the tools that they used. Make comparisons with how we get food in the modern day)

As **Historians** we will:

- To place Roman events in chronological order (and place the Romans within its place in history in comparison to other time periods studied)
- To use a range of sources to understand how the Romans won their battles (explore armour, weapons, tactics, and battle formations)
- To explore a range of successful Roman battles (The Battle of Beneventum, The Roman battle of Carthage and The Battle of Alesia)
- To compare the role of a gladiator to a modern day role
- To explore Roman legacies and their impact on Britain
- To explore Roman bath houses and what they tell us about how the Romans lived
- To explore Roman gods and their significance to Roman life.

As **Historians** we will:

- To understand the impact Samuel Oldknow had on Stockport's geography
- To explore the history of some of the identified landmarks in Stockport