

**Disley Primary School**  
**Medium Term Plan Topic for Year 3/4– Cycle A**



Term	Autumn	Spring	Summer
Topic	Stone Age to Iron Age	Romans	Stockport
Focus	History and Geography	History and Geography	History and Geography
Enquiry Question	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?
Possible Enrichments	Food Experience Day	Chester - Dewa Museum	Lucy Burgess – local artist visit Kate O'Brien Stockport landmark hunt using maps
Key texts	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
Vocabulary Key Words Conceptual language	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*, Ordinance Survey
Geography	<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> </ul> <p><b>Skill: Human and Physical Geography</b> to describe and understand human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p><b>Thread: Environment</b></p>	<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><b>Skill: Location Knowledge</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Thread: Scale</b></p>	<p>As <b>Geographers</b> we will:</p> <ul style="list-style-type: none"> <li>To locate the countries and capital cities of the UK using an atlas</li> </ul> <p><b>Skill: Location Knowledge</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To use a map to locate the cities and counties in the UK, particularly around Stockport</li> </ul> <p><b>Skill: Location Knowledge</b></p>

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	<ul style="list-style-type: none"> <li>• To locate Stone Age monuments across Europe</li> </ul> <p><b>Skill: Location Knowledge</b>          Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>• To research Skara Brae and make conclusions about what this tells us about Neolithic life</li> </ul> <p><b>Skill: Human and Physical Geography</b>          To describe and understand key aspects of physical and human geography.</p> <p><b>Thread: Environment</b></p>		<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>• To identify the physical and human land use features in Stockport</li> </ul> <p><b>Skill: Human and Physical Geography</b>          Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Thread: Environment</b></p> <ul style="list-style-type: none"> <li>• To compare Stockport to its twin town Beziers</li> </ul> <p><b>Skill: Place Knowledge</b></p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Thread: Diversity</b></p> <ul style="list-style-type: none"> <li>• To use four figure grid references to locate Stockport landmarks on a map</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b></p>
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			<p>Use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Thread: Scale</b></p> <ul style="list-style-type: none"> <li>To create maps including Stockport's landmarks</li> </ul> <p><b>Skill: Geographical Skills and Fieldwork</b></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Thread: Scale/Environment</b></p> <ul style="list-style-type: none"> <li>To describe how Stockport has changed over time</li> </ul> <p>Name geographical regions and their identifying human and physical characteristics, key topographical features and understand how some of these aspects have changed over time</p> <p><b>Thread: Environment</b></p>
<b>History</b>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To chronologically place Stone Age events on a timeline (explore terms BC and AD and explore how these are used to chronologically order events)</li> </ul>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To place Roman events in chronological order (and place the Romans within its place in history in comparison to other time periods studied)</li> </ul> <p><b>Skills:</b> To know how to place events from the period studied on a timeline. To know</p>	<p>As <b>Historians</b> we will:</p> <ul style="list-style-type: none"> <li>To understand the impact Samuel Oldknow had on Stockport's geography</li> <li>To explore the history of some of the identified landmarks in Stockport</li> </ul> <p><b>Skills:</b> To know how to use evidence to identify and reconstruct life in the time studied. To</p>



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	<p><b>Skills:</b> To know how to place events from the period studied on a timeline. To know how to use the terms related to the period and to date using BCE and E or BC and AD</p> <p><b>Thread:</b> Chronology</p> <ul style="list-style-type: none"> <li>To understand the term hunter-gather</li> <li>To explore and make comparisons of 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)</li> </ul> <p><b>Skills:</b> To know key features. To know how to make links and be able to identify the effects of the time studied</p> <p><b>Thread:</b> Settlement and invasion</p> <ul style="list-style-type: none"> <li>To use secondary sources to investigate a Stone Age diet</li> </ul> <p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past.</p> <p><b>Thread:</b> Using sources/Critical thinking. Society and legacy.</p> <p>To research the tools and weapons used in the Stone Age and produce a replica</p>	<p>how to use the terms related to the period and to date using BCE and E or BC and AD</p> <p><b>Thread:</b> Chronology</p> <ul style="list-style-type: none"> <li>To use a range of sources to understand how the Romans won their battles (explore armour, weapons, tactics, and battle formations)</li> <li>To explore a range of Roman battles leading to the successful invasion of Britain</li> <li>To compare the role of a gladiator to a modern day role</li> </ul> <p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know key features and to begin to know about the ancient civilisations.</p> <p><b>Thread:</b> Sources/Critical thinking. Invasion and settlement</p> <ul style="list-style-type: none"> <li>To explore Roman legacies and their impact on Britain</li> <li>To explore Roman bath houses and what they tell us about how the Romans lived</li> </ul> <p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know key features and to begin to know about the ancient civilisations.</p>	<p>know how to make links and be able to identify the effects of the time studied.</p> <p><b>Thread:</b> Sources/Critical thinking. Society and legacy</p>
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	<p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know how to make links and be able to identify the effects of the time studied</p> <p><b>Thread:</b> Sources/Critical thinking. Invention</p> <ul style="list-style-type: none"> <li>• To use a range of sources to look at Stone Age paintings and explore what these tell us about life during the Stone Age</li> </ul> <p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past.</p> <p><b>Thread:</b> Using sources/Critical thinking. Society and legacy.</p>	<p><b>Thread:</b> Sources/Critical thinking. Invasion and settlement</p> <p>To explore Roman gods and their significance to Roman life</p> <p><b>Skills:</b> To know that they must look at the evidence available. To know the importance of and how to evaluate the usefulness of different sources. To know how to use evidence to build a picture of the past. To know key features and to begin to know about the ancient civilisations.</p> <p><b>Thread:</b> Society and legacy</p>	
<b>Retrieval Questions</b>	<p><u>Stone Age</u></p> <p>Describe a Stone Age settlement.</p> <p>Name 2 Stone Age monuments across Europe.</p> <p>What does Skara Brae tell us about Neolithic life?</p>	<p><u>Romans</u></p> <p>When did the Romans invade and conquer Britain?</p> <p>Why were Romans successful in battle?</p> <p>Name 3 Roman legacies.</p>	<p><u>Stockport</u></p> <p>What is a county?</p> <p>What county is Stockport in?</p> <p>Identify a physical and a human feature of Stockport.</p> <p>How does Stockport differ to Beziers?</p>

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	<p>When did the Stone Age begin?</p> <p>What were the 3 different periods of time during the Stone Age?</p> <p>What materials did Stone Age people use to create paintings?</p> <p>Why are cave paintings important today?</p> <p>What is a hunter-gatherer?</p>	<p>Identify features of a Roman bathhouse.</p> <p>Name 3 Roman gods and what they represented.</p> <p>Which countries did the Romans invade?</p> <p>Which country did the Romans come from?</p>	<p>Why was Samuel Oldknow significant in Stockport's history?</p> <p>Name 3 landmarks in Stockport.</p> <p>How has Stockport changed over the years?</p>
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