



# Year 3 – Autumn 1 – Knowledge Organiser

## Enquiry Question: What are the secrets of White Horse Hill?



### Subject Specific Vocabulary

Stone Age	The Stone Age began about 2.6 million years ago, when researchers found the earliest evidence of humans using stone tools, and lasted until about 3,300 B.C. when the Bronze Age began.
Bronze Age	The Bronze Age was the period of time between the Stone Age and the Iron Age, dating 3300 BC – 1200 BC.
Iron Age	The Iron Age was a period in human history that started between 1200 B.C. and 600 B.C., depending on the region, and followed the Stone Age and Bronze Age.
roundhouse	Roundhouses were the standard form of housing built in Britain from the Bronze Age throughout the Iron Age, and in some areas well into the Sub Roman period. The people built walls made of either stone or of wooden posts joined by wattle-and-daub panels, and topped with a conical thatched roof.
hillfort	A defended settlement built on hilltops.
bronze	A type of metal made from copper and tin to make it harder and more durable.
iron	A metal that is stronger and harder than bronze.
tribe	A group of people, often related through family, culture and language, usually with one leader.
Prehistoric	A time before historical records began
archaeologist	A person who studies human history through looking at artefacts and other remains.
Celts	The name given to people who lived in Europe during the Iron Age.
wattle and daub	A mixture of animal dung, clay and straw.

### Key Knowledge

#### Stone Age:

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

#### Iron Age:

People in the Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.

#### White Horse Hill:

Uffington 'Castle', which occupies the summit of Whitehorse Hill, is a rare and outstanding example of a large Iron Age hillfort. The famous White Horse is the oldest chalk-cut hill figure in Britain, perhaps over 3,000 years old. Nearby Dragon Hill, a natural mound about 10 metres high, is named for its association with the legend of St George.

#### Skara Brae:

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.

### Images and Diagrams



Uffington Castle

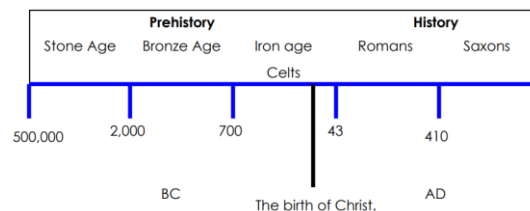


Stone Age Skara Brae

Iron Age roundhouse



### Timeline





**English**

**Launch Text: The Wild Way Home by Sophie Kirtley**

To write an alternative story based on The Wild Way Home.  
 To write a diary as a character from our story.  
 To recap use of capital letters, full stops, question marks and exclamation marks.  
 To write descriptions of settings and emotions.  
 To use a balance of nouns and pronouns for balance and clarity.  
 To spell words with ey, ei, ai, ear and homophones.  
 To using dictionaries to check the meaning of words that they have read.  
 To discuss words and phrases that capture the reader's interest and imagination.  
 To explain the meaning of words in context (understanding).

**Maths**

Place Value – represent and partition numbers to 100 and 1000 and to place numbers to 100 on a number line.  
 Addition and Subtraction – add and subtract ones and tens across 100 and add and subtract 2 digit numbers.

**Personal, Social and Health Education**

**Jigsaw piece – Being me in my world**  
 To recognise my worth, to face new challenges positively, to understand rules and how these are linked to our rights and responsibilities, understand how my actions affect myself and others and make responsible choices.

**Music**

Charanga – Let your spirit fly  
 To listen and appraise music, learn to play glockenspiels and explore dimensions of music.

**Religious Education**

Do Christians have to take Communion?  
 Explore the ritual of Communion and other ways to show belonging to the church.

**Bluebell Class – Autumn 1**

What are the secrets of White Horse Hill?



**School Trip/Visitor**  
**Trip to White Horse Hill – approx. £2**

**Physical Education**

**Dodgeball**  
 To throw and catch with control to keep possession and score 'goals'.  
 To be aware of space and use it to support teammates and cause problems for the opposition. To know and use rules fairly to keep games going.

**Gymnastics - movement**  
 To adapt sequences to suit different types of apparatus and criteria.  
 To explain how strength and suppleness affect performance.  
 To compare and contrast gymnastics sequences.  
 To refine movements into sequences.  
 To show changes of direction, speed and level during a performance.  
 To swing and hang from equipment safely using hands.

**Science**

To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  
 To describe in simple terms how fossils are formed when things that have lived are trapped within rock.  
 Recognise that soils are made from rocks and organic matter.

**French**

**Getting to Know You**  
 To say hello and goodbye, to introduce themselves, to say if they are feeling good/bad/so-so, to count to 10, to say how old they are.

**Computing**

To make a real-life situation into an algorithm for a program.  
 To design an algorithm carefully, thinking about what I want it to do and how To turn it into code.  
 To identify an error in my program and fix it.  
 To experiment with timers in my programs.  
 To identify the difference in using between the effect of a timer or repeat command in my code.  
 I know that a variable stores information while a program is running (executing).  
 To identify 'If' statements, repetition and variables.  
 To read programs with several steps and predict what it will do.

**History**

To place the time studied on a time line.  
 To find how life changed during the Stone Age, Bronze Age and Iron Age.  
 To compare life today with life during the Stone Age, Bronze Age and Iron Age.  
 To find out about White Horse Hill/Uffington Castle and what it was like as a settlement.

**Design and Technology**

To know about the properties and uses of a range of different fabrics.  
 To investigate natural and synthetic fabrics and how their uses changed fashion.  
 To understand the importance of recycling and reusing fabric.  
 To explore and practise different sewing stitches.  
 To design a small fabric pouch using specific criteria.  
 To make a small pouch using specific criteria.