
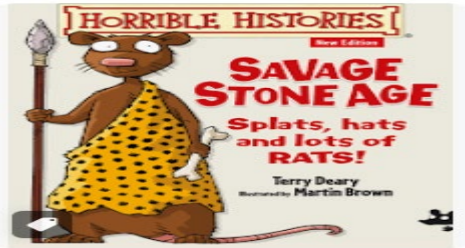




Topic:	The Stone Age
Main Subject	History
Linked Subjects	Art (Cave Paintings) Science - Rocks and soils
NC objective	Changes in Britain from the Stone Age to the Iron Age
Main subject key knowledge and skills	<p><u>History</u></p> <ul style="list-style-type: none"> *I know how historic items and artefacts have been used to help build up a picture of life in the past. *I know how Britain has changed between the beginning of the stone age and the iron age. *I know the main differences between the stone, bronze and iron ages. *I know what is meant by 'hunter-gatherers'. *I can sequence events, artefacts or historical figures on a timeline. *I know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * I know how historic items have been used to help build up a picture of life in the past. *I can identify similarities and differences between periods. *I can use words and phrases such as new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
Linked subject key knowledge and skills	<p><u>Scientific Enquiry</u></p> <ul style="list-style-type: none"> *I can ask questions and use different types of scientific enquiries to answer them. *I can set up simple practical enquiries, comparative and fair tests. *I can gather, record, classify and present data in a variety of ways to help in answering questions. *I can record findings using simple scientific language, drawings and labelled diagrams. *I can explain differences, similarities or changes related to simple scientific ideas and processes. *I can use straightforward scientific evidence to answer questions or to support my findings. <p><u>Scientific Knowledge</u></p> <ul style="list-style-type: none"> • Rock is a naturally occurring material. • There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. • Rocks can be hard or soft. • They have different sizes of grain or crystal. • They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders). • Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil. • Some rocks contain fossils. • Fossils were formed millions of years ago. • When plants and animals died, they fell to the seabed. • They became covered and squashed by other material. • Over time the dissolving animal and plant matter is replaced by minerals from the water.
Discrete Subjects	RE: Why do people pray? P.E. - Tag, football French - Shapes

Main Text	<p style="text-align: center;">Stone Age Boy</p> 	<p style="text-align: center;">Horrible Histories</p> 
Main Writing Genre	Explanation Text	
Enrichment	<p>Stone Age man visitor Now Press Play</p>	
Weekly overview	<p><u>WK1</u> -HISTORY TLC: How long ago was the stone age? T.L.C Can I use a timeline that identifies different time periods and eras within them? (E.g Palaeolithic, Mesolithic, and Neolithic.) TLC: Can I explain why this period was called 'The Stone Age'?</p> <p><u>WK2</u> - History T.L.C What was life like for Britons at this time? TLC: Is it better to be a child now or in the past?</p> <p><u>WK3</u> -D.T TLC: Can I investigate a collection of different shell structures? TLC: Can I develop a design brief which is meaningful? TLC: Can I evaluate existing products to determine which designs are most effective? TLC: Can I use annotated sketches and prototypes to develop, model and communicate ideas for the disposable lunchbox? TLC: Can I identify the main stages of making and use the appropriate tools to create my product? TLC: Can I evaluate the final product against the intended purpose and the design criteria agreed?</p> <p><u>WK4</u> -SCIENCE TLC: Can I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties? (WS) TLC: Can I explain differences, similarities or changes related to simple scientific ideas and processes? (K) TLC: Can I report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions? (WS)</p>	

	<p><u>WK5</u> - Science</p> <p>TLC: Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock? (K)</p> <p>TLC: Can I recognise that soil is made from rocks and organic matter? (K)</p> <p>TLC: Can I make systematic and careful observations? (WS)</p> <p>TLC: Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables? (WS)</p>
	<p><u>WK6 RE</u></p> <p>Can I explain beliefs about different prayers from Jewish people and Muslims?</p> <p>Can I recognise connections between belief about God and the practices of prayer?</p> <p>Can I give good reasons for their views about prayer and the value of it in different communities?</p>
Reflection of Learning	Kahoot quiz about stone age.
Sticky Knowledge	<p>*Saddleworth in Oldham has a bowl barrow (a mound of earth used to cover a tomb) that has been archeologically excavated thought to be from the Bronze Age. This has been turned into a prehistoric monument.</p> <p>* The stone age happened 3 million years ago. The first humans in Europe.</p> <p>*Hunter gatherers in the Palaeolithic age.</p> <p>* Communities developed in the Neolithic age. Study of a stone age village.</p> <p>* Stonehenge important stone age building.</p> <p>* The Bronze age introduced using metal to make objects.</p> <p>*The Iron age showed advancement in tools and weapons.</p>
British values/citizenship	Development of communities and how they have changed.
Maths links	Carroll diagrams, measure length, mass, capacity - St2q, M1q - Science Compare and order measures - M1q - French
Computing Links	* Now Press Play
Outdoor learning	* Now Press Play
Home learning	* knowledge mats