

Hook	Overview	Outcomes
<p><i>How will you engage the learner's interest?</i></p> <p>Initiation stage</p> <p>Show image of cave paintings</p> <p>Who lived in the cave? What was life like for them? What do we know?</p> <p>When? Timeline</p> <p>Images of Stonehenge/standing stones</p> <p>Show episode of the Flintstones - what have we learned about life in the stone ages? Add to working wall (what we know so far... &amp; what we want to find out)</p> <p>Initiation Stage</p> <p>Share extract – page 1 of the text up to “except to the chalk pit”</p> <p>What is the text telling us about Barney's character?</p> <p>What do we know about him?</p> <p>Chalk quarry images. To provide chn with visual context</p> <p>Task: Likes/dislikes/questions &amp; evidence</p> <p>Ext task: what does the text tell us about Barney's sister – evidence with PEE paragraph.</p>	<p><i>Using the Stig of the Dump as a stimulus the Upper school will be engaging with a curriculum designed to enhance their understanding not only of the historical significance of Stone Age man but also the evolution of man and his interactions with one another.</i></p>	<p><b>At the end of this unit;</b></p> <p><b>Majority of children will be to;</b></p> <p>Write a play script about an argument between Barney and his sister Lou about it not being safe at the chalk pit.</p> <p>Use inference and reflection to write about the main characters in the book.</p> <p>Develop an appreciation and love of reading, and read increasingly challenging material independently</p> <p>Write for a wide range of purposes and audiences, including: well-structured formal expository and narrative essays; stories, scripts, poetry and other imaginative writing; notes and polished scripts for talks and presentations and a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.</p> <p><b>Most children will be able to;</b></p> <p>Answer questions by extracting information from the text.</p> <p>Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.</p> <p>Apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p>

		<p><b>Some children will be able to;</b> evidence the text using PEE paragraphs.</p> <p>Plan, draft, edit and proofread, considering how their writing reflects the audiences and purposes for which it was intended.</p> <p>Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p> <p>Know and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.</p>
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<p><b>English overview</b></p>	<p><b>Text (text type) – Outcomes –</b></p> <p><i>Write a play script about an argument between Barney and his sister Lou about it not being safe at the chalk pit. Choose one of the main events of the story and write a diary entry about it from Barney's point of view. Write a description of the pit and the discarded objects that can be seen at the bottom of it. There is a creeper near to the pit called 'Old Man's Beard'. Why might it have been called this? If you visited Stig, what presents would you take him? Think of five objects that he might find useful, explain why they are useful and why you chose them. At the start of the story, Stig shows Barney around his 'home'. Make a page about Stig's den in the form of an estate agent's information sheet about a home for sale. Make a character profile to describe Barney and / or Stig. What is their personality like? What are their favourite things? What are their hopes and dreams? Imagine that you had to teach Stig how to speak. Which words would you teach him first? Why? Barney teaches Stig lots of new skills. Can you choose one of them and write a set of instructions to teach somebody else too? Rewrite part of the story in the first person, from Barney or Stig's point of view. Rewrite part of the story in the present tense. Write a prequel to the story, explaining where Stig came from. In Chapter 4 Barney and Stig go hunting. Have a class debate to discuss the 'for' and 'against' arguments about hunting. The Snargets call themselves 'the Lone Ranger', 'Robin Hood' and 'William Tell'. Can you find out about these characters and explain who they are? Imagine that you are a policeman interviewing Barney about the robbery. What questions would you ask? How would he respond? Write the policeman's report about the missing property and how it was discovered.</i></p>
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*Write a postcard from Barney to his family to describe some of the adventures that he has.*

*Write a newspaper report about the missing leopard from the circus.*

*Write the speech that you would give to the tribe if you had the opportunity.*

*Think about what happens to Stig after the end of the story. Where does he go next? Will he ever meet Barney again?*

*The book was turned into a TV show in the 1980s. Watch the first part (below) and write a review of it. How does it compare to the book?*

*Extract where Barney meets Stig (pg 6)*

*Where is Barney?*

*What has happened?*

*Who is there? Who or what is the thing with the shaggy, black hair.*

*Chn to be given extract and PEE paragraph to answer questions.*

*In the story, Barney and Lou are staying with their grandparents for the Summer holiday. Have you ever stayed with anyone for a long time? Do you have friends to sleepover at your house?*

*Think about this carefully, and then write up a list of the Best Sleepover Ever. Write down where you go and who you visit, what you would pack in your bag, what games you would play, what you would eat and anything else you can think of: the whole sleepover is up to you: so decide on the best activities!*

*Stig seems to be a Caveman of sorts, someone who may have come from Stone Age civilisation: we don't know this for sure, but we presume it is the case. In the Stone Age, structures such as Stonehenge were built.*

*Perhaps Stig is in fact Barney's imaginary friend — someone who he has invented, but who doesn't really exist. Lots of people have imaginary friends, or have had them when we were growing up.*

*If you have an imaginary friend, draw a picture of them, explaining why he or she is special. If you haven't ever had an imaginary friend: think one up! Invent the best friend in the world, and draw and label the picture.*

*Sometimes in life we meet people who look a bit different, sometimes scary, but who turn out to be kind and friendly. Stig is a bit like this, but Barney doesn't judge him: he gets to know him first, and finds that they have a lot in common. Stig is a wonderful friend. Write a short story about a young girl or boy who behaves in a very naughty manner, but is in fact a kind and lovely person inside.*

*Write about what he or she does, how people react to the behaviour, and then how people finally discover that the girl or boy is kind hearted. Makes sure that your story has a clear beginning, middle and end. If you don't fancy writing about it, you could draw the story in pictures.*

*Do some research into Stonehenge and write down five facts about the stones. Draw and colour a picture of Stonehenge and write down your favourite fact.*

<p><b>Maths</b></p>	<p>WEEK 1: Statistics, Geometry &amp; Measurement, Number; Rounding/estimating  WEEK 2: Statistics, Geometry &amp; Measurement, Measurement – Length/Time  WEEK 3: Statistics, Geometry &amp; Measurement, Measurement – Length/height/temperature/capacity  WEEK 4 Statistics, Geometry &amp; Measurement, Properties of shapes  WEEK 5: Statistics, Geometry &amp; Measurement, <b>Assessment Week within this period</b>, Fractions revisited  WEEK 6: Statistics, Geometry &amp; Measurement, Geometry – Symmetry/Translation</p>		
<p><b>Science</b></p>	<p><b>Learning Objectives/Curriculum Coverage</b></p>	<p><b>Planned Learning Experiences/Activities</b></p>	<p><b>Assessment Opportunities/Success Criteria</b></p>
<p><b>Main Activity/Area;</b></p> <p><b>Cross Curricular links;</b></p> <p>PE; the impact of diet upon exercise  RE lifestyle choices of world religions  <i>Literacy; Impact of diet and exercise in concentration camps</i>  <i>Maths; Weight of food types/ shape/fractions and % involved in healthy diet consumption</i></p>	<p><b>Using the Fusion SOW as a guide. Students will engage with the following modules;</b></p> <p><b>B1.7 The skeleton</b>  <b>B1.8 Joints and muscles</b>  <b>B1.4 Food and diet</b>  <b>B1.5 Breathing</b>  <b>B1.8 The Heart</b>  <b>B 1.10 Exercise</b>  <b>B1.12 Nervous system</b></p> <p><b>Example lesson plans are in the science folder in Upper school.</b></p>	<p>Pupils will follow PowerPoint presentations with particular reference to B1.7 – B1.12. All pupils will be given the opportunity to dissect a heart and lungs. Differing exercise activities will be undertaken with pupils recording heart rate, breathing rate and blood pressure finding out why this is different from when at rest. Pupils will learn the structure and function of the skeleton through musical chairs and game play.</p>	<p>B1.7 All pupils will be able to name the four functions of bones and that they contain calcium.  Most pupils will be able to name the four functions of bones and link this to protein and calcium content, including the importance of vitamin D and know that hollow shapes are strongest.  Some pupils will also be able to relate the diameter of a rod to strength for a given amount of material.  B 1.8 All pupils will be able to state that muscles can only pull bones.  Most pupils will be able to describe how a pair of antagonistic muscles works.  Some pupils will also be able to describe how a pair of antagonistic muscles work in detail and relate joint structure to function.  B1.4 All pupils will be able to name the six major food types with aid.  Most pupils will be able to list the major food types, giving examples, and describe the tests for them.  Some pupils will also be able to give detailed descriptions of the types of foodstuffs and how they are used by the body.  B1.5 All pupils will be able to describe the basic structure of the lungs.  Most pupils will be able to describe how the breathing process occurs.  Some pupils will also be able to explain the effects of breathing in and breathing out on the different parts of the thorax.  B1.8 All pupils will be able to state that the heart pumps blood around the body and the names of the different types of blood</p>

			<p>vessel.</p> <p>Most pupils will be able to describe how the heart works and the differences between arteries, veins and capillaries.</p> <p>Some pupils will also be able to give detailed descriptions of the tissues and anatomical features involved linked to their functions.</p> <p>B1.10 All pupils will be able to relate heart rate to exercise.</p> <p>Most pupils will be able to explain why heart rate increases with exercise.</p> <p>Some pupils will also be able to accurately predict the effects of increased exercise on the rate of recovery.</p> <p>B1.12 All pupils will be able to name a reflex action.</p> <p>Most pupils will be able to name a reflex action and describe how it works.</p> <p>Some pupils will also be able to describe the details of a named reflex action.</p>
<b>Resources</b>		<b>Key Vocabulary</b>	
Power point presentations, work booklet; various food types, cooking utensils; money; trip out to buy food, chalk.		Nervous system Heart Lungs Food groups Protein	Carbohydrates Dairy Saturated fats Trans fatty acids Joints Skeleton Muscles
<b>PSHCE/Topic</b>	<b>Learning Objectives/Curriculum Coverage</b>	<b>Planned Learning Experiences/Activities I'm a Pupil get me out of here/ Life Skills Challenges</b>	<b>Assessment Opportunities/Success Criteria</b>
<p><b>Main Activity/ Area;</b> <i>e.g.</i> <i>Dimensions/SEAL focus/Theme</i></p> <p><b>Cross Curricular links;</b> PE; Impact of drugs on performance RE: Philosophy for children</p>	<p>Upper school students will be following a personalised curriculum in this subject based on their needs and those identified by their teaching staff.</p> <p>This may include but not be limited to;</p> <p><b>Survival in the wilderness:</b></p> <ul style="list-style-type: none"> <li>*To learn basic techniques of survival in a woodland environment and to understand the associated risks.</li> <li>* Prioritising what is needed; discussion work; needs v wants. How to start a fire, shelter building.</li> <li>* Differentiate between a need and a want.</li> <li>*Identify the key things that are needed for survival.</li> <li>*Explain the importance of having a safe water supply. Observe various processes of water filtration and the cleansing of water supplies</li> </ul>	<p><b>Survival in the wilderness:</b> To learn basic techniques of survival in a woodland environment and to understand the associated risks. To understand and demonstrate the various methods of laying and lighting a fire. To know how to produce and use primitive tools. To know the correct techniques for using bush craft tools and be aware of the dangers associated with them. To list and demonstrate the 6 main ways of making fire. To be able to light a fire in a safe way. To be able to split wood in a safe and controlled way. To be able to provide a sample of water suitable for drinking. To use a number of different methods, including boiling and basic filtering, using what is available within the</p>	<p>How does the school map differ from previous maps you may have used? (E.g. scale, complexity) Pairs / groups to complete as many short courses as time allows. What strategies did you and your partner employ to successfully complete the task?</p> <p>How did you agree on route choices? Identify with your partner where you made good or poor Pupils refine the skills of orientating the map, thumbing the map, decisions on route planning ahead and should demonstrate their ability to make</p>

	<p>*Successfully undertake a series of short loop cross country courses using an unfamiliar map.          *Demonstrate effective use of orientating (setting) a map, understanding changes of scale and map symbols          *Negotiate and agree route choices with a partner.</p> <p><b>Food preparation:</b>          How to prepare food safely. How to use equipment safely; what to make; daily calories and healthy eating, portion sizes, factors of a healthy diet; man v food, modern day restaurants.</p> <p><b>Budgeting:</b>          Students to identify what they need to eat each day. Plans- breakfast, lunch, tea, snacks, drinks etc. Students to work out costings per person. Allocate budget.          Discussion around pooling of money to get more value for money? Discussion around compromise.</p> <p><b>Perseverance:</b>          Importance of keep going, hardship, homelessness, having needs met, Maslow's Hierarchy of needs.</p> <p><b>Relationships and Teamwork</b>          What makes a good team, how does a team survive v surviving on your own, leadership, group cohesion, identifying strengths and weaknesses sin the team, communication, social interaction, working with adversity/emotions.</p> <p><b>Facing fears:</b>          Social prejudice, perseverance, moral compass, decision making around fears, limiting life chances.</p>	<p>woodland. Successfully undertake a series of short loop cross country courses using an unfamiliar map. Explain the importance of having a safe water supply. Observe various processes of water filtration and the cleansing of water supplies</p> <p><b>Food Preparation:</b> After demonstration and instruction, students will able to produce: boiled, fried, poached eggs/ Porridge, Bacon sandwich, one cup pancakes          Demonstration – full English breakfast, porridge          Tutor-led discussion — discuss the importance of breakfast, hygiene, sourcing ingredients, nutritional value, labelling, equipment, effects of the method of cookery, cooking tips, seasoning, serving.          Complete activity sheets – labelling /Eat Well plate.          Demonstration – how to wash and prepare salad leaves, tear / cut / chop. How to dress / bind a salad properly          Tutor-led discussion – hygiene, sourcing ingredients, nutritional value, seasonal, labelling, equipment, cooking tips seasoning, serving.          Read fact sheet – Salads.</p> <p><b>Budgeting: Complete a booklet :</b> You will make plans for a shopping trip to buy items needed for daily living. You will identify what shops to visit, in which order and timings for the trip. Estimating how much money you will need is included in the planning. You will follow the plan you have made and make a shopping trip to buy items from different shops, demonstrating communication skills and competence in making transactions. Further work will be competed with a focus on Maslow's Hierarchy of needs. This activity will tie in with survival in the wilderness as one of the needs will be taken away to see how the children survive.</p>	<p>Discuss the reasons why you made these decisions and more informed decisions regarding route choices. what you might do to improve your performance next time</p> <p>Choose one meal to prepare from a selection of three, e.g. cheese on toast, beans on toast, egg on toast</p> <ol style="list-style-type: none"> <li>1.1 Identify <b>6 items</b> which need to be bought regularly for daily living</li> <li>1.2 Identify / describe <b>3 shops</b> to be visited to buy items for daily living</li> <li>1.3 Decide on the order in which to visit the shops.</li> <li>1.4 Give reasons for choice of mode of travel to the shops.</li> <li>1.5 State (<i>estimate</i>) how much money will be needed</li> <li>2.1 Demonstrate appropriate behaviour while buying chosen items</li> <li>2.2 Use appropriate communication skills when buying items.</li> <li>2.3 Pay for items using cash up to £10.</li> <li>2.4 Count change accurately following transactions.  <i>(Evidence: signed witness statements, photos and receipts)</i></li> </ol> <p>Each student is given a scenario of a family that includes professions, number of members in the family and ages, and four special conditions unique to the family. The student is asked to construct a budget to include an income column, and no less than ten expense</p>
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	<p><b>Reflection, www etc:</b>          What went well, what did not go so well. Student to complete reflection sheet each lesson. Power point to be made/presentation to staff about what they have learnt etc.</p>	<p><b>Perseverance:</b> Pupils will learn about stickability, They will undertake work pertaining to the homeless with a specific focus on homeless teenagers and the reasons that they become homeless. This will be through PowerPoint presentations and written tasks. Pupils will also complete community work with a homeless charity.</p> <p><b>Relationships and Teamwork:</b> Describe some ways we can protect ourselves against unsafe sex. Explain the pros and cons of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception. Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances. Keeping good friendships and avoiding toxic ones. Family relationships – the different types and why we don't always get along. Love and relationships – falling in love and dealing with new feelings. Bullying or banter? Why do people bully others and how can we help stop this? What is cyberbullying? Why do people bully online? How do we keep safe and positive relationships (on and off-line)? What is my personal identity and why is diversity important? Extremism – why does radicalisation happen and how does it challenge our values?</p> <p><b>Facing fears:</b> The children will undertake a number of tasks on a Friday afternoon. This will range from trying new foods such a locust and spiders, Rock climbing and swimming and sensory activities such as placing hands in a box whilst blindfolded. Reflection: The children will be taught Gibb's Reflective Cycle and how this will help them</p>	<p>columns which are to be categorized by whether they are monthly or yearly, and whether they are "needs" or "wants." The columns will be expressed and totalled in pound amounts.</p> <p>Follow-up Activities: The students, working in pairs, will be requested to write a scenario in which they will choose a profession, number of people in their family, and any special situations within their family. They will then construct a complete budget to include salary, living expenses, and savings, using the format learned in class.</p> <p>Self-Assessment: The teacher will assess and take notes as she walks around and observes and listens to the brainstorming sessions that the groups are participating in. The budgets and problem solving suggestions that the student groups present, as well as the budget each individual student constructs in their assessment will be evaluated to determine whether the students grasped the concept of earning an income and budgeting.</p> <p>Using the Think-Pair-Share strategy have students reflect on the characteristics of healthy and unhealthy relationships. Directions/Description ☐ Working individually, students identify what they think are the characteristics of a healthy</p>
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		<p>throughout life. The children will reflect every Friday with a written piece of work about a particular incident that may have taken place during the week or about an activity they have taken part in.</p> <p>Take on various roles and responsibilities within a team • Develop communication skills to clearly explain and understand the task • Work collaboratively within teams</p> <p>*Develop roles and responsibilities within a team • Identify and test a variety of possible solutions • Discuss and agree the most appropriate solution • Develop team collaboration</p> <p>*Analyse and adapt the Electric Fence challenge to make a more complex task for another group to undertake • Explain the revised task to another group • Offer and accept support within the team • Develop trust between team members.</p>	<p>relationship and the characteristics of an unhealthy relationship. ☒ Once they have identified characteristics for each category, students work in pairs to rank their top three to five characteristics in each category. ☒ As a class, identify the top five characteristics in each category. ☒ Then have each group identify what each characteristic would look like in a healthy relationship and in an unhealthy relationship, giving specific examples if possible.</p>
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<b>Resources</b>	<b>Key Vocabulary</b>
PowerPoint presentations, Pictures, Films, Money, Iron, Ironing Board, Booklets for Reflection.	Facing Fears, Relationships, Managing Money, Roles and Responsibilities, Personal Identity, Perseverance, Reflection,

<b>P.E.</b>	<b>Learning Objectives/Curriculum Coverage</b>	<b>Planned Learning Experiences/Activities</b>	<b>Assessment Opportunities/Success Criteria</b>
<p><b>Main Activity/ Area;</b> <i>e.g. Basketball; ball skills</i></p> <p><b>Cross Curricular links;</b> <b>Science; Biology, exercise and its effects on the body</b> <b>Literacy; effects</b></p>	<p><b>After carrying out the activities and core tasks in this unit.</b></p> <p>Most pupils will: choose and use combinations of skills with confidence, accuracy and consistent quality in most of the games they play; use a sound understanding of the principles of play when planning their approaches to games; work effectively in small teams to choose and put into practice tactics for attacking and defending; recognise and explain the importance of getting ready for games; follow appropriate warm-up routines; identify the main aspects of a good performance; recognise</p>	<p><b>1. Ball familiarisation</b></p> <p>To be able to perform the fundamental basketball skills of ball handling in a practice situation</p> <p>To be able to state the basic rules of Basketball.</p> <p>To be able to apply the skills in a game situation</p> <p>To be able to apply the basic rules in a game situation</p> <p><b>2. Passing, receiving and outwitting an opponent.</b></p> <p>To be able to demonstrate the correct technique of a bounce, chest and overhead pass in basketball in a practice situation.</p> <p>To be able to describe the correct technique of a</p>	<p>Students will be assessed and levelled using the assessment framework in the PE folder in Upper school file. Typical areas for assessment include;</p> <ul style="list-style-type: none"> <li>• Catching</li> <li>• Passing and dribbling</li> <li>• Shooting</li> <li>• Rules</li> <li>• Playing positions</li> </ul>



<p><b>of sustained exercise on the body on Holocaust victims Maths (scoring), Citizenship (sportsmanship),</b></p>	<p>weaknesses; suggest how a performance could be improved More detailed explanations of differentiated learning outcomes can be found on the SOW in the Upper school folder.</p>	<p>bounce, chest and overhead pass in basketball. To be able to evaluate a peer’s performance, offering constructive feedback To be able to identify where and when each basketball pass is used within a game. <b>3 and 4 . Intro Dribbling &amp; Pivoting</b> To be able to demonstrate the basic technique of dribbling in basketball in a practice situation. To be able to describe the basic technique of dribbling in basketball. To be able to recall the basic rules of dribbling including double dribble and travelling To be able to apply the dribbling technique in a game situation <b>5-7 Shooting set shot and lay up</b> To be able to demonstrate the correct technique for the set shot in a practice situation To be able to describe the correct technique for the set shot To be able to evaluate a peer’s performance, offering constructive feedback To be able to identify each of the different shots in basketball To be able to state the benefits of the different basketball shots. <b>Shooting – lay up</b> To be able to demonstrate the correct technique for the lay-up shot in a practice situation To be able to describe the correct technique for the lay-up shot. To be able to evaluate a peer’s performance, offering constructive feedback. To be able to apply the lay- up technique in a game situation</p>	
<b>Resources</b>		<b>Key Vocabulary</b>	
<ul style="list-style-type: none"> <li>• Basketballs</li> <li>• Bibs</li> </ul>		Stationary dominant dribble chest pass bounce pass rebound jump shot zonal marking defence offence travelling	

<ul style="list-style-type: none"> <li>• Cones</li> <li>• Access to information through ICT</li> </ul> <p>Information on local clubs</p>			
<b>History / Geography</b>	<b>Learning Objectives/Curriculum Coverage</b>	<b>Planned Learning Experiences/Activities</b>	<b>Assessment Opportunities/Success Criteria</b>
<p><b>Main Activity/ Area;</b>  <i>Looking at how flint knives are made.</i>  <b>Cross Curricular links;</b>  <b>RE;</b>  <b>consequences of crimes</b>  <b>Literacy;</b>  <b>comparing fictional and documented versions of concentration camps</b></p>	<p><b>LO: To know how the Bronze Age was different to the Stone Age</b>  <b>! To explain how the smelting process was used to make bronze.</b></p>	<p>This book celebrates exploring and adventure. When we explore our surroundings by walking or cycling through the countryside or park, we discover so much. One of the most exciting ways of discovering new places is through something called Geocaching.</p> <p>Parts of the story take place at different times of the year. Can you explain how things change throughout the seasons?</p> <p>Several places are mentioned in the story. Can you look on a map and find where it might be set? In the story Stig makes a flint knife. Can you find out about different artefacts used by cavemen? How did they make these objects? What were they made from and what did they use them for.</p> <p>Pass round some pieces of stone and something bronze (or a similar metal if you can't find anything made of bronze). Ask pupils to discuss the differences between the two materials and to think of what each one might be used for and why.</p> <p>Explain to the pupils that bronze is an alloy of 90% copper and 10% tin. It can easily be melted and poured into moulds to make different things like weapons or tools but it is also really hard when set and useful because it doesn't break into pieces easily.</p> <p>The discovery and wider use of bronze improved life in many ways and marked the end of the Stone Age and the beginning of the Bronze Age. Look again at the timeline from Session 1. Ask pupils to spot where</p>	<p>Contextual world knowledge of locations, places and geographical features.</p> <p>Understanding of the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space.</p> <p>Competence in geographical enquiry, the application of skills in observing, collecting, analysing, mapping and communicating geographical information.</p> <p>Day-to-day assessment (formative)  Learning outcomes shared with pupils, peer- and self-assessment, immediate feedback and next steps for pupils.</p> <p>Periodic assessment (formative and summative) gives a broader view of progress for teacher and learner and improvements to curriculum planning. Pupils are assessed as below/at/above what is expected. Create a portfolio of work using content-focused mark schemes based on the expectations for the unit.</p>

		<p>the Stone Age ends and to see what comes next. Explain that the introduction of bronze was such a significant change that this period of history is named after it! Ask the pupils to help you to match up the cards from Resource 5a to work out some of the reasons that making things out of bronze meant such significant change for society. You could do this activity as a class or, if you prefer, make copies for the pupils to work through in pairs or small groups.</p>	<p>Transitional assessment (largely summative) Make judgements against the end of key stage benchmark statements using portfolio of work</p>
<b>Resources</b>		<b>Key Vocabulary</b>	
<p>You may like to show this video to find out more about making bronze.  <a href="http://www.bbc.co.uk/education/clips/z2gghv4">http://www.bbc.co.uk/education/clips/z2gghv4</a></p>		<p>Bronze, Smelter, Axe, Copper, Tin.</p>	
<b>DT / Art</b>	<b>Learning Objectives/Curriculum Coverage</b>	<b>Planned Learning Experiences/Activities</b>	<b>Assessment Opportunities/Success Criteria</b>
<p><b>Main Activity/ Area;</b>  <i>Cookery/Art</i></p> <p><b>Cross Curricular links;</b>  <b>Science; food and nutrition PE; Effect of diet on exercise</b></p>	<p><b>Design tools that would help Stig and Barney to survive both in the Stone Age and in modern times.</b></p>	<p>Design a new and improved den for Stig. Think about what he needs there to be comfortable (light / heat etc).</p> <p>Design a new tool to help Stig with his cooking.  Design a new machine to help Barney lower his gifts down to Stig.  Barney and Stig use lots of different tools when they are building things or cooking. Make a safety poster to teach people how to use them carefully.  Create a new costume that Barney or Stig could wear to the party. Design the food they would eat at the party.</p>	<p>To be able to write and follow recipes.  To be able to weigh and measure accurately.  To be able to select and use the most appropriate ingredients and equipment to plan and cook a range of dishes.  To be able to modify existing recipes.  To know that food can spoil and decay due to the action of microbes, insects and other pests.  To understand and use date marks and food storage instructions on food packaging.  To demonstrate good personal hygiene when cooking.  To demonstrate good food safety and hygiene when cooking.</p>

Resources		Key Vocabulary	
News Paper, Wooden Sticks, Stone, Barley, Carrot, Leek, Meat.		Soup, Stew, Boil, Hunt, Smoke , Preserve.	
R.E.	Learning Objectives/Curriculum Coverage	Planned Learning Experiences/Activities	Assessment Opportunities/Success Criteria
<b>Main Activity/ Area;</b> <b>Cross Curricular links;</b>	<p>LO: To understand that the religions of the ancient Near East were mostly polytheistic, with some examples of monolatry (for example, Yahwism and Atenism).</p> <p>To investigate religions and worldviews through varied experiences, approaches and disciplines; reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity; becoming increasingly able to respond to religions and worldviews in an informed, rational and insightful way.</p>	<p>What was the Stone Age. What is the Iron Age?  To recognise how the ideas of God have changed.  To Identify key ancient ideas of God.</p> <p>Given information about the beliefs an ancient group would have had about God.</p> <p>Students to complete an informative poster AND a presentation about the ancient group. Students will have 20 minutes to do this. They will then show it to the rest of the class so they can use the information to know about more groups beliefs. The presentation should last 90 seconds.</p> <p>The work should include three separate presentations over three lessons. <b>Inca, Aztec, Mya.</b> It should state:  Whether it is a monotheistic or polytheistic religion.  Who the main God/Gods/Goddesses are.  What the role of God is.</p>	<p>investigate and analyse the beliefs and practices of religions and worldviews using a range of arguments and evidence to interpret and evaluate issues and draw balanced conclusions; synthesise their own and others' ideas and arguments about sources of wisdom and authority using coherent reasoning, making clear and appropriate reference to their historical, cultural and social contexts; analyse in a coherent and well informed way the forms of expression and ways of life found in different religions and worldviews; use different disciplines and methods by which religions and worldviews are studied to analyse their influence on individuals and societies; account for varied interpretations of commitment to religions and worldviews and for responses to profound questions about the expression of identity, diversity, meaning and value; argue for and justify their own positions with regard to key questions about the nature of religion, providing a detailed evaluation of the perspectives of others; enquire into and develop insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in the arts,</p>

			media and philosophy; use a range of research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, respect for all and mutual understanding, locally, nationally and globally; use ideas from phenomenological approaches to the study of religions and beliefs to research and present skilfully a wide range of well-informed and reasonable arguments which engage profoundly with moral, religious and spiritual issues.
<b>Topic John Muir Award</b>	<b>Learning Objectives/Curriculum Coverage</b>	<b>Planned Learning Experiences/Activities</b>	<b>Assessment Opportunities/Success Criteria</b>
<b>Main Activity/ Area; Cross Curricular links;</b>	<p><b>To prepare for a project to develop self-awareness.</b></p> <p><b>Investigate wellbeing in different contexts, with minimum support.</b></p> <p><b>Carry out the project.</b></p> <p><b>Review knowledge of self.</b></p> <p><b>Prepare to develop practical abilities within a project.</b></p> <p><b>Develop practical abilities.</b></p> <p><b>Review their own practical abilities used in a project(s).</b></p> <p><b>Prepare to develop interpersonal skills within a group project.</b></p> <p><b>Review their own interpersonal skills.</b></p>	<p>Upper school will be following guidelines set out as part of the John Muir Award. This environmental reward scheme focuses on supporting people with their connection to the natural world. The John Muir Award promotes Educational, Social and Personal development through conservation. The award helps to appreciate and value nature, urban greenspace and wild landscapes. It promotes personal development and healthy living through outdoor experiences. The Award aims to encourage awareness, understanding and responsibility for wild places.</p> <p>Using the John Muir Challenge 'Explore it' as a guide. Students will have the opportunity to;</p> <ul style="list-style-type: none"> <li>• Travel to a variety of locations to compare and contrast them</li> <li>• Visit locations at different times of year to investigate changes</li> <li>• Learn about biodiversity in the identified locations</li> </ul>	<p>Engagement with supporting agencies SWT, CATCA. ☑ Investigation into global environmental issues — values, beliefs and attitudes. ☑ Seeking opinions on own qualities through discussion with others. ☑ Personal review and reflection of being in wild places — resilience. ☑ Creative writing project inspired by environment. ☑ Artefacts to promote conservation eg leaflets, power points etc. ☑ Assembly talks to fellow students. ☑ Personal BLOG, diary, journal.</p> <p>develop practical abilities within a project.</p> <p>Identifying strengths and limitations within own practical abilities in relation to a specific project(s)</p> <p>Identifying targets for the development of these practical abilities.</p> <p>Giving a presentation to school partner</p>

	<p><b>Prepare to develop task management skills within a vocational project.</b></p> <p><b>Review their own task management skills.</b></p>	<ul style="list-style-type: none"> <li>• Evaluate the impact of humans within each location</li> <li>• Make maps of each area using prior learning</li> <li>• Research the local geology, natural and cultural history linked to each location.</li> </ul> <p>Using the John Muir Challenge 'Share it' as a guide. Students will have the opportunity to;</p> <ul style="list-style-type: none"> <li>• Use waste collected to create 3D art to raise awareness</li> <li>• Curate installations of art</li> <li>• Use a variety of natural resources to create landscapes. This could include flora and fauna from the beach environment</li> <li>• Research and replicate art produced by environmental activities such as Andy Goldsworthy, Nils-Udo, Chris Jordan and the Red Earth Art Group.</li> </ul> <p>Using the John Muir Challenge 'Share it' as a guide. Students will have the opportunity to;</p> <ul style="list-style-type: none"> <li>• Review understanding of Microsoft OFFICE packages</li> <li>• Create a leaflet in Publisher promoting an area you have visited</li> <li>• Produce a presentation including images, video and weblinks detailing your exploration of an area</li> <li>• Use the internet to identify and explore issues of conservation in the local area.</li> </ul> <p>Using the John Muir Challenge 'Conserve it' as a guide. Students will have the opportunity to;</p> <ul style="list-style-type: none"> <li>• Assess wildlife populations in designated areas comparing and contrasting species</li> <li>• Take part in organised litter picks to clean areas of natural beauty but also to compare</li> </ul>	<p>agencies, school, parents, and local communities. Auditing an area, identifying problems with the area eg dog fouling, fly tipping. Carrying out a self-evaluation of own practical abilities required for John Muir Award. Plan and conduct guided walks, create an orienteering trail. ☑ Build bird boxes; build bug hotels for the Bugs Life Project. Produce an item for team BLOG and for school website. Produce artefacts to promote conservation eg leaflets, posters, PowerPoint presentations.</p> <p>interpersonal skills within a group project.</p> <p>identifying strengths and limitations in their own interpersonal skills</p> <p>identifying personal targets for the development of these skills</p> <p>contributing to the planning of a group project that will allow progress towards these personal targets</p> <p>identifying their own straightforward tasks, which will enable progress towards these targets</p> <p>Presentations to pupils, partner agencies, parents, local communities and businesses. Work co-operatively with link school in Cape Town, South Africa. Working with others to plan guided walks for associated primary schools. Working with others to carry out scientific investigation and report writing eg CO2 levels. Plan the following projects with others eg Climate</p>
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<b>Resources</b>		<b>Key Vocabulary</b>	
PowerPoint Presentation, Film, Pictures, Boots Wet/Warm Weather Clothing. Litter Picking Sticks.		Predator, Plant Life, Investigate, Wildlife, Population, Geology, Pollution.	
<b>Educational Trips/Visits</b>		<b>Useful websites</b>	
Week 1 Bamburgh Castle and Beach Week 2 Craster, Dunstanburgh and Newton by the Sea Week 3 Farne Islands Week 4 Druridge Bay Week 5 King Edwards Bay/Seaham beach			