

## 'Stone Age to Iron Age' OVERVIEW 2016 Autumn term

Week	Experience	Literacy Genre	Topic work	Products	Links to NC
1/2		A day in the life of Stone Age Boy – create own narrative	<ul style="list-style-type: none"> <li>• Pre assessment – what do you know about the stone age</li> <li>• Timelines</li> <li>• Human Evolution (Neolithic, Neanderthals)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre assessment what do you know? What do you want to find out?</li> <li>• Timeline into books</li> <li>• Poster of evolution of humans into books.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources</li> </ul>
3/4		Instructions to make stewed fruit	<ul style="list-style-type: none"> <li>• Hunter/gatherers and foraging</li> <li>• Healthy meal and diets.</li> <li>• Comparing food and lifestyles.</li> <li>• Cooking stewed fruit recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs of children foraging and writing about their experience</li> <li>• Cooking a stewed fruit dish</li> <li>• Completing a healthy food plate explaining different nutritional value</li> </ul>	<ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>• <input type="checkbox"/> identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>• understand and apply the principles of a healthy and varied diet</li> <li>• <input type="checkbox"/> prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• <input type="checkbox"/> understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
5/6	Stonehenge on the field – mystery rocks appeared.	How did Stonehenge appear? Newspaper report about the mysterious appearance of Stonehenge and how it appeared.	<ul style="list-style-type: none"> <li>• Design a Stone Age camp</li> <li>• Settlements/homes/shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a stone age camp into books</li> <li>• Compare homes and shelters – table of comparison</li> </ul>	<ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• <input type="checkbox"/> recognise that vibrations from sounds travel through a medium to the ear</li> <li>• <input type="checkbox"/> find patterns between the pitch of a sound and features of the object that produced it</li> </ul>

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7/8	Making fossils Discovering fossils on the field	Information text about prehistoric animals	<ul style="list-style-type: none"> <li>• Fossils</li> <li>• Prehistoric animals/ Extinct animals</li> <li>• Archaeologists job roles, archaeological</li> </ul>	<ul style="list-style-type: none"> <li>• As a group design a fossil and explain how it was found where it may have come from on a3 paper to display on walls</li> </ul>	<ul style="list-style-type: none"> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• <input type="checkbox"/> construct and interpret a variety of food chains, identifying producers, predators and Prey.</li> </ul>

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			<ul style="list-style-type: none"> <li>digs and artefacts.</li> <li>UG – Friendship and communication (PSHE)</li> </ul>		<ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li><input type="checkbox"/> explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li><input type="checkbox"/> recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
9/10	Dartmoor Trip – Heatree Stone Age person for a day	Cave baby Poetry – 'If I had a mammoth as a pet'	<ul style="list-style-type: none"> <li>Skara Brae</li> <li>Cave painting</li> <li>Mammoth making- paper mache</li> <li>Graffiti animals with paint in the style of cave baby</li> <li>Light and dark (Science)</li> </ul>	<ul style="list-style-type: none"> <li>Information leaflet on Skara Brae</li> <li>Create a cave painting on a wall</li> <li>Paper mache mammoth</li> <li>Painting of graffiti prehistoric animals</li> <li>Explain the difference between light and dark, investigate shadows.</li> </ul>	<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li><input type="checkbox"/> notice that light is reflected from surfaces</li> <li><input type="checkbox"/> recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li><input type="checkbox"/> recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li><input type="checkbox"/> find patterns in the way that the size of shadows change.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li><input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li><input type="checkbox"/> About great artists, architects and designers in history.</li> <li>Design</li> <li><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Make</li> <li><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks</li> </ul>

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11/12		Letter to Om after the Stone Age Boy was returned	<ul style="list-style-type: none"> <li>• Jewellery, pots, tool making. (Sell at Christmas Fair?)</li> <li>• Materials (UG)</li> <li>• Comparing Stone Age to Iron Age - similarities and differences.</li> <li>• End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Make jewellery, pots. Tools to sell at fair.</li> <li>• Comparative table for stone age and iron age into topic books</li> <li>• Complete what I know now assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling</li> <li>• or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• <input type="checkbox"/> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• <input type="checkbox"/> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for</li> </ul>



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