







Autumn 2: Where are we in place and time?

Driver: History

Outcome: What can we learn from the stone age?

<p>Core Text: Stone Age Boy The first drawing</p>	<p>Writing Genres: Narrative- retelling Narrative-plot</p>	
<p>Key Vocabulary</p>	<p>Igneous, sedimentary, metamorphic neolithic, metholithic, palaeolithic, agriculture, Iron Age, Bronze Age, minerals, fossil, Da Vinci, motion, sequence</p>	
Subjects:	Learning Objectives:	Activities
<p>Science: Rocks</p> 	<p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.</p>	<p>Provide the children with a range of rocks to make comparisons of. Explore rocks on VR headsets and compare these with each other. The children should use scientific vocabulary in their language for description. Study different fossils which will be used for observational drawings in art lessons Explore how rocks disintegrate into soil</p>
<p>Art: Drawing fossils (Da Vinci)</p> 	<p>Experiment with different materials to create a range of effects and use these techniques in the complete piece of work Know about some of the great artists, architects and designers in history and describe their work Explore shading, using different media</p>	<p>Create a link based on DaVinci being fascinated by fossils. Chn to replicate observational drawings of fossils</p>
<p>History:</p> 	<p>Use an increasing range of common words and phrases relating to the passing of time -Use a variety of resources to find out about aspects of life in the past Begin to evaluate the usefulness of a variety of sources -Note connections, contrasts and trends over time and show developing appropriate use of historical terms -Describe changes in Britain from the Stone Age to the Iron Age</p>	<p>Children to understand that the stone age is split into three separate periods; the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/stone-age-iron-age-britain/ Focus on the introduction to Stone Age- through to Iron Age Look at art, homes and every day life and technology, tools and inventions</p>
<p>Computing:</p> 	<p>Programming A – Sequence in music</p>	<p>https://www.imagininghistory.co.uk/post/stone-age-musical-instruments Research Stone-Age music (musical bones like flutes etc.) I) and then draw links when creating own instrumental piece</p>
<p>PSHE:</p> 	<p>Sustainable development- Where do things come from?</p>	<p>How did people get food during the Stone Age through to Iron Age? Where would their produce or materials have come from?</p>
<p>Action: Documentary filmed by CT informing others what we know about the Stone Age to be sent to newsround</p>		
<p>Trip ideas</p>		<p>Museum of London/British museum stone age workshop, stone age immersion day: dress up as a stone age child and experience life in the stone age</p>
<p>To be taught in a block and evidenced through floor books</p>		 <p>RE: Introduction to Judaism: Judaism Practices PSHE: Healthy relationships, SRE education, Types of relationships and self-awareness</p>