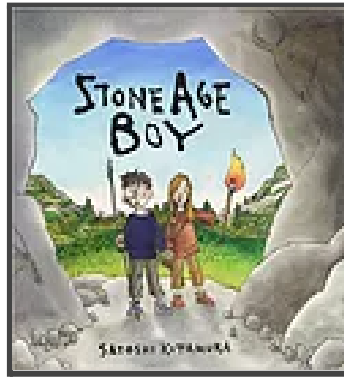


Prehistoric Planet



Term	Topic Name	Key Text / supporting texts	Key Focus / Key Question	Key emotional, physical and social intent
Autumn 1	Prehistoric Planet	<p>Stone Age Boy</p> <p>Stig of the Dump - class reader</p> <p>Ug: Boy Genius of the Stone Age</p> <p>How to Wash a Woolly Mammoth</p>	<p>History</p> <p><i>How did life in Britain change from the Stone Age to the Iron Age?</i></p>	<p>To settle into KS2.</p> <p>To develop team building skills.</p> <p>To develop independence.</p> <p>To understand the need for rules.</p>

History and Geography objectives coverage

Key Question	Ancillary Questions and content focus	History Objectives	Learning outcome, taken from skills progression document
How did life in Britain change from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> 1) What is prehistory? 2) Wasn't the Stone Age just a bunch of cavemen? 3) What kinds of sources tell us about the Stone Age? 4) How much did life change for Stone Age man when he started to farm? 5) What was so good about bronze? What do grave goods tell us about the Bronze Age? 6) How do we know what life was like in the Iron Age? 7) What have we learnt about this period of history? 	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <p>To investigate and interpret the past.</p> <p>To understand chronology.</p> <p>To build an overview of world history.</p> <p>To communicate historically.</p>	<ol style="list-style-type: none"> 1. To sequence prehistoric dates and events chronologically. 2. To select more than one source of evidence to demonstrate understanding of early Stone Age life. 3. To select a range of sources to make appropriate deductions about the Mesolithic period. 4. To identify and explain the impact of changes that occurred during the Neolithic period. 5. To summarise evidence to identify the characteristic features and experiences of people living in the Bronze Age. 6. To use sources of evidence to demonstrate an understanding of what life was like in the Iron Age. 7. To synthesise sources of evidence to develop an overview of life in Britain in prehistoric times.

Key Question	Ancillary Questions and content focus	Geography Objectives	Learning outcome, taken from skills progression document
How did life in Britain change from the Stone Age to the Iron Age?	<ol style="list-style-type: none"> 1) Where did people settle in Britain during prehistoric times and why? 2) What can we learn about life in the Stone Age from a study of Skara Brae? 3) Why did they build Stonehenge? What does it tell us about Bronze Age life? 	<p>Human Geography:</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use.</p> <p>To investigate places.</p> <p>To investigate patterns.</p> <p>To communicate geographically.</p>	<ol style="list-style-type: none"> 1. To use maps to locate prehistoric settlements and identify how land-use patterns changed over time. 2. To identify and describe physical and human features of a Stone Age settlement. 3. To identify the physical features of Stonehenge's location and use

	4) What can hill forts tell us about life in the Iron Age? Where were they built and why?		<p>this to answer questions about the human activity within the place at the time.</p> <p>4. To reason and speculate about the land-use within Iron Age hill forts, and their choice of location.</p>
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English coverage

<u>Text types</u>	<u>Outcome</u>
Fiction - A Portal Story	To write a Stone Age Portal Story to create a class book to be read to FS/KS1 children. The story needs to paint a picture of what life was like in the Stone Age.
Non-Fiction - Instructions	To write a set of instructions for Y5 children to follow to make a Stone Age shelter.

Science coverage

<u>Topic</u>	<u>Objectives</u>
N/A (Science Units begin in Autumn 2 for Year 3)	N/A (Science Units begin in Autumn 2 for Year 3)

PSHE coverage

<u>Topic</u>	<u>Objectives</u>
Mental health and emotional wellbeing - Strengths and challenges	<p>To identify strategies for achieving goals.</p> <p>To celebrate our achievements.</p> <p>To explore positive ways of dealing with negative situations.</p> <p>To summarise positive ways of dealing with negative situations.</p>

Other subject coverage

<u>Subject</u>	<u>Objectives</u>	<u>Learning opportunities</u>
Art	<p>Painting:</p> <p>To comment on artworks using visual language.</p> <p>To explore artistic ideas in a variety of ways.</p> <p>To mix colours effectively, and experiment with creating mood.</p> <p>To apply a number of brush techniques to produce shapes, textures, patterns and lines.</p> <p>To develop ideas for own cave painting based on studies of others and skills acquired.</p> <p>To produce own cave painting based on studies of others, and applying a range of painting techniques.</p> <p>To adapt and refine own cave painting.</p> <p>To evaluate and comment on completed piece of artwork.</p>	Children to use powder paints and natural resources to create their own cave painting.
RE	<p>To demonstrate an understanding of key values.</p> <p>To demonstrate an understanding of the festival of Divali and its importance to Hindus.</p> <p>To explore how the practices of Divali might create a sense of belonging amongst Hindus.</p> <p>To explain how celebrating Divali brings a sense of belonging to Hindus.</p> <p>To summarise how celebrating Divali brings a feeling of belonging to a Hindu child.</p> <p>To apply understanding of key values.</p>	<p>Hinduism: Divali - Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Link to Theme: Explore Pagan beliefs and rituals - How did these create a sense of belonging?</p>
Computing	<p>To identify the features of an effective animation.</p> <p>To design programs that achieve specific goals.</p>	<p>We are Programmers - Programming and animation</p> <p>Create a computer animation to publish and share the Stone Age portal story written in English.</p>

	<p>To write programs that accomplish specific goals.</p> <p>To demonstrate an understanding of how to use sequence in programs.</p> <p>To recognise how to use various forms of output in a program.</p> <p>To debug programs that accomplish specific goals.</p> <p>To recognise how to use technology safely, respectfully and responsibly.</p>	<p>Developing online safety guidelines - We are Year 3 rule writers: Reviewing and editing our own online safety rules.</p>
PE	<p>To throw accurately at a target.</p> <p>To develop catching and intercepting skills.</p> <p>To refine a variety of sending skills.</p> <p>To send accurately using different skills.</p> <p>To develop sending and receiving skills.</p>	<p>Net Games: To develop skills through the net game 'Splash'. Children to create their own net game called 'Double Up'.</p>
Music	<p>To sing songs from memory.</p> <p>To sing with control of pitch and tuning.</p> <p>To listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard.</p>	<p>Singing together – exploring sea shanties</p>

Enrichment

Stunning Start - Prehistoric Planet Launch Day: Children to take part in a range of activities to gain an understanding of life in prehistoric times - Dinosaur Safari; Making deductions from rubbish; Examining a Stone Age skeleton; Looking at cave paintings; Taking part in an archaeological dig.

Visitor - Stone Age to Iron Age workshop (*Portals to the Past*).

Endpoint - Each classroom to be transformed to represent either the Stone, Bronze or Iron Age based upon what the children have discovered. Families invited in to look at the classrooms and see the children's learning. In each room, the children try to convince the adults that their Age is the best one to live in. How have things changed from the previous Age? How are they better than the other Ages? Is this Age better to live in than our modern age? Why/why not?