

Between a Rock and Hard Place!



Ideas for home learning

<http://www.theschoolrun.com/homework-help/the-stone-age> - includes video clip towards bottom of page

<http://www.hellokids.com/> - puzzles

Walk out on the Dorset Ridgeway to see burial mounds or visit Stonehenge

<http://www.bbc.co.uk/wales/celts/>

<http://www.langshott-surrey.co.uk/time-team-stone-age-to-iron-age/>

Curriculum 2017. Class 2 Year 3 & 4

Main Areas of Learning

Hammer Time! Time to make a mark, time to learn about all things stone age! From the Stone Age to the Iron Age, Prehistoric Britain - wasn't it just a bunch of cavemen? Not at all, it was a period of fantastic development, exciting progress and some incredible art created to communicate such an eventful history. We will be exploring a deep and colourful history as historians, discovering how they learnt such a lot about this big expanse of time.

To help develop our understanding, we will break up the period into distinct Ages and consider how things changed as people moved from being nomadic hunter/gatherers to becoming more developed farming communities. We will start with finding out about the first people in Britain, then move onto learning about important discoveries at Cheddar Gorge and Skara Brae. Key questions will focus on how people lived - their diet, how they prepared their food, their clothes, homes, religions and rituals and how people expressed and defended themselves. The children will consider whether the changes in climate in Britain influenced where people lived and discuss what would have been important when building a house.

Practice activities will include experiencing some different weaving techniques from the past and attempting to produce small woven baskets. Foraged foods will be turned into something edible (hopefully) and we will practice art techniques so that we can create our own cave art, which will be exhibited for parents to see. The children will also design and make their own piece of Celtic jewellery.

As scientists we will study the skeletons and teeth of animals from the period and analyse the fascinating results.

Learning Blocks

Block 1 - Enquiry

We will start our journey as historians and archaeologists and explore the evidence sources they have used to find out about the past and how they are always searching for new evidence. We will venture out into our own environment to find evidence from approximately 5,000 years ago, in the form of local burial grounds.

Stone Age

Welcome to Britain, we will learn about some of the first recorded people to live on these shores and learn about how some of their footprints have recently been discovered.

We will look at both the Mesolithic and Neolithic periods and learn how people moved from a nomadic hunter/gather lifestyle to living in one place. We will look at homes, skills and diet and the effect of changes over time.

Block 3 - Immersion

Our learning will be consolidated through a visit to New Barn Field Centre where we will be immersed in historical exploration. We will try our hands at several historically themed activities.

Within class we will explore our artistic skills, whilst thinking about the importance of communication as we create our own cave paintings to depict a scene and tell a story.

Block 4-Iron Age and Celts

Stop the press! An artefact is discovered - a piece of Iron Age Celtic jewellery. It will be displayed in the local museum but the curator is too busy to prepare the accompanying information. As museum experts, the children will create their own pieces of jewellery and provide interesting, factual information to engage the museum visitors.

Skills.

Essentials for Learning and Life

Using Literacy

The grammar and punctuation objectives for the term will be taught through the three texts 'Ug-Boy Genius of the Stone Age and his search for soft trousers', 'Stone Age Boy' and 'Stig of the Dump'. The children will be writing recounts, diary entries, information texts and instructions based on these texts. We will be using a range of drama techniques to help develop ideas and language. Poetry will also be feature strongly in our learning.

Using Numeracy

The children will be using their knowledge of place value to create timelines from pre-history to the present time. They will have the opportunity to practice their measuring skills in real life contexts when undertaking the cooking activities. This will also involve reading and understanding scale and calculating time. There will also be opportunities to use the language of fractions.

Computing

At the start of the term we learn how to save our work in folders and how to retrieve it at a later date. We will look at using the Internet for research and some desk top publishing features for presenting our work. Then we are going to use Windows Movie Maker to produce an animation depicting a short scene set in the Stone Age. We will create our own characters and scenery for the animations.

Spiritual and Moral

Large communal burial tombs first appeared in the middle Neolithic period. The children will research the way in which these burials were made and the ceremonial practices that accompanied them. They will also explore other ritual practices, such as the 'henge' monuments and the offering of gifts to the Gods.

Enterprise

As enterprising young people we will be researching products that we can make from foraged materials found in our local environment. We will then consider which products would be feasible for us to produce for sale at the Christmas play. We will then make and market our products.

PSHE & RE

Within RE we will continue use the Discover RE programme and will use this in conjunction with the brilliant Understanding Christianity programme of study. Will will start by exploring Hinduism and then explore the Trinity within our Christianity unit. Will will be using P4C to explore our PSHE topics.

Areas of Learning.

History and Geography

- Learning about artefacts will help the children understand how our knowledge of prehistoric past is constructed from a range of sources and the reliability of these sources should be evaluated.
- The use of timelines will enable the children to continue to develop a chronologically secure knowledge of British history.
- Research into the lives of people within the Neolithic, Mesolithic, Bronze and Iron Ages will help the children establish clearer narratives within the periods they study.
- Comparing our own houses with those in Prehistory will help the children to note connections, contrasts and trends over time
- The children will begin to develop the appropriate use of historical terms.

Science

- Children will have the opportunity to explore different kinds of rocks and soils in the local environment, comparing and grouping on the basis of their appearance and simple physical properties.
- This dimension will enable the children to begin to recognise that environments can change and that this can sometimes pose dangers to living things.
- Looking at animal skeletons and teeth will enable the children to recognise that living things can be grouped in a variety of ways.

Art and Design/Design and Technology

- Foraging foods will enable the children to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- When creating a piece of jewellery the children will develop and communicate design technology ideas through discussion and annotated sketches, select tools and equipment and evaluate their products against their design criteria

Languages

The children will continue to explore languages and the importance of learning about other cultures. We will continue to follow the KS2 overview and develop the children's conversational French.

P.E.

We are working with an external PE specialist team to deliver excellent provision. Ensuring activities are challenging, engaging and promoting the physical and educational development.