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| Tribal Tales  Y3/4 | Engage  Week 1  2.9.20 | Develop  Week 2  7.9.20 | Develop  Week 3  14.9.20 | Develop  Week 4  21.9.20 | Develop  Week 5  28.9.20 | Develop  Week 6  5.10.20 | Innovate  Week 6  12.10.20 | Express  Week 7  19.10.20 |
| Maths  Year 3 | Place Value | Place Value | Place Value | Place Value | Addition and subtraction | Addition and subtraction | It has been a long and bitter winter. The snow and gales have taken their toll on your crops and animals.  It is now May and you eagerly await the first rays of the summer sun. Your people have decided to build a monument to celebrate this important time of seasonal change.  You can choose to use earth, timber or stones to build it, but it must face the direction in which the sun rises. You must work together as a tribe to construct your monument.  With your help, we can all look forward to a successful harvest.  Spoken language  En SL 4 Articulate and justify answers, arguments and opinions.  En SL 6 Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.  En SL 1 Listen and respond appropriately to adults and their peers.  Writing  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  Art & Design  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay].  D&T  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  Geography  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  History  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  PSHE  PSHE 5b Feel positive about themselves [e.g. by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take].  PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.  Science  Sc L 4 Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Decide on the shape and form of your monument. Perhaps a circle or a simple stack? Take a look at some examples to inspire you!  Why not take a peek at the Holme Timber Circle (also known as Seahenge) in Norfolk, or Woodhenge in Wiltshire? Do they give you any good ideas?  Draw a plan of your monument from an aerial perspective. How will it look?  What materials will you use to build your monument? How big will it be? Write a list of everything you will need.  Write a letter to a friendly neighbouring tribe to ask for help. Explain what you are doing and ask for volunteers with a useful skill or expertise.  Use a plan or map of your grounds to show where you will build your monument. Remember it must face the rising sun. How can you find out which is the right way?  It’s a good idea to agree on some safety rules before you begin. Once you’ve done that, it’s time to get building!  Work together to solve any problems you encounter while building. You may need to appoint a chief to supervise.  Appoint a photographer to capture all of your hard work. Photography isn’t strictly prehistoric, but it’s good to look back at later!  When your monument is completed, stand back and appreciate your achievement. Why not invite others to come and admire your work?  Observe your monument at different times of the day. What happens when the sun shines? What shadows does it cast?  Have some quiet time at your monument. You could take a moment to wish for a bumper harvest or good health for your family.  Invite the chief to come and check out the quality of your building work. What does he think? What wise words does he have to share with you?    CONGRATULATIONS! You have completed your Innovation Challenge. | Addition and Subtraction |
| Year 4 | Place Value | Place Value | Place Value | Place Value | Addition and subtraction | Addition and subtraction | Addition and subtraction |
| Speaking and Listening | Spoken language  Explore ideas using extended periods of discussion.  Discuss their memorable experience, reflecting upon things they saw and did. Recall answers to questions they asked and draw some conclusions about the function and history of the site. Look at photographs of different monuments, henges and groundworks and speculate how the sites were created and used. After discussing their ideas in small groups, share their thoughts with others in the class.    Note  Children could explore ideas using the following questions as a stimulus for discussion: ‘Why is this site so important? How might this site have been used? How was it made? Do we have a modern day equivalent?’  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  En SL 1, 3, 5, 6, 9; En W C 1b, 2a; Hi 1; PSHE 4b | Spoken language  Explore ideas using extended periods of discussion.  Imagine, like Barney, they discovered a chalk pit, tumbled down into its depths and came face to face with Stig! Decide what might happen next and share their ideas. Pretend that the last line of the book is ‘Stig and Barney became the best of friends’, and suggest what might happen in the middle of the story to bring about this ending. Discuss, with a partner, ideas for the boys’ adventure and build them into a ‘story mountain’ plan.    Note  Children need only plan the build-up, dilemma and resolution of the story. Use clips of the BBC’s televised version (available to buy) to help children imagine the characters and setting. You could offer some scenario cards or images to inspire the children’s ideas, such as one boy saves the other from becoming a wild animal’s dinner, they witness a crime, get into trouble with Stig’s tribe or become trapped in a cave.  En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  En SL 1, 6; En R C 2d, 4; En W C 1a, 1b; PSHE 5f | Spoken language  Talk with increased fluency in some situations, varying talk to capture and hold the listeners’ attention.  Re-read their story or parts of their story, correcting any punctuation or grammar to clarify meaning. Compare their own adventure story with events in the book, describing similarities or differences. Perform their compositions, taking into account volume, expression and intonation to maintain listeners’ interest.    Note  Children could write a book review after finishing the novel, displaying these with their own story.  En SL 10 Gain, maintain and monitor the interest of the listener(s).  En SL 1, 5, 6, 8, 9; En W C 3b, 4, 5 | Spoken language  Make comments that explain their answers or opinions.  Search for, download and print a photograph of an artefact from a Bronze Age burial hoard. Share their artefact with others in a small group, hypothesising about what the artefact might be and why it was buried. Make a label to explain what their item is and why they have chosen it. Describe how the owner might benefit from having the artefact with them in the afterlife. Display their images and labels around a life-sized male silhouette of an imaginary Bronze Age man.    Note  In 2002, at Amesbury Wiltshire (near Stonehenge), archaeologists found a Bronze Age body surrounded by an amazing array of funeral artefacts. He became known as the Amesbury Archer or the King of Stonehenge! Children could search online to check out this exciting story.  En SL 4 Articulate and justify answers, arguments and opinions.  En SL 5, 6, 7; Hi 1; Co 5, 6, 7; En W C 1b, 2b |  |  |  |
| Reading | Reading  Participate in discussion about texts, taking turns and listening to what others say, valuing their opinion.  Study information books about prehistoric times. Discuss the key features of this type of text and use organisational features to locate and read specific pages and paragraphs. After reading, participate in discussions about the information gathered, describing how the organisational features helped them to find specific information or answer given questions.    Note  Provide the children with a good range of relevant information books or alternatively take a trip to the local library to search for good examples. You could provide the children with specific questions to answer, seeing which books are most helpful.  En R C 4 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.  En R C 1b, 1e, 2b, 2f, 3; En SL 1, 6, 9, 11; Hi 1 | Reading  Predict what might happen next, from details both stated and implied.  Read or listen to the first chapter of Stig of the Dump by Clive King. Summarise the story so far, describing the main characters and setting. Make predictions about what might happen next using details stated and implied. Discuss what kind of story this is. Think about other adventure stories they have read, comparing and describing what happened in them. Create a features list for this story genre.    Note  Ask the children questions such as: ‘What clues hint that Stig is from the Stone Age? Do you think the boys will be friends?’ Display and discuss exciting words and phrases from the text.  En R C 2d Predict what might happen from details stated and implied.  En R C 1a, 1d, 1e, 1g, 2c, 2e, 2f, 4; En SL 6, 9; En W C 1b; Hi 1 | Reading  Understand what information they need to look for and be clear about the task in hand.  Read a range of source materials to find out about Bronze Age burials. Find out the answers to given research questions such as: ‘How did Bronze Age burials differ from those in the Stone Age? What is the difference between a ‘long barrow’ and a ‘round barrow’ grave? What else (other than bones) is often found in graves and why?’ Record their findings using a mind map which can be developed throughout the week.    Note  In January 1957, a ploughman ploughing his fields in Mainsriddle, Dumfries (in Scotland) struck a large stone with his plough. Looking under the stone he saw human bones. He had discovered a Bronze Age cist burial. Amazing!  En R C 3 Retrieve and record information from non-fiction.  Hi 1; En R C 1b; En W C 1b; En SL 1; Co 5, 6, 7 |  | Reading  Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin of words.  Read a letter from an old lady who has found a hoard of objects or even a bog body buried deep in her back garden. Highlight the questions in her letter that need an urgent response. Look up any unknown words she uses in a dictionary.    Note  Your letter should describe the find and ask a range of questions related to the immediate issues such as ‘What should I do now?’ and questions about the longer term such as ‘What do you think it could be? Where might it end up? Who does it belong to?’ Encourage the children to consider themselves as experts after their hard work during this project. The letter could contain photographs or sketches of the objects discovered.  En R C 1c Use dictionaries to check the meaning of words that they have read.  En R C 2a; En SL 1, 6; Hi 1 |  | Reading  Understand what information they need to look for and be clear about the task in hand.  Use a range of information sources to find out about Celtic culture, particularly their love of storytelling and poetry. Explain how the Celts shared their stories and poems and describe what they liked to compose stories and poems about.    Note  Celtic bards or poets would compose their poems and recite them by heart. They were often asked to write and perform special poems to insult the Chief’s enemies at celebratory feasts! Children could recall their information and present it verbally – just like the Celts did. Use audio recording technology to record their performances, listening back and reviewing their presentations.  En R C 3 Retrieve and record information from non-fiction.  En R C 1b; En SL 5, 9; Hi 1; Co 5, 7; PSHE 4b  Reading  Identify a few basic features of language (e.g. the use of adjectives or powerful words), and talk about how these contribute to meaning.  Read descriptions of Mr and Mrs Twit from Roald Dahl’s novel, The Twits. Discuss how the author presents the characters, including how he makes them sound so disgusting. Highlight adjectives, metaphors and similes used by Dahl to describe them.    Note  Provide children with copies of Chapters 2, 3 and 4 of the book to read with a partner, marking the above features with highlighter pens. Summarise children’s findings in a  class list.  En R C 1g Discuss words and phrases that capture the reader’s interest and imagination.  En R C 2f, 4; En SL 1, 6; En W C 1b |
| Writing | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  Plan an information book of their own about the site visited. Decide what information they would like to include and what further information they need to find out. Research and note down information and facts found in books or online that they would like to include, thinking about how they might organise it. Discuss their ideas with a partner to make sure that all key information is covered!    Note  For homework you could encourage children to find out the meaning of key vocabulary: chronology, AD, BC, century, period, archaeology, excavation, sources, interpretation, evidence, artefact, location, site, presentation, civilisation, prehistoric, Bronze Age, Stone Age, Neolithic, henge, barrow, cursus, ritual, monument, hand axe, pottery, inspection and heritage. These words will be good to use in their information books and could even be included in a glossary.  En W C 1b Discuss and record ideas.  En W C 1a, 3a; En R C 1b, 2e, 3; En SL 1, 3; Hi 1; Co 5, 7 | Writing  Use headings and sub-headings to aid presentation.  Use their notes to create text for their information books. Find ways to vary sentence openers, making sure that the information included is clear, attractive and exciting for the reader and that organisational features are used correctly. Add a front cover, contents and index page and add examples of digital images, maps and plans that were completed on site.    Note  When the children’s books are complete, display these alongside images taken during the visit. You may also be able to loan boxes containing artefacts from your local museum, which can be added to a display and used during the project.  En W C 2d In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  En W C 2a, 2b, 3b; En SL 1, 6; Co 6, 7; Hi 1  Writing  Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections.  Draft an action-packed middle section for their story, building suspense using shorter sentences. Read examples of cliffhangers in stories and think about where they could include one in their own. Include dialogue, thinking about how Stig might communicate with Barney!    Note  Model how to write a cliffhanger and create short sentences in the build up. Remind the children how to write and punctuate dialogue, if they are ready. Discuss synonyms for ‘said’ and ‘went’.  En W C 2c In narratives, create settings, characters and plot.  En W C 1a, 1b, 2a, 2b; En SL 1, 6  Writing  Independently choose nouns or simple pronouns to avoid repetition.  Continue to develop their story, looking for opportunities to replace names with pronouns and identifying where sentences could begin with fronted adverbials to create effect.    Note  Explain that an adverb is used to modify a verb and give examples such as:  ‘Carefully, Barney crept through the bushes…’ or ‘Hastily, Stig leapt across the stream…’ Fronted adverbials go at the beginning of a sentence.  En W VGP 1c Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  En W C 2a, 2c; En W VGP 1d; En SL 1 |  | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  Visit the English Heritage Stonehenge website to find out what historians know or presume about this massive and ancient monument. Discuss what archaeologists do not know about the monument and suggest why this knowledge cannot be discovered. Take a virtual tour of Stonehenge using the virtual tour tab. Make notes to record their findings and add them to a branch of their mind map.    Note  Model note-taking skills, showing children how to add additional branches to their mind maps and pausing the videos to allow time for making notes. Did you know that of all the English circles, only Stonehenge has stones brought from a distance?  En W C 1b Discuss and record ideas.  En R C 3; Hi 1; En W C 2d; En SL 1, 6; Co 5, 6, 7  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  Look at examples of clear, informative fact files and posters and create a features list that would help them to create their own Stonehenge fact file. Use the Stonehenge website and other resources, including non-fiction books, to find out more information. Consider the information they want to include in their fact file and how to organise it.    Note  Encourage children to make a rough organisational plan of their fact file. Perhaps facts could be checked across the group. For example, does everyone have the same facts or do some points differ? Why might that be? Consider whether their sources are trustworthy. Explain why historical facts (particularly from early history) may vary slightly. Can we call them facts or should they be called something else?  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 1b; En SL 1, 4, 6; Hi 1; En R C 1b, 3; Co 5, 6, 7  Writing  Use headings and sub-headings to aid presentation.  Develop their fact files, using headings and subheadings to organise the sections. Consider other interesting features to include in their fact files (perhaps links to websites, a map, a table or quote).    Note  Make sure children check their writing to correct any grammatical and spelling mistakes. Write out a neat and legible copy in their best handwriting and illustrate it with drawings or downloaded photographs. Display the final fact files with images of Stonehenge for all to see.  En W C 2d In non-narrative material, use simple organisational devices (e.g. headings and sub-headings).  En W C 2a, 2b, 3a, 3b,4; En W H 1, 2; AD 2; Co 5, 6, 7 | Writing  Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.  Jot down notes to help them answer the questions in the letter. Use knowledge gained, as well as information books and other sources, to double-check their response. Consider what advice they would give about how to protect this important find.    Note  The class could be divided into specialist teams, just like a museum or archaeological group. What advice would each group give? Would it be the same or different? Remind children to keep their notes brief.  En W C 1b Discuss and record ideas.  En R C 1b, 3; En SL 1, 6, 11; Co 5, 6, 7; Hi 1; PSHE 5f  Writing  Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).  Look at examples of formal letters. Identify and describe features, such as use of formal language, layout, greeting and closure. Notice how conjunctions link the paragraphs together to help the letter flow and make clear sense to the reader. Use their notes and create checklists to begin drafting a formal response to the lady’s letter.    Note  Display examples of formal letters for the children to refer to as models. Provide a checklist with the following features to help them construct their own responses: address at the top right corner of the page, date beneath their address, correct salutation (using the name if known) and closing with ‘Yours sincerely’. If the person’s name is not known, begin the letter with ‘Dear Sir/Madam’ and finish with ‘Yours faithfully’.  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  En W C 2a, 2b, 2d; En SL 1, 6  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  Develop their letters, answering all the original questions and using formal, helpful language along with specialist terms, where appropriate. Work with a partner to edit and refine their letter, checking that it makes sense when read aloud. Improve links between the paragraphs with linking phrases such as ‘Another interesting fact is… However, we do not know any more about…’    Note  You might need to provide writing frames for some children as a guide for the layout and content.  En W C 3a Assess the effectiveness of their own and others’ writing and suggest improvements.  En W C 2a, 2b, 2d, 3b; En SL 1, 4, 6, 8, 11 |  | Writing  Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.  Play the ’Metaphors game’ as preparation for making unusual comparisons between a person and something else. Think of a character, perhaps from a well-known story, and decide what they would be in another form. What colour would they be? What type of weather? What vehicle type? Work on a class verse together and then write additional verses in small groups, based on other well-known characters. Put the groups’ verses together to form a funny poem to learn by heart. Practise and perform their poem to an audience. Use voice, intonation and expression, adding actions where appropriate to make their performances funny.    Note  Example:  The big bad wolf is mouldy grey.  His temper is like a thunderstorm that ruins a summer’s day.  He moves like a squeaky old bicycle.  En W C 5 Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  En W C 1b, 2a; En SL 1, 6, 8, 9, 12  Writing  Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).  Imagine they are a Celtic bard who has been asked to compose a special poem to insult the Chief’s arch enemy (the poem will be performed at the Chief’s feast)! Begin by writing sentences that use metaphors and similes, showing how disgusting or stupid his enemy is.    Note  You could begin by modelling some particularly insulting examples to the children such as: ‘His breath smells like rotten sprouts. His beard is a hairy cesspit.’  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  En W C 1b; En SL 1, 7; Hi 1  Writing  Evaluate their own and others’ writing, suggesting improvements to grammar and vocabulary.  Use their metaphors and similes to prepare an especially insulting poem about the Chief’s enemy to perform at a forthcoming feast. Think carefully about the type of poem they want to compose and select a writing frame to help structure it. Refine their poem ensuring they have used appropriate vocabulary for effect. Perform their poem to an audience using appropriate volume, expression and intonation.    Note  Provide a range of writing frames so that children can choose the one that suits them best. More able children could create their own form. After composing their poem, ask the children to learn it by heart so they can perform it to their Chief!  En W C 3b Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  En W C 3a, 5; En R C 2f; En SL 8, 9; Hi 1 |
| Science | Introduction to science – systems, investigations, scientific language, thinking, importance of science, jobs in science. | Introduction to science – systems, investigations, scientific language, thinking, importance of science, jobs in science. | Introduction to science – systems, investigations, scientific language, thinking, importance of science, jobs in science. | Science  Order pictures showing the stages in the life cycle of a plant.  Plant a selection of the grain crops that Bronze Age farmers would have grown (such as wheat, barley and oats) in pots or raised beds. Order pictures to show the stages in a flowering plant’s life cycle, including: germination, flower production, pollination, seed formation and seed dispersal. Relate this to one of their grain crops. Find out what foods Bronze Age people made from these crops.    Note  Wheat, barley and oats pollinate using the wind rather than relying on pollinators like insects. This makes them easy crops to grow. Source some wild-oat seeds (Erodium gruinum is a more readily available alternative) and place them in a petri dish or shallow tray. Spray the seeds with water and watch as they tumble, jiggle and move over each other! Time-lapse photography will also capture their movements. Most grain crops take between 6–12 months to complete their full life cycle.  Sc P 4 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Hi 1; En R C 1b; Co 5, 6, 7; PSHE 5a | Science  Explain that when a light source is blocked a shadow is formed.  Build a small model of a Bronze Age monument in a builder’s tray filled with earth. Search outdoors for stones and pieces of wood of suitable shape and size then follow a given building plan or create their own. In a darkened room, explore the shadows created by their monuments when torches are shone from different heights and distances. Take photographs of the shadows and discuss patterns observed.    Note  Children could search online for aerial images to use as a pattern. The significance of some Bronze Age monuments, such as Stonehenge, is contentious: some people believe they are linked to the solar cycle, solstices and equinoxes.  Sc P 4 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  Hi 1; En R C 1b; Co 5, 6, 7; PSHE 5a | Science  Use ideas to pose questions, independently, about the world around them.  Find out about the properties of iron, handling examples of contemporary and traditional iron work and describing their characteristics. Watch video showing the process of iron smelting and find out how iron can be shaped, what its melting temperature is and how iron has been used in everyday life both in the past and present. Think of questions that could be answered by carrying out a scientific enquiry before independently planning and performing an investigation to test their ideas.    Note  Discuss iron’s disadvantages (it rusts!) and why it was used more than bronze (bronze is more durable and doesn’t rust, but iron was more available and stronger). Investigations could take the form of: grouping and classifying different metals, observing nails made from different metals rusting over time when submerged in water, or carrying out a fair test to identify which factors influence the rusting of iron nails.  Sc WS 1 Ask relevant questions and using different types of scientific enquiries to answer them.  Hi 1; Sc WS 2; En SL 1, 2, 5, 7 | Science  Record their findings using scientific language and present in note form, writing frames, diagrams, tables and charts.  Continue to grow and care for their planted grain crops. Take photographs of key stages such as flower, fruit or seed production. Dissect flowers and seed heads, identifying common features. Draw diagrams to record their observations. When seeds are ripe, harvest and assess the success of the crop.    Note  Children could grind wheat seeds between two stones or use a pestle and mortar to extract flour. Flour was first produced in this way in approximately 6000 BC. However, the Romans were the first to produce flour in mills.  Sc WS 5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  Co 6; PSHE 5a |
| PHSCE Y3/4 |  |  |  |  |  |  | PSHE  Demonstrate sensitivity and understanding of people with different values, customs and cultures.  Compare life in prehistoric times to their own lives today. Describe the similarities and differences. Consider what people living in those days would have worried about and compare these to modern people’s worries. Explain which they think matter most.    Note  People in ancient times would have worried about basic needs, such as food, survival, shelter and warmth. Are there some people in the world who still have to worry about these basic needs?  PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.  PSHE 2j, 4f, 5g; Hi 1; En SL 1, 4, 5, 7 |
| Music |  |  |  |  |  |  |  |
| History through English | History through English  Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time.  Arrange pictures and dates on a timeline of the Stone Age, Bronze Age and Iron Age, discussing why the periods are described in these terms. Make links and discuss the chronology in relation to other periods of world history, such as the Ice Age, the Mesozoic Era, the invasion of the Romans or even events from the present day.    Note  Prehistoric Britain began about 700,000 years ago and ran up to the year AD 43 when the Romans invaded Britain. Some children may think that dinosaurs lived during the Stone Age, so use long paper timelines to help them gain historical perspective. Dinosaurs pre-date human activity and could also be added to the timeline to show how ancient they really are! The Stone Age alone divides into three periods: the Palaeolithic, Old Stone Age (450,000–10,000 BC); the Mesolithic, Middle Stone Age (10,000–4500 BC); and the Neolithic, New Stone Age (4500–2300 BC).  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  Hi 2, 3, 4; En SL 1, 3, 6; PHSE 4b | History  Choose the most important source material for a task, showing awareness of a range of sources.  Complete a pre-prepared table to show the differences between the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Ages. Make notes to describe each period under the headings: tools, settlements and monuments. Decide which sources will best help them complete this task.    Note  Sources might include national heritage websites, images, maps and plans, information books and a museum curator who could be interviewed via an online group video call.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  Co 4, 5, 7; En SL 1, 6; En R C 1b, 1c, 3; PSHE 5e  History  Suggest useful research questions.  Find out about the job of an archaeologist using books and the web. Invite an archaeologist into school to talk about the importance of their work. Ask them how archaeology helps us find out about the past. Visit the BBC History website to learn about methods used, how finds are recorded and how excavations are carried out. Work in pairs to record their findings in an information collage of text and photographs. Suggest a list of questions that an archaeologist might ask when researching prehistoric Britain.    Note  Explain to children that although Britain’s earliest people couldn’t write things down, their bodies, ornaments, weapons and other surviving items give us clues about what prehistoric life might have been like. Ensure they understand and apply the archaeological terms: evidence, archaeology, site, artefact, and grid. They should also find out about other specialists who help us learn about the past, such as historians, anthropologists, palaeontologists and geologists.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En R C 1b, 1c, 3; En W C 1b; En SL 1, 2; AD 2; Co 5, 6, 7; PSHE 5e | History  Choose the most important source material for a task, showing awareness of a range of sources.  Use a range of historical source materials including books, websites and films to find out about Stone Age families and their everyday lives. Collate their research under headings such as: food, settlements, family, tools and weapons. Make a short digital presentation with text and images to summarise their findings and share this with the class.    Note  You might like to organise the children into three groups, each researching one of the Stone Age periods to find out about the similarities and differences between them. Resources on the Skara Brae (Orkney) website are very useful and have some clear images of Neolithic homes.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  Co 5, 6, 7; En R C 1b, 3; En W C 1b, 2d; En SL 1, 6, 9; PSHE 5f | History  Describe some of the main changes in Britain, resulting from an event.  Find out about life during the Bronze Age. Work in groups to research clothing, homes, diet, farming, work and weather. Choose an attractive way to present their findings.    Note  Discuss the availability of materials in this period, compared to earlier times. Perhaps you could have a tasty Bronze Age meal of apples, berries, grains, nuts, milk and cheese. Always be aware of food allergies.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  Co 5, 6, 7; En R C 1b, 3; En SL 1, 3, 6; PSHE 5f | History  Express an opinion on whether a person or event had a positive or negative impact on life in Britain.  Find out how the rise of wealth and trade created tensions between neighbouring settlements. Discover why this changed the way people lived and farmed, and led to the raiding of rival settlements by opposing warriors. Divide into two settlements made up of warriors, homemakers, farmers and children. Elect a leader and act out a dispute between neighbouring settlements over cattle and other valuable goods.    Note  You could provide each settlement with an inventory listing the assets they have which make their settlement rich or poor. Encourage the children to think of what they might say when plundering or defending a settlement.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En SL 1, 6, 7, 8, 9, 12; En R C 1b, 3; Co 5, 7; PSHE 2a, 4b | History  Choose the most important source material for a task, showing awareness of a range of sources.  Use a selection of historical source materials to find out about the tribal life of Iron Age people. Discover how tribes were led and ruled, where they built their homes and how they worked together to defend them. Find out about the jobs done by women, what life was like for an Iron Age child and how the land was farmed. Investigate the tools and weapons they made. Create dramatic scenarios with dialogue to showcase what they have learnt and understood.    Note  Note that Iron Age people are sometimes referred to as Celts (children may find this term used when searching for Iron Age facts and information). Scenarios to act out might include: an attack from a neighbouring tribe, making weapons, farming the land, a tribe leader addressing his people about an imminent danger, or the building of a hill fort. Encourage children to suggest their own scenarios.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En R C 1b, 3; En SL 1, 7, 6, 9; Co 5, 6, 7; PSHE 5f  History  Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.  Find out about the Lindow Man. Act as historians, gathering gruesome evidence about him (the British Museum has some useful information and images). Read online news reports and other evidence to find out who archaeologists believe he was and what they think happened to him. Answer the question, ‘Why is the Lindow man so well preserved?’ Write a short article for the magazine, ‘The Weekly Historian’, telling readers some of the details of this important find.    Note  Lindow Man is one of Britain’s most significant archaeological finds because his body was so well preserved. Some of the evidence is brutal so you may need to prepare a selection of source materials rather than the children accessing them directly. The common factor of the bog bodies is that they have been found in peat and are partially preserved. Other bog bodies of interest are the Tollund Man and the Grauballe Man, found in 1952 in a small bog in Jutland, Denmark. Be aware of subject sensitivity.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En SL 7, 9; En W C 1b, 2a, 2b, 2d; Co 6, 7 | History  Choose the most important source material for a task, showing awareness of a range of sources.  Find out about Celtic beliefs, including the many gods and goddesses who were believed to take care of different aspects of the natural world (Alator, Brigantia, Saitada and Nuada are all interesting to research). Hold a ‘Celtic gods and goddesses day’. Come dressed for the part and present their roles and responsibilities to others in the group. Decide who is the coolest deity!    Note  The Celts had religious leaders called ‘druids’, who were in charge of sacred ceremonies in which valuable items, and even human sacrifices, were offered to the gods!  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En R C 1b, 3; Co 5, 7; En SL 1, 8, 9, 11  History  Use appropriate historical vocabulary to describe key features of a time period.  Imagine stepping into a time machine. Discuss which era they would prefer to visit and explain why. Prepare a mini presentation to ‘pitch’ their choice, referring to the era’s key features. Take a class vote, then launch the time machine!    Note  Encourage the children to explain their choices clearly, giving their reasons. Ensure children use historical vocabulary learnt through the topic when discussing their ideas and opinions.  Hi 1 Learn about changes in Britain from the Stone Age to the Iron Age.  En SL 1, 4, 5, 6, 9, 11 |
| Forest Schools | Geography  Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.  Use maps, aerial images and site visits to select an area of the school grounds or a nearby green site suitable for an exploratory ‘dig’. Make sure any site is away from human features so as to cause the least disruption. Work in groups of four or five at the site, measuring out a 30 cm2 area with tent pegs and string. Use spades, hand trowels, hand forks, small rakes and spoons to dig a pit up to 30 cm deep. Transfer all soil and plant material onto trays or a large plastic sheet for examination. Remove and collect any items found in the pit and soil, including natural and man-made objects. Release any unearthed creatures into the pit and backfill it with all the soil and firm down. Return to the classroom and carefully clean their finds with warm water and soft brushes. Lay out their discoveries and share with others. Discuss what their finds reveal about human activity and how the land is used.    Note  Make sure children are aware of the hazards of finding sharp or unhygienic items and know to ask for adult help before removing such objects. Make sure children wash their hands thoroughly with soap after finishing the activity.  Ge SF 3 Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.  En SL 1, 6, 7; PSHE 3b, 3e | Geography  Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences.  Look at a range of aerial images and consider which of these places an archaeologist would consider worth investigating and why. Sort the aerial images into two groups: locations that seem worth investigating and those that do not. Discuss what kind of evidence an aerial photograph reveals to help an archaeologist decide where to excavate. Look for traces of boundaries, shapes and patterns in the landscape and suggest what they might be. Label images to show their ideas.    Note  Provide the children with a range of aerial images with and without groundworks for comparison (there is a good selection online). Archaeology has long benefited from aerial photography, revealing sites which are difficult or even impossible to see at ground level. Palaeolithic and Mesolithic sites have no distinct monuments, unlike Neolithic, Bronze Age and Iron Age sites. These can be seen on aerial photographs and survive above ground as stone structures and earthworks. Google Earth is excellent for giving aerial views of archaeological earthworks. Try searching for Danebury Hillfort, Hampshire.  Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Ge SF 1; Co 6, 7; En W C 1b; En SL 1, 6, 7 | D&T  Share ideas through words, labelled sketches and models, recognising that designs have to meet a range of needs, including being fit for purpose.  Make woven baskets or fishing nets for hunting and gathering! Construct shelters using found materials and add faux fur rugs and throws. Weave easy baskets using newspaper or card strips and make nets with string and knotting techniques.    Note  Invite a craftsperson into school to work with the children, or follow instructions available online. There are lots of very simple methods to try. Take pictures as the children work and display these with the finished items.  DT M 2 Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.  DT M 1; Hi 1; PSHE 5e, 5f; En SL 1, 2  Art & design  Use a range of artistic vocabulary to compare artworks of a particular genre or movement.  Look at examples of patterns and symbols carved by Neolithic people into rocks, boulders, panels and monuments, describing how patterns are similar or different between the examples. Consider how the carvings might have been created and what tools might have been used to make them. Copy examples of carvings into their sketch books then design their own using a black marker pen on clean, smooth pebbles.    Note  Evidence of Neolithic art in England is almost all abstract pattern work. Most of the patterns are curvilinear but some have a more geometric style. There are plenty of great examples online.  AD 3 Find out about great artists, architects and designers in history.  AD 1, 2; Hi 1; En SL 6, 7 | Geography  Identify how people both damage and improve the environment.  Use a range of different source materials, including the web, to find out how and why the Stone Age people evolved from hunter-gatherers to farmers. Make suggestions as to whether they think this improved or damaged the environment. Use the information collected to create an imaginary advert for the sale of a small settlement and farm, which highlights the benefits of a more modern way of life!    Note  Change occurred when people first discovered how to cultivate crops and domesticate animals. This change is one of the most significant developments in human history and has been called the Neolithic Revolution. The environment changed over time as temporary shelters became homes built from wood and stone, and grasslands and fields began to replace woodlands and forests. Farmers would also chop down many trees to construct miles of wooden trackways and massive enclosures.  Ge HP 2 Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.  Hi 1; En R C 1b, 3; En W C 2a, 2d; DT M 1, 2; Co 5, 6, 7  Art & design  Imprint a range of patterns into modelling materials such as clay, dough and papier-mâché.  Use a variety of resources to investigate the designs of the Beaker folk, who were thought to have come to Britain from Europe during the Bronze Age. Draw their distinctive shapes and patterns in a sketch book. Design and make their own clay beakers, decorating coiled pots with patterns in the Beaker folk style, using clay tools.    Note  Patterns could include dots, circles, zigzags, vertical and horizontal lines. Children could also use the Let’s Create! Pottery HD app (iOS) to create highly decorated pots, printing them out and displaying them with their 3-D forms.  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Hi 1; Co 5, 6, 7; En R C 1b, 3; AD 1, 3; DT D 1; DT M 1; PSHE 4b |  | Geography  Locate appropriate information needed for a task from a source material.  Look at a range of maps and aerial images to find and observe Iron Age hill forts. Make diagrams and plans of an Iron Age hill fort and describe its features. Imagine they are a local chief deciding where to build a new hill fort. Identify a suitable location on a local map and draw a plan of it.    Note  Many Iron Age hill fort images are available online. Provide plenty of maps and plans to investigate, including online maps of the local area. Add labels to their hill fort diagrams and drawings to explain the different features. Maiden’s Castle in Dorset is a good example.  Ge SF 1 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.  Ge HP 2; Hi 1; En SL 1, 5, 7; En W C 1b; Co 6, 7  Art & design  Identify interesting aspects of objects as a starting point for work.  Look at evidence of Iron Age jewellery and the pins, brooches and other ornaments worn by people to hold their clothes together. Describe their style and how they think they were made. Design an Iron Age style brooch, pin or piece of jewellery and make it from modelling material such as air-drying clay. Paint dried items with bronze or silver paint, using different colours to represent any glass beading or detailing. Write signage to go with their piece as if it were being shown in a museum exhibition.    Note  Evidence from burials of this period indicate that Iron Age people generally wore very simple brooches. Other jewellery was far rarer. Brooches were usually very simple – little more than pins for holding clothes together. However, some people owned brooches decorated with materials such as coral or red glass. Occasionally, necklaces with one or two glass beads were also worn, or bangles around the wrist or ankles.  AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  AD 3; DT D 1; DT M 1, 2; Hi 1; En SL 1, 5; En W C 2a, 2d | D&T  Suggest improvements to products made and describe how to implement them (taking the views of others into account).  Evaluate their structures describing how they were made and how successful they were. Consider the views and opinions of others when producing their evaluations. Use photographs taken during the making process to illustrate their work.    Note  Create a display showing the children’s working process, finished structures and evaluations.  DT E 2 Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.  En SL 1, 4, 5, 11; En W C 2b, 2d |
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