

Stone Age Boy



Wow Moments

We will use our virtual reality head sets and transport back to the Stone Age

Create our own art work in the style of the Stone Age Era

We will have a Stone Age Day to celebrate our learning

Key Drivers

Be resilient

- Children will evaluate their learning throughout, and adapt their art work according to the brief

Be world-wise

- We will explore and compare past and present Great Britain

Be creative

- Children will create their own cave drawings using natural materials
- We will design and create stone age sculptures

What we will be learning about

In history, we will develop our chronological understanding by using common words and phrases relating to the passing of time

Looking at changes in Britain from the Stone Age to the Iron Age and recall facts about elements of everyday life.

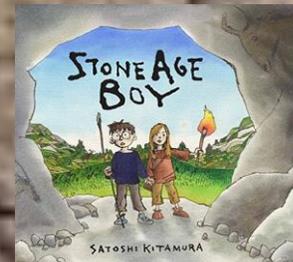
In science, we will be studying rocks and fossils.

In art, we will create our own work in the style of the Stone Age Era, including paintings, drawings and sculptures.

In DT, we will understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and how a variety of ingredients are grown, reared, caught and processed.

Stone Age Boy

As Historians we will:



history Vocabulary:

Extinct, flint, tribe, hearths, land clearance, Mesolithic, Neanderthal, nomad, Palaeolithic, remains, settler/settlement, sabre-toothed, evolve

Anno Domini, Before Christ, passing of time, common era, before the common era, millennium, circa

enquiry, infer, relevance. this suggests/implies, continuity, perhaps, maybe, could be..., impact, importance, significance, reason, effect

What we should already know:

Vocab: chronological order, anachronism, era, period, recently, old fashioned, traditional, primary source (first hand evidence), secondary source (second hand evidence), viewpoint, investigate, experts, research, evidence, fact,

Understand common words and phrases relating to the passing of time.

Ask a range of questions about the past (Who? What? When? Why?)

Understand that a source provides information about the past and that there are different types of sources.

As Historians we will:

Chronological Understanding

Understand common words and phrases relating to the passing of time: BC, AD, century, decade, era
Understand timelines can be divided into BC and AD.
Place periods of history studies onto a given timeline.

Knowledge and Understanding

changes in Britain from the Stone Age to the Iron Age
Recall facts about elements of everyday life within a specific period of history (e.g. leisure, clothes, buildings, religion, settlements, ways of life, beliefs and attitudes).

Recall some key words and phrases to describe the period of history being studied, e.g. ancient civilisation, agriculture, archaeology, irrigation, gods/goddesses, discovery, pharaoh, tomb
Identify a range of similarities and difference between the past and present.

Historical Enquiry

Ask focused questions in order to find out specific information about the past.

Use a number of given source to infer information about the past.

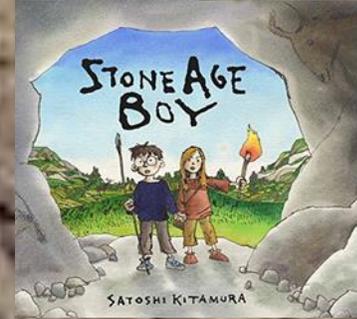
Select and record relevant information from written sources.

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As Scientists we



will:



What we should already know:

Vocab: properties, question, answer, observe, test, explore, identify, classify, equipment, multiple uses, purpose, useful, categorise, particular use

Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

As Scientists we will:

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

Compare and group together different types of rocks on the basis of their appearance and simple physical properties (e.g. permeable and impermeable).

Describe in simple terms how fossils are formed when things that have lived are trapped within a rock.

Recognise that soils are made from rocks and organic matter.

science Vocabulary:

sedimentary, igneous, metamorphic, minerals, magma/lava, sediments, permeable, texture, impermeable, weight, pattern, colour, rock, soil, organic matter, fossil, formed, bones, bacteria, dead, decay, sediment, resistant, extinction, weathering, palaeontologist, molten rock, tectonic plate, crust

skeleton, muscle, support, protection, movement, spine, femur, tibia, fibula, radius, ulna, skull, clavicle, ribcage, pelvis, patella, biceps, abdominals, triceps, hamstrings, calves, cartilage, invertebrate



Stone Age Boy



As Artists we will:

ART Vocabulary:

Pattern, shape, line, form, tone, texture, colour, mood

Scale, Portrait, Figures, Composition

Mould

Construct

Join

Structure

Plane

Shape

Form

Armature

Carve

Coil

Pinch

Glaze

Natural

Man made

Recycled

What we should already know:

Vocab: Portrait, Landscape, Form, Texture, Colour, Mood, Shade, Tint,

Experiment with different techniques and make sensible choices about what to do next to improve.

Express clear preferences and give some reasons for these (*e.g. "I like that because..."*)

Know that different forms of creative works are made by artists, crafts makers and designers, from all cultures and times.

Outcome

Drawings of caves using artistic techniques

Sculptures

As Artists we will:

Use sketch books to collect, record and review artistic ideas from a range of different sources.

Develop technical skills by experimenting with, and testing the qualities of a range of different materials and techniques.

Select, and use appropriately, a variety of materials and techniques in order to create their own work.

Reflect upon what they like and dislike about their own work in order to improve it. Know about and describe the work of some artists, craftspeople, architects and designers

Be able to explain how to use some of the tools and techniques they have chosen to work with. Use tools and equipment safely and in the correct way.

Use the skills of cutting and carving to create form,

Explore plane and structure

Shape and model materials for a purpose

Select and use appropriate techniques for joining materials (*e.g. slip for clay, glue for card*) Develop a range of techniques (*e.g. hatching, scribbling, stippling and blending*) to create light/dark tone and/or texture.

Use graded pencils to create different tones

Begin to show consideration in the choice of pencil grade they use

Use techniques to show the effects of light on form (*reflection/shadow*).

Explore how artists use line, colour and pattern to reflect mood.

Develop perspective in art work.

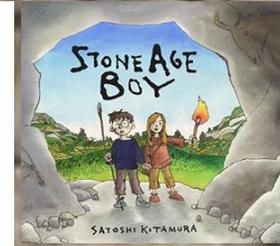
Develop scale and proportion in art work.

Begin to show an awareness of objects having a third dimension

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As Design Technologists

we will:



What we should already know:

Vocab: fruit, vegetable, healthy, portion, look, taste, texture, smell, size, shape, colour, ingredients, techniques, chopping, peeling, grating, measure, weigh, safety, hygiene, non-standard, farmed, caught, grown, standard measures, labelled increments, prepare, cook, recipe, consistency, heat source, sweet, savoury, recipe

Use the basic principles of a healthy and varied diet to prepare dishes

Understand where food comes from.

As Design Technologists:

Understand and apply the principles of a healthy and varied diet

Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

DT Vocabulary:

Source, grown, diet, variety, slicing, mixing, spreading, raw, accompaniments, calories, energy, savoury, garnish, diet, variety, carbohydrate, protein, dairy, fat, vitamin, mineral, crumbly, crunchy, greasy, creamy, gooey, moist, mushy, slicing, mixing, spreading, kneading, baking, raw, starchy, stodgy, cubing, creaming, melting, boiling, simmering, seasonality, sensory characteristics, zest, reared, caught, processed, organic, vegetarian, vegan, pescatarian, sustainability, allergies, intolerance, free range.



SCHOOL DRIVERS

Be resilient

- Children will evaluate their learning throughout, and adapt their art work according to the brief

Be world-wise

- We will explore and compare past and present Great Britain

Be creative

- Children will create their our own cave drawings using natural materials
- We will design and create stone age sculptures

To celebrate the end of our topic
the children will plan and take
part in a Stone Age Day

