

# Archaeology Rocks!

## As Historians we will:

### What we should already know:

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.

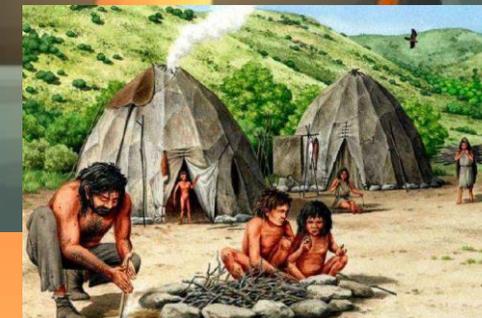
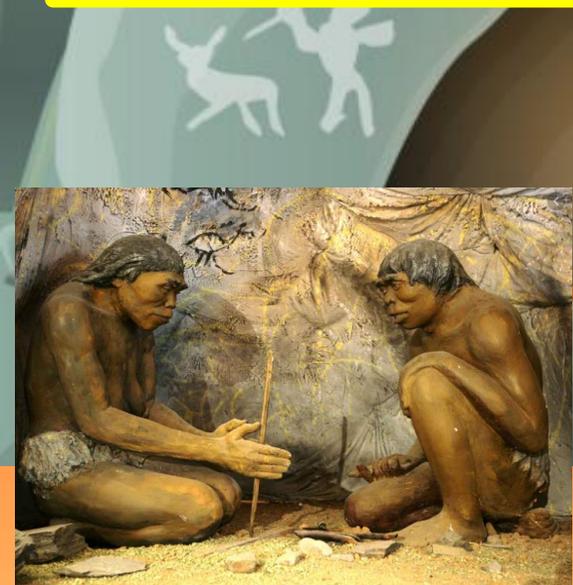


### history Vocabulary:

**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**



# ARCHAEOLOGY ROCKS!

## As Scientists we will:



### What we should already know:

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:

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.

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

### 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, protein, carbohydrates, fats, sugar, vitamins, minerals, fruit, vitamin, vegetable, meat, grain, seeds, skeleton, muscle, support, protection, movement, spine, femur, tibia, fibula, radius, ulna, skull, clavicle, ribcage, pelvis, patella, biceps, abdominals, triceps, hamstrings, calves, cartilage,

**invertebrate**



# ARCHAEOLOGY ROCKS!

## As Geographers we will:



### What we should already know:

name and locate the world's seven continents and five oceans

name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Identify seasonal and daily weather patterns in the United Kingdom.

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary.

### As Geographers we will:

locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

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

### Geography Vocabulary:

grid, reference, cartographer, globe, North East, North West, South East, South West, observe, measure, record, present, satellite image, physical map, climate map, latitude, longitude, cardinal points



# Archaeology Rocks!

## As Artists We Will:

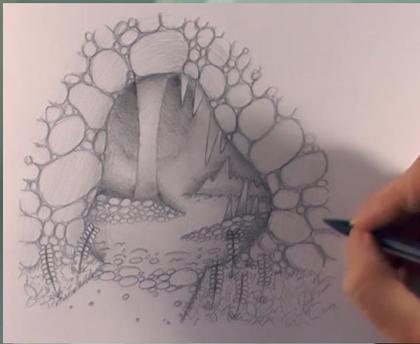


### What we should already know:

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.



### ART Vocabulary:

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

**Scale, Portrait, Figures, Composition, Mould**

**Construct, Join, Structure, Shape, Form, Carve, Coil**

**Pinch, Glaze, Natural, Man made, Recycled**

### 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
- 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



# Archaeology Rocks!

## As Designers we will:

### What we should already know:

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

Understand where food comes from.

### As Design Technologists 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.

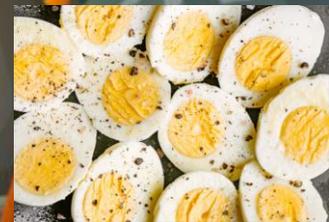
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.



### 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.



# OUR SCHOOL DRIVERS:

## APPLICATION OF LEARNING

TO CELEBRATE THE  
END OF OUR TOPIC  
THE CHILDREN WILL  
DECORATE AND  
CATER FOR, THEN  
TAKE PART IN A  
'Stone Age Day'

## 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.
- We will discover the history of rocks, exploring what our Earth is made from.

### Be creative

- Children will create their own cave drawings using natural materials.
- We will design and create stone age sculptures.
- We will design and create our own savoury dishes.
- We will design and implement our own simple science experiment to test the properties of rocks

