



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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|---|---------------|--|---|--|
| Years 2, 3 and 4 | Year A | Term Autumn | Key Question What was it like to live in the Stone Age? | Overview heading Famous People and Events |
| Trip/Visitor History Off The Page – Stone Age day | | Hook/Theme Day Stone Age day | | Link to other topic/s Our country based topics Hamilton Trust Plans – Blocks A and B compulsory |
| Subject | | Objectives/Content | | |
| Book links | | Stone Age Boy Ug:Boy Genius of the Stone Age Stig of the Dump How to Walk a Woolly Mammoth – instructional text Skara Brae – Dawn Finch, non-fiction text | | |
| History | | Skill concepts: <ul style="list-style-type: none"> • Investigate how we know about Britain’s pre history and make a basic timeline with main dates and events • Investigate life as a villager • Explore the development of technology and inventions • Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. • Ask questions about the past. • Use a wide range of information to answer questions. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Recount changes in my own life over time • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied • Describe the main changes in a period in history. • Describe the differences between then and now using a variety of sources | | |



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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|---------------------------------|---|------------------------|-------------------------|------------------------|--------------------|------------------|-----------------|-------------|--------|--------|--------------|------------|-------------|
| | <ul style="list-style-type: none"> • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Use evidence to describe buildings and their uses of people from the past • .Describe how some of the things I have studied from the past affect/ influence life today. • Describe objects, people or events in history. - Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using digital skills <p>For more detail, see Hamilton Trust based planning, block A – below.</p> <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • Develop a chronologically secure knowledge and understanding of British History • Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. • Learn about the development of homes and settlements from Stone Age to Iron Age. <p>Vocabulary: Words and phrases relating to the passing of time – high utility words must be linked to this.</p> <table border="1" data-bbox="450 663 1980 842"> <tr> <td>era/period</td> <td>BCE (Before Common Era)</td> <td>ACE (After Common Era)</td> <td>BC (Before Christ)</td> <td>AD (Anno Domini)</td> <td>CE (Common Era)</td> </tr> <tr> <td>pre-history</td> <td>biased</td> <td>impact</td> <td>consequences</td> <td>continuity</td> <td>archaeology</td> </tr> </table> | era/period | BCE (Before Common Era) | ACE (After Common Era) | BC (Before Christ) | AD (Anno Domini) | CE (Common Era) | pre-history | biased | impact | consequences | continuity | archaeology |
| era/period | BCE (Before Common Era) | ACE (After Common Era) | BC (Before Christ) | AD (Anno Domini) | CE (Common Era) | | | | | | | | |
| pre-history | biased | impact | consequences | continuity | archaeology | | | | | | | | |
| <p>Geography/History</p> | <p>Skill concepts:</p> <ul style="list-style-type: none"> • Describe and understand vegetation belts/regions • Describe and understand biomes, including their location • Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. <p>Substantive knowledge:</p> <ul style="list-style-type: none"> • Identify where Skara Brae (Stone Age settlement) is in Scotland • Identify where Stonehenge is in England • Identify where some different types of rocks may be found in the UK | | | | | | | | | | | | |
| <p>Science/History</p> | <p>Rocks and Soils unit, then Animals Including Humans unit.</p> <p>Skill concepts:</p> <ul style="list-style-type: none"> • Can they compare and group together different rocks on the basis of their appearance and simple physical properties? • Can they classify igneous and sedimentary rocks? • Can they begin to relate the properties of rocks with their uses? | | | | | | | | | | | | |



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



- Can they classify living things and non-living things by a number of characteristics that they have thought of?
- Can they compare the teeth of herbivores and carnivores?
- Can they construct and interpret a variety of food chains, identifying producers, predators and prey?
- Can they classify living things and non-living things by a number of characteristics that they have thought of?

Substantive knowledge:

- Can they explain the importance of a nutritionally balanced diet?
- Can they describe how nutrients, water and oxygen are transported within animals and humans?
- Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat?
- Can they describe and explain the skeletal system of a human? Can they describe and explain how different rocks can be useful to us?
- Can they describe and explain the differences between sedimentary and igneous rocks, considering the way they are formed?
- Can they describe in simple terms how fossils are formed when things that have lived are trapped within rock?
- Can they recognise that soils are made from rocks and organic matter?
- Can they describe and explain the muscular system of a human?
- Can they explain how the muscular and skeletal systems work together to create movement?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive?
- Can they identify and name the basic parts of the digestive system in humans?
- Can they describe the simple functions of the basic parts of the digestive system in humans?
- Can they identify the simple function of different types of teeth in humans?
- Can they explain what a simple food chain shows?
- Can they explain how people, weather and the environment can affect living things?
- Can they explain how certain living things depend on one another to survive? Can they describe what animals need to survive?
- Can they explain that animals grow and reproduce?
- Can they explain why animals have offspring which grow into adults? •
- Can they describe the life cycle of some living things? (e.g. egg, chick, chicken)
- Can they explain the basic needs of animals, including humans for survival? (water, food, air)
- Can they describe why exercise, balanced diet and hygiene are important for humans?



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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| Art | <p>Cave paintings / aboriginal art</p> <p>Skill concepts:</p> <ul style="list-style-type: none">• Express thoughts and feelings about a piece of art.• Explain how a piece of art makes them feel, linked to emotions.• Identify changes they might make or how their work could be developed further.• Respond to art from other cultures and other periods of time.• Use a suitable brush to produce marks appropriate to work.• Understand how to create a background using a wash.• Work in the style of a selected culture or artist, without directly copying.• Understand how to make tints using white and tones by adding black to make darker and lighter shades.• Use light and dark within painting and begin to explore complimentary colours.• Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.• Investigate tone by drawing light and dark lines, shapes and patterns.• To develop confidence to experiment with line tone and shade using a range of materials.• Begin to collect ideas, scrap and images in a sketch book. |
| DT | <p>Create a Stone age dwelling using the following skill concepts:</p> <ul style="list-style-type: none">• Confidently make labelled drawings showing specific features• Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making, if the first attempts fail.• Know to make drawings with labels when designing• Explain their choice of materials and components• Identify a purpose for they intend to design and make• Make templates and mock-ups of their ideas in card and paper• Begin to develop their ideas through discussion, observation, drawing and modelling• Build structures, exploring how they can be made stronger, stiffer and more stable• Measure, mark out, cut, score and assemble components with more accuracy.• Select a wider range of appropriate tools and techniques for making their product safely.• Describe what went well, thinking about design criteria.• Use criteria to evaluate product. <p>Create food appropriate for the time period by:</p> |



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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| | <ul style="list-style-type: none">• Preparing food safely, with or without a heat source depending on year group, through cutting, peeling, spreading and grating. Develop up to skills of chopping, slicing, grating, mixing, spreading, kneading and baking.• Understand correct storage and handling of ingredients.• Prepare different dishes, savoury or sweet, using a heat source.• Measure resources accurately. Recognise when food needs further cooking or is underdone. <p>Substantive knowledge:</p> <ul style="list-style-type: none">• Begin to understand that seasons may affect the food available.• Explore where given and favourite foods are grown, reared or caught, and how they are processed to be eaten. |
| Music | <p>Charanga units:</p> <ul style="list-style-type: none">• Let your spirit fly• Glockenspiel stage 1 <p>Skill concepts:</p> <ul style="list-style-type: none">• Follow the melody using their voice or an instrument.• Sing songs as an ensemble following the tune (melody) well.• Perform in an ensemble with instructions from the leader (e.g. Hand signals to indicate pitch and duration of notes).• Play simple rhythmic patterns on an instrument.• Sing/clap a pulse increasing or decreasing in tempo.• Have control when playing instruments.• Perform musical patterns keeping a steady pulse.• Understand the cultural and social meaning of lyrics.• Begin to compare different kinds of music.• Recognise differences between music of different times and cultures.• Selective in the control used on an instrument in order to create an intended effect. Use silent beats for effect (rests). Independently identify the pulse in a piece of music and tap along.• Listen carefully to recall short rhythmic patterns.• Begin to associate sounds they hear with instruments. Identify the features within a piece of music. Verbally recall what they have heard with simple vocabulary – loud, soft, high, low, moving to using musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.• Begin to say what they like and dislike about music. |



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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| RHSE | CORAM units: Rights and Respect – Y2/3 mixed age planning, then Y3/4 mixed age planning. Skill concepts: <ul style="list-style-type: none">• Describe and record strategies for getting on with others in the classroom.• Understand the reason we have rules• Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council)• Recognise that everyone can make a difference within a democratic process.• Define the word influence• Recognise that reports in the media can influence the way they think about an topic• Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.• Explain the role of the bystander and how it can influence bullying or other anti-social behaviour• Recognise that they can play a role in influencing outcomes of situations by their actions. |
| Computing | Purple Mash units 2.2/4.2 and 2.3/4.3 – Coding and Spreadsheets Substantive knowledge – Y4 aims in italics: <ul style="list-style-type: none">• To understand what an algorithm is.• To understand the collision detection event.• To understand that algorithms follow a sequence.• To understand that different objects have different properties.• To understand what different events do in code.• To understand the function of buttons in a program.• To understand and debug simple programs• <i>To begin to understand selection in computer programming.</i>• <i>To understand how an IF statement works.</i>• <i>To understand how to use co-ordinates in computer programming.</i>• <i>To understand the 'repeat until' command.</i>• <i>To understand how an IF/ELSE statement works.</i>• <i>To understand what a variable is in programming.</i> Skill concepts – Y4 aims in italics: <ul style="list-style-type: none">• To create a computer program using an algorithm.• To create a program using a given design.• To design an algorithm that follows a timed sequence. |

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| | <ul style="list-style-type: none"> • <i>To use a number variable.</i> • <i>To create a playable game.</i> • <i>To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.</i> • <i>To learn how to copy and paste in 2Calculate.</i> • <i>To use the totalling tools.</i> • <i>To use a spreadsheet for money calculations.</i> • <i>To use the 2Calculate equals tool to check calculations.</i> • <i>To use 2Calculate to collect data and produce a graph</i> • <i>To format cells as currency, percentage, decimal to different decimal places or fraction.</i> • <i>To use the formula wizard to calculate averages.</i> • <i>To combine tools to make spreadsheet activities such as timed times tables tests.</i> • <i>To use a spreadsheet to model a real-life situation.</i> • <i>To add a formula to a cell to automatically make a calculation in that cell.</i> |
| RE | <p>Unit 1 Religion: Sikhism Theme: The Amrit ceremony and the Khalsa Key question: Does joining the Khalsa make a person a better Sikh?</p> <ul style="list-style-type: none"> • I can start to express how it felt to join a group and the things I had to do in order to join. • I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. • I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony. • I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. • I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. • I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa. • I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong. • I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks) • I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh. |



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| | <p>Unit 2 Religion: Christianity Theme: Christmas Concept: Incarnation Key question: Has Christmas lost its true meaning?</p> <ul style="list-style-type: none">• I can explain what Christmas means to me.• I can tell you what the nativity story tells Christians about Jesus (given to the world by God).• I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.• I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.• I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.• I can start to tell you what Christmas means to Christians and what it means to me.• I can explain what gift I would like to give to the world and what difference it would make.• I can make the links between Christian beliefs about Christmas and the way they celebrate it.• I can recognise that Christmas means different things to different people. |
| <p>French</p> | <p><u>Rigolo 1 Unit 1: Bonjour</u> Objectives:</p> <ul style="list-style-type: none">• How to greet and say goodbye to someone• How to ask someone's name and say their own• How to ask how someone is and respond to the same questions• How to say the names of some basic nouns• How to count numbers 1 to 10 <p>Grammar/skills:</p> <ul style="list-style-type: none">• Conventions• Ask and answer questions• First notions of gender <p><u>Rigolo 1 Unit 2: En classe</u> Objectives:</p> <ul style="list-style-type: none">• How to identify classroom objects• How to identify colours, and describe an object's colour• How to say your age |



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



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| | <ul style="list-style-type: none">• How to recognise and repeat classroom instructions <p>Grammar/skills:</p> <ul style="list-style-type: none">• Gender• Ask and answer questions• Basic word order• Using context to determine meaning <ul style="list-style-type: none">• Comparing languages |
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National Curriculum Rationale.

We have high expectations of all our children. Therefore, the basis of this topic planning comes from the Lower Key Stage 2 aspects of the national curriculum. So that progression and provision is appropriate for those children in Year 2, we also make reference to, and use, aspects of the national curriculum for Key Stage 1. With this approach we are able to secure appropriate provision for, and good progress by, all children in this class for the subject areas of this topic.

Key Stage 2

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- ☐ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ☐ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ☐ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



- ☒ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ☒ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ☒ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- ☒ changes in Britain from the Stone Age to the Iron Age
- ☒ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- ☒ Bronze Age religion, technology and travel, for example, Stonehenge



☐ Iron Age hill forts: tribal kingdoms, farming, art and culture

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- ☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☐ are competent in the geographical skills needed to:
 - ☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



☒ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught:

☒ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

☒ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

☒ develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics

☒ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them

☒ are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding



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Mistley Norman Church of England Primary School and Nursery



The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science 169**

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should be taught:



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Rocks and soils, Year 3

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Animals Including humans, Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].



Compassion - Courage - Forgiveness – Respect - Thankfulness
Mistley Norman Church of England Primary School and Nursery



Aims

The national curriculum for design and technology aims to ensure that all pupils:

- ☐ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☐ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☐ critique, evaluate and test their ideas and products and the work of others
- ☐ understand and apply the principles of nutrition and learn how to cook.



Stone Age Topic Planning by Hamilton Trust

www.hamilton-trust.org.uk

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*Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age. **If you have limited time to teach this topic, please see the advice at the end of this overview.***

| Block | Key NC Objectives | Creative Block Outcome |
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| <p>Block A Introduction to Stone Age Britain to Iron Age Britain [6 sessions]</p> | <p>History and English</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Participate in discussions, presentations, performances, role-play, improvisations and debates. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Give well-structured descriptions, explanations and narratives for different purposes. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.. | <p><i>Investigate how we know about Britain’s prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain. Take part in a mock investigation, participate in class debates, create group timelines, play matching games and be inspired to write some powerful non-fiction writing.</i></p> |
| <p>Block B Food [5 sessions]</p> | <p>History, D&T and English</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • 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. | <p><i>Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Demonstrate your knowledge through performance, a feast and an informative display.</i></p> |

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| | <ul style="list-style-type: none"> • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Give well-structured descriptions, explanations and narratives. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Participate in performances, role-play, and improvisations. | |
| <p align="center">Block C Technology, Tools and Inventions</p> <p align="center">[6 sessions]</p> | <p>History, English, Science, D&T and Computing</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Give well-structured descriptions, explanations and narratives. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Ask relevant questions and use different types of scientific enquiries to answer them. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use research and develop design criteria to inform design; • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks; Select from and use a wider range of materials and components. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | <p><i>Learn about the amazing development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about. Make a museum of replicas of inventions made in prehistory including prehistoric pots, and try an alternative to bronze-casting and iron-forging making your own collection of edible prehistoric tools from sugar rock, chocolate and pastry. Finally, report your work using digital technology.</i></p> |
| <p align="center">Block D Religion and Ritual</p> <p align="center">[6 sessions]</p> | <p>History, Art, Computing, English and D&T</p> <ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. | <p><i>Research the development of religion in prehistory; design and build a replica Stonehenge from cheese puffs or biscuits; make replica objects to use as props; re-enact possible scenes from prehistoric religious ceremonies; and make a video/audio lecture</i></p> |



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| | <ul style="list-style-type: none"> • Know about changes in Britain from the Stone Age to the Iron Age. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Select and use software on a range of digital devices. • Become responsible, competent, confident and creative users of information and communication technology. • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes. • Participate in discussions, presentations, performances, role-play, improvisations and debate. • Use research and develop design criteria to inform design. • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks. • Select from and use a wider range of materials and components. | <p><i>about the development of religion in prehistory.</i></p> |
| <p style="text-align: center;">Block E Homes and Everyday Life [6 sessions]</p> | <p>History, D&T, Art, and English</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of Britain history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Use research and develop design criteria to inform design. • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks. • Select from and use a wider range of materials and components. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes. • Participate in discussions, presentations, performances, role-play, improvisations and debate. | <p><i>Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager. Research daily tasks, recreate houses, weave with wool, and share learning with others using whole-class role-play.</i></p> |



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| <p>Block F Culture and Art [6 sessions]</p> | <p>History, Art, Music and English</p> <ul style="list-style-type: none">• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.• Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).• Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.• Know about changes in Britain from the Stone Age to the Iron Age.• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.• Improve mastery of art and design techniques.• Produce creative work, exploring their ideas and recording their experiences.• Learn out about great artists, architects and designers in history.• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression• Improvise and compose music for a range of purposes using the inter-related dimensions of music• Develop an understanding of the history of music.• Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes.• Participate in discussions, presentations, performances, role-play, improvisations and debate.• Plan their writing by discussing and recording ideas.• Draft and write by composing and rehearsing sentences orally and organising paragraphs around a theme.• Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | <p><i>Learn about the fascinating culture and art of prehistoric people. Research art and music in prehistory; make Ice Age art and replica art objects from the Neolithic, Bronze and Iron Ages; make replica musical instruments; take part in an improvised performance using the musical instruments you have made and present your work in an assembly.</i></p> |
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LKS2 Topic Stone Age to Iron Age – Abridged Topic Overview

To navigate this topic in case you only have a short amount of time, ensure you do the entirety of Block A and then choose either one more block which gives an overview of the Stone Age to Iron Age on one theme (e.g. Block D Religion), or choose the same session in each block, which will give explore a particular time period in depth across themes (e.g. the Neolithic highlighted in blue).

| | <i>Session 1</i> | <i>Session 2</i> | <i>Session 3</i> | <i>Session 4</i> | <i>Session 5</i> | <i>Session 6</i> |
|-------------------------------------|------------------|-------------------------|------------------|--------------------|------------------|------------------|
| Block A Intro | Archaeology | Timeline | Stone Age | Bronze Age | Iron Age | Writing |
| Block B Food | Introduction | Hunting and gathering | Farming | Beans | Feasting | - |
| Block C Technology | Introduction | Fire and stone tools | Pottery | Bronze | Iron | Report |
| Block D Religion | Introduction | Hunter-gatherer beliefs | Stonehenge | Sun and water gods | Druids | Lecture |
| Block E Homes | Introduction | Hunter-gatherer homes | Neolithic homes | Must Farm | Round-houses | Role play |
| Block F Art | Introduction | Ice Age art | Neolithic art | Bronze Age art | Iron Age art | Performance |



Key Stage One/Year 2

History

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Human and physical geography

- use basic geographical vocabulary to refer to:
- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork



- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Science

Animals, including humans - Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials - Statutory requirements

Pupils should be taught to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Design and Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design



- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.