

# Our Learning Journey through the Topic

What is the Stone Age?

When were the three periods of the Stone Age?

How do we find out about the past? What is a hunter gatherer?

What is Cave Art? What does it tell us about how we lived?

What is Skara Brae?

Neolithic Life – better or worse?

How and why did life change? Why did we begin to settle and farm?

Case Study - What is Beaker Bell Culture? Why did they make pots?

How did the Bronze Age change people's lives? What is Stonehenge?

What was life like in an Iron Age Hillfort?

**Stone Age to Iron Age**

We understand that our knowledge is constructed from different sources & can place events on a timeline.

Enrichment: How do we know about the past. Liverpool Museum workshop.

## Stone Age to Iron Age

**Term taught in:**

**Autumn**

**Number of Weeks:**

**7**

### Objectives

### Outcomes

#### Art

- Show confidence and independence when working creatively e.g. with a range of media on different scales.
- Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently and collaboratively.
- Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.
- Use sketch book / 'ideas journal' to adapt their work as their ideas develop and discuss this with others.

#### The child will:

- Produce a creative 'cave art' work, exploring ideas and recording experiences in sketch books.
- Become proficient in art, craft and design techniques - using charcoal, pastels, pencil and paint.
- Evaluate and analyse creative works using the language of art, craft and design.

#### History

- Use some dates and historical terms when ordering events and objects
- Demonstrate awareness that the past can be divided into different periods of time.
- Explore trends and changes over time.
- Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age,
- Use sources to address historically valid questions,
- Recognise that our knowledge of the past is constructed from different sources of evidence.
- Describe some of the ways the past can be represented.
- Use relevant historical terms and vocabulary linked to chronology.

#### The child will:

- Develop their understanding of chronology.
- Explore events, people and consider how things changed and why things changed.
- Use historical sources to investigate the past and use enquiry skills to find out about the past.
- Communicate their knowledge in a variety of forms.

#### DT

- Plan a sequence of actions to make a product.
- Use appropriate finishing techniques.
- Use tools with accuracy.
- Select from materials according to their functional properties.
- Select from a range of tools for cutting, shaping, joining and finishing.
- Investigate similar products to the one to be made to give starting points for a design.
- Discuss how well the finished product meets the user's design criteria.

#### The child will

- Design and investigate techniques or sculpting.
- Make a bowl suitable for purpose.
- Evaluate their product using technical language.

Key Vocabulary		End Products
Stone Age	Skara Brae	<ul style="list-style-type: none"> <li>• Produce a timeline depicting BC &amp; AD, with key historical periods plotted accordingly.</li> <li>• Produce an accurate timeline of the main periods of the Stone Age</li> <li>• Produce a non-chronological report explaining the difference between the 3 main periods of the Stone Age.</li> <li>• Produce a leaflet about Hillforts.</li> <li>• Design, create and evaluate a Stone Age pot</li> <li>• Design, create and evaluate a Stone Age cave painting.</li> </ul>
Bronze Age	Beaker Bell	
Iron Age	Hill fort	
Flint knapping	Cave painting	
Flint	sculpting	
Hunter & Gatherers	charcoal	
Mesolithic	pastels	
Neolithic	pencil	
Palaeolithic	paint	
Links to our School Values		Links to British Values
Trying Your Best		Being Part of Britain
Communication		Democracy.
Honesty		The rule of law.
Resilience		Individual liberty.
		Mutual respect.
		Tolerance of those of different faiths and beliefs.
Cross Curricular Opportunities	Enhancements	Misconceptions
<p><b>Reading:</b> children will have a variety of non-fiction comprehension texts to study based on the Stone Age.</p> <p><b>Writing:</b> a non-chronological report comparing the different periods of the stone age.</p>	<p>Forest school - hunting and gathering, den building, safe campfires.</p> <p>Liverpool Museum Visit and Workshop</p>	<p><i>Any misconception that would need noting.</i></p>