

Cliddesden Primary School

Year 3/4 Breadth of Study

National Curriculum coverage in the Creative Curriculum

Super Heroes Autumn Cycle 1

	National curriculum	Learning skills and outcomes	Knowledge base
History	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 	<p>Cartoon and/or animation</p> <p>UNDERSTAND</p> <p>Design cartoon or animation including a superhero from a different country and write a script involving 1 or 2 natural disasters (e.g. volcanoes, earthquake, flooding) including pictures</p> <p>Cartoon to include:</p> <ul style="list-style-type: none"> APPLY: Sketch, draw and apply; build up drawing techniques of people in comic book art. <i>What examples can you find to help you draw a superhero?</i> <i>What elements can you choose to change to draw a villain?</i> 	<ul style="list-style-type: none"> Looking at Black History Month (October) - Focus studies of Rosa Parkes, Mary Seacole, Jesse Owens, Martin Luther King and others from the Black History Month website http://www.blackhistorymonth.org.uk  <p>Ancient Civilisation (Sumeria) study; water supply, trade, dress, religion and traditions, writing on clay tablets, inventions- writing and the wheel.</p>
Geography	<ul style="list-style-type: none"> Ethnic origins of heroes; locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, countries, and major cities Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> CREATE: Invent, organise, plan and design the storyboard. <i>How can you adapt an existing storyboard to include a natural disaster for your superhero to solve?</i> <i>What way can you use your storyboard design to create an</i> 	<ul style="list-style-type: none"> Locate Mesopotamia & explore changes to present day. Investigate why Mesopotamia existed where it did, and why it changed over time. Sumeria and Sumerian civilisation specifically.

Art

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Find out about great artists, architects and designers in history.

animation using plasticine?

- **EVALUATE:** Assess, decide and recommend; review the eat well plate and decide which foods would be super foods. Recommend which foods a superhero should eat and include this as an advert within the cartoon or animation.
- *CC English:* Trilogy based on Gilgamesh books. (Sumerian superhero)

- Life drawing skills focus.
- Research into Roy Liechtenstein - Pop Artist
- Sketches of favourite Liechtenstein works, linked to life drawing skills.
- Build up drawing techniques linked to comic book art. Bold outlines, bright colours, stylised features of villains, effects lines eg speed lines, auras, speech bubbles, onomatopoeic words eg pow.
- Sculpture skills used making plasticine for animation. (Nick study)



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models
Park

DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- 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

- Dress up day-Logo design. Research superhero designs, sketch book diary of favourite styles, logos, colours linked to personality/powers.



- Costume design-Hero machine program + live on line website. <http://www.heromachine.com/>
- Use this technique to build confidence in drawing stylised figures.
- Super food study. Revise the Eatwell Plate and investigate which foods would be super foods.
- Research energy bars, looking at wrappers, advertising and ingredients. Sample and take notes on each product.
- Use a simple healthy flapjack bar as the basis for a bar, add extra ingredients based on nutrition and energy release.



Spoken
language
Skills

- Know and use key points needed to focus on in order to follow a set of instructions
- Listen to information, work out which elements are key and make relevant, related comments
- Begin to be aware of what the listener knows already

Hidden Treasures Autumn Cycle 2

	National curriculum	Learning skills and outcomes	Expectations
History	<p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>Voiceover to documentary UNDERSTAND Describe, summarise and explain the achievements of Ancient Egyptians by editing a slideshow of pictures and videos, then adding a voiceover script</p> <p>Documentary to include:</p> <ul style="list-style-type: none">• RECALL: Locate, describe and label the main settlements of the Ancient Egyptians; their positions relative to the River Nile• <i>Can you list 3 reasons why the Ancient Egyptians settled near the River Nile?</i>• <i>Where is Egypt on a map?</i>• EVALUATE: Consider, decide and debate; Reasons why tombs were often raided and whether an explorer should enter the tomb of a Pharaoh.• <i>What choice would you have made if you were Howard Carter?</i>	<p>Research into discoverers of Egyptian artefacts. Civilisation study, to include its' people, structures, food, clothes, army, rulers. Egyptian Timeline linked to British history.</p> <p>http://www.ancientegypt.co.uk/gods/explore/main.html</p>  

Geography

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

- *What information can you use to support the view of the tomb robbers?*
- APPLY: Sketch, model and prepare; look at examples of Ancient Egyptian burial artefacts, design and paint a canopic jar in a similar style.
- *Can you make use of the facts to create your own canopic jar?*
- *Can you show your understanding of Ancient Egyptian burial rituals by designing an appropriate canopic jar*

Maths CC:

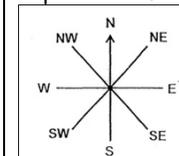
to include

- Co-ordinates leading into 4-figure grid references;
- Timelines and negative numbers (ordering dates BC)
- Shape: 3D shapes (to include square based pyramids)

English CC:

- Diaries: Write a tomb explorer's diary

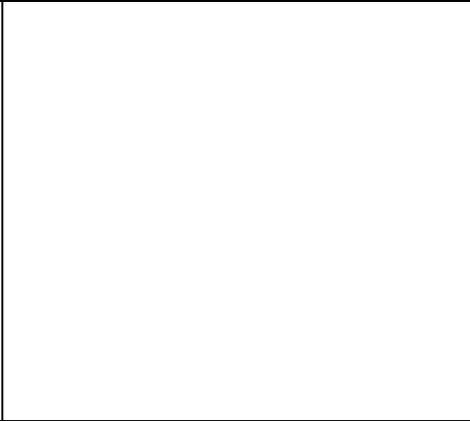
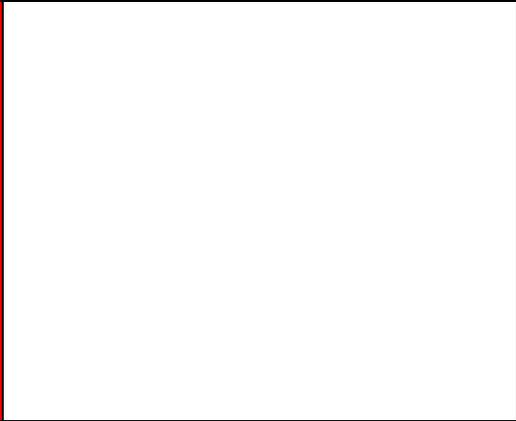
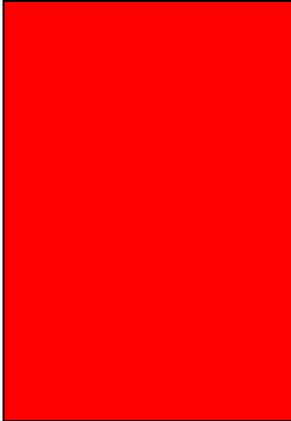
Using compass work in the local environment to become explorers. Can the children plot & set clues for other explorers to find hidden treasure?



- Egyptian figures - drawing humans & gods, comparison of styles from previous terms work on life drawing.
- Colour palette - use natural materials around us to make colours, and paint in the Egyptian style.
- Hieroglyphs - use hieroglyphs to create cartouches of names in class.
- <http://www.penn.museum/cgi/hieroglyphsreal.php>
- http://www.artfactory.com/egyptian_art/cartouche_lesson/cartouche_lesson.htm
- History of Art study -Leonardo da Vinci & his use of blue. Why did he use it? Research his blue paintings.
- Canopic jars - sketch examples of existing canopic jars and use these to create, design and make own version using clay and paint.
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Art

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- Find out about great artists, architects and designers in history.



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- or names in class.
- History of Art study -Leonardo da Vinci & his use of blue. Why did he use it? Research his blue paintings.
- Canopic jars - sketch examples of existing canopic jars and use these to create, design and make own version using clay and paint.

DT

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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
- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Understand how key events and individuals in design and technology have helped shape the world

Research paper making in Egyptian times. Try paper making techniques. Build up skills of weaving and layering.



Spoken
language
Skills

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Time Travellers Spring Cycle 1

	National curriculum	Learning skills and outcomes	Expectations
<h2>History</h2>	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A local history study - Silchester Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Time lord play CREATE Organise, produce and develop a play which demonstrates the impact and legacy of the Roman Empire on Britain.</p> <p>Play to include:</p> <ul style="list-style-type: none"> RECALL: Discover, locate and investigate; The main dates of the Roman occupation of Britain and the extent of the occupation. <ul style="list-style-type: none"> <i>Which areas of Britain were occupied by the Romans?</i> <i>When was the Roman invasion successful?</i> <i>Who was Boudicca and why were she and her tribe famous?</i> ANALYSE: Compare, investigate and examine; Look at Roman artefacts such as sculptures of gods, mosaics and buildings, examine maps and compare to physical geography. <ul style="list-style-type: none"> <i>Why do you think Fishbourne was chosen as a location for a villa?</i> <i>What evidence can you find to describe the Roman religion and way of life to other people?</i> APPLY: Dramatise, construct and paint; make mosaics, chariots and sculptures which are based on 	<ul style="list-style-type: none"> Exploring sources of evidence-primary & secondary. What makes good evidence? Using Horrible Histories Caratacus' diary to discuss evidence & bias. Trip to Fishbourne Palace to look at evidence. https://sussexpast.co.uk/properties-to-discover/fishbourne-roman-palace Boudicca study and placing her on a timeline of Roman occupation in Britain. http://www.primaryhomeworkhelp.co.uk/romans/timeline.htm 

		<p>Roman artefacts and mosaics, using colours used in Roman times.</p> <ul style="list-style-type: none">• <i>Can you show your understanding of Roman chariots to create a model chariot with a working axle?</i>• <i>Can you make use of the facts and evidence to create an imitation Roman artefact, making use of colours that were available to Romans?</i> <p>Maths CC: to include</p> <ul style="list-style-type: none">- Tessellation of shapes to create mosaic patterns;- Timelines and negative numbers (ordering dates BC)- 3D models and nets to create Roman Villas <p>English CC:</p> <ul style="list-style-type: none">- Diaries - create own Horrible histories diary- Playscript - write own playscript showing Bouddica's reaction to the attempted Roman invasion.	
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Geography

The Romans; 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

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

Visit Fishbourne to compare map evidence with actual physical geography.



Looking at key Roman cities in Britain, their sites & their legacy to present day Britain through map work, photographs & accounts.

http://www.bbc.co.uk/schools/primaryhistory/romans/roads_and_places/

<http://www.historic-uk.com/HistoryMagazine/DestinationsUK/RomanSites/>

Art

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

- Find out about great artists, architects and designers in history.

Look at Roman artefacts - sculptures of gods, mosaics, buildings.

Tessellation of shapes (link to Maths) using mosaics from Fishbourne as an inspiration.

Colour palette investigation, comparing colour making in Roman times to now.



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- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- 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.

Chariot making- research designs. Sketch ideas. Experiment with axles & frames. Make a model for a Roman soldier (Night at the museum)



Roman banquet- which foods did the Romans bring with them? What foods did they eat? Plan & reconstruct a Roman banquet.

http://www.britishmuseum.org/learning/schools_and_teachers/resources/all_resources/resource_roman_britain_food.aspx

<http://timetravellerkids.co.uk/news/make-some-roman-honey-pastries/>

Spoken
language
Skills

- Adapt language and non-verbal features to suit content and audience
- Use a range of sentence structures in speech
- Identify clearly and appropriately when they haven't been understood, controlling their responses and tailoring their reactions to suit the situations

Deep in the Rainforest Spring Cycle 2

	National curriculum	Learning skills and outcomes	Expectations
History		<p>Presentation to parents CREATE Plan, develop and organise presentation to parents.</p>	
Geography	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Presentation to include:</p> <ul style="list-style-type: none"> • RECALL; Select and identify; Factual recall of geographical information, habitats, great artists= Henri Rousseau, food and dwellings of the rainforest. • <i>How can we describe the rainforest environment?</i> • <i>What can you say about Henri Rousseau?</i> • UNDERSTAND; Express and describe; Poetry and letters including letters about issues. • <i>Can you in your own words why people cut down trees in the rainforest? Why people should buy fair trade products?</i> • ANALYSE: Examine and compare; Data handling about climate, rainfall. • <i>What conclusions can you draw about the climate?</i> • <i>What evidence can you find to show the difference in climate to the UK climate?</i> 	<p>Locating world rainforests and exploring the longitudes and latitudes of their locations on the globe. Revision of the water cycle.</p> <p>Physical geography focus, extending knowledge of the amazon rainforest to include biomes.</p> <p>Exploring the impact of deforestation on the environment.</p> <p>http://www.bbc.co.uk/nature/habitats/tropical_and_subtropical_moist_broadleaf_forests http://www.bbc.co.uk/guides/zxdsvcw http://rainforests.mongabay.com/amazon/amazon_destruction.html http://www.worldwildlife.org/threats/deforestation https://www.youtube.com/watch?v=TWb4KIM2vts water cycle song https://www.youtube.com/watch?v=i3NeMVBcXXU water cycle rap www.ypte.org.uk/factsheets/rainforests http://kids.mongabay.com/primaryhomeworkhelp.co.uk/rainforest.html www.mbgnet.net/sets/rforest/index.htm www.nationalgeographic.com/features/00/earthpulse/rainforest/index_flashfeature.html www.rainforestanimals.net/</p>

<p style="text-align: center; font-size: 2em; font-weight: bold;">Art</p>	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Find out about great artists, architects and designers in history. 	<p>Maths CC: to include</p> <ul style="list-style-type: none"> Data handling about climate and rainfall <p>English CC: Poetry and letters including letters about issues. Post card from Amazon Letter to President of Brazil re deforestation Reports on layers of the rainforest Reports on animals in the rainforest</p>	<ul style="list-style-type: none"> Look at Henri Rousseau's work on jungles and animals. Research Rousseau "Surprise!" Compare real to imaginary. Build skills for drawing animals through observation and build up techniques. Mixing shades and tones of one colour to paint leaves. Zoolab to bring in creatures to help bring the rainforest alive  <p>https://www.nga.gov/kids/zone/jungle.htm</p> <p>Rosita Gottlieb http://www.rainforest-art.com/gallery.html</p>  <p>http://www.zoolabuk.com/</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">DT</p>	<ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and 		<ul style="list-style-type: none"> Research food from the rainforest. How much of our food comes from the rainforests? Carbon footprint awareness. Create recipe using rainforest ingredients

	<p>computer-aided design</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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. 		<p>http://schools.fairtrade.org.uk/resource/my-fairtrade-adventure-ages-7-11/</p> 
<p>Spoken language Skills</p>	<ul style="list-style-type: none"> • Adapt language and non-verbal features to suit content and audience • Use a range of sentence structures in speech • Identify clearly and appropriately when they haven't been understood, controlling their responses and tailoring their reactions to suit the situations 		

All About Africa Summer Cycle 1

	National curriculum	Learning skills and outcomes	Expectations
<h2>History</h2>	<ul style="list-style-type: none"> A non-European society that provides contrasts with British history - one study of Benin (West Africa) c. AD 900-1300. 	<p>APPLY Prepare and construct a board game for other children to play which includes a choice of information learnt during the topic.</p> <p>Information to be selected from:</p> <ul style="list-style-type: none"> RECALL: Locate, discover and identify; Map showing countries which make up Africa and the global position of the continent; physical geography of the continent. <i>How can you describe the climate of Africa?</i> <i>Can you list the countries that are part of the continent of Africa?</i> UNDERSTAND: Summarise, illustrate and explain; Write a summary report of the flora and fauna to be found on the African continent; paint pictures and construct own version of an African mask, explaining its use. <i>What can you say about the plants and animals that live on the African continent?</i> <i>Explain how masks are used in African societies.</i> EVALUATE: Assess, select and critique; Sample and evaluate the food types available in Africa; research 	<p>Civilisation study, to include its' people, structures, food, clothes, army, rulers. Benin Timeline linked to British history, Neolithic man leading onto the Bronze Age study.</p> <p>http://www.bbc.co.uk/schools/primaryhistory/worldhistory/benin_bronze/</p> <p>http://www.bbc.co.uk/ahistoryoftheworld/objects/rmAT6B7zTZCGACd7i7l6Wg</p> 

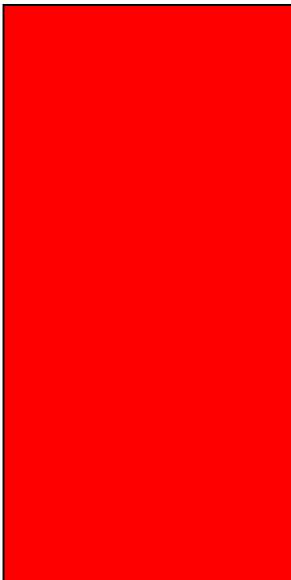
		<p>recipes used in African meals; select ingredients and prepare an average meal; evaluate finished meal.</p> <ul style="list-style-type: none"> • Which ingredients could you recommend for someone to use in an African recipe? • What judgements can you make about the finished meal that you created? <p>Maths CC: to include</p> <ul style="list-style-type: none"> - Data handling about climate and rainfall - Data handling to survey food preferences within class - Weight and measure (using scales to weigh and measure ingredients accurately); <p>English CC:</p> <ul style="list-style-type: none"> - Instructions - write the instructions for the finished game - 	
<h1>Geography</h1>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>		<p>Researching Africa's physical geography through maps, Google Earth, atlases, globes. Study of Africa's flora & fauna, human geography (people & settlements compared to Britain).</p> 

<h1>Art</h1>	<ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 		<p>Study of facial proportions to aid mask designs. African Masks-research their use, designs. Sketch design ideas and introduce paper-maché techniques to construct a mask.</p> <p>http://africa.mrdonn.org/masks.html http://www.bbc.co.uk/education/clips/zqvcd2p</p> 
<h1>DT</h1>	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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 		<p>Study of facial proportions to aid mask designs. African Masks-research their use, designs. Sketch design ideas and introduce paper-maché techniques to construct a mask.</p> <p>Investigate food from Africa & prepare an average meal.</p> <p>http://www.sendacow.org.uk/lessonsfromafrica/resources/african-recipes http://www.food.com/topic/african/quick-and-easy</p> 

	<ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • 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. 		
<p>Spoken Language Skills</p>	<ul style="list-style-type: none"> • Develop ideas and feelings through sustained speaking turns • Choose language specifically to support a range of meaning/shades of meaning • Begin to vary delivery style to suit the situation • Use a wide range of verbs to express cause and effect and to convey meaning 		

Digging in the past: Summer Cycle 2

	National curriculum	Learning skills and outcomes	Expectations
History	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age-Prehistory 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, Danebury Hill fort (local history) 	<p>Exhibition (interactive museum experience) APPLY Produce, draw, make and report a visual static exhibition</p> <p>Exhibition to demonstrate:</p> <ul style="list-style-type: none"> ANALYSE: compare, contrast and investigate: How did tools, houses, clothing and jewellery change throughout the eras? <i>How can you categorise each era?</i> <i>Can you make a distinction between the stone/bronze/iron ages?</i> CREATE: plan, develop and improve: Research examples of housing from the stone/bronze/iron ages. Use these examples to inform a design for a shelter using local natural resources. <i>How can you adapt stone age ideas to create a shelter using local resources?</i> <i>What can you combine to improve/change the waterproofing of your shelter?</i> 	<ul style="list-style-type: none"> Put events in order(chronology) and use historical phrases (in the past...) Focus on understanding the differences and developments between the stone, bronze and iron ages. Study the way people lived in Early Britain, particularly anthropomorphically, and how this links to the development of language, social interaction, and religion. Stone Age focus on Neolithic man in particular farming Bronze Age -focus on religion focusing on the significance of Stonehenge, Iron Age -the tribal nature of iron age kingdoms. <p>http://www.bbc.co.uk/education/topics/z82hsbk</p> <ul style="list-style-type: none"> To use secondary sources as a tool for historical questioning through reports, archaeological reviews and information texts. <p>http://www.dkfindout.com/uk/history/stone-age/</p>
Geography	<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> UNDERSTAND: summarise, compare and explain: Study the way people lived throughout the eras using evidence from key archaeological finds and primary and secondary sources. 	
Art	<ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas 		<ul style="list-style-type: none"> Research examples of cave paintings and sketch existing examples Create cave paintings in a shoe box to tell a story



- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



- What can you say about life in these eras from the evidence we have seen?*
- What facts or ideas show how people lived in the stone/iron/bronze age?*

Maths CC:

to include

- use of measures to record details found in archaeological digs and sketch maps and plans;
- scale drawings and converting measures.
- Timelines and negative numbers (ordering dates BC)

English CC:

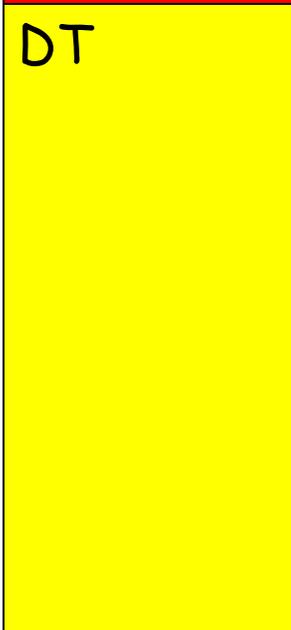
- Explanation: how did people live throughout each era?

- Study examples of Celtic (early Iron Age) jewellery and sketch patterns
- Design beads, pendants and jewellery in a similar style

<http://timetravellerkids.co.uk/uncategorized/make-a-stone-age-necklace/>



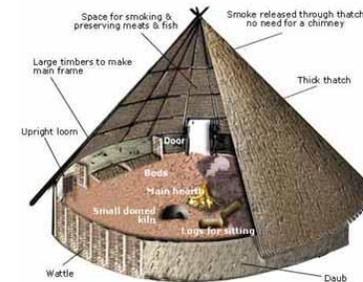
<http://timetravellerkids.co.uk/fun-stuff/free-projects/stone-age-craft-projects-for-kids/>



- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their

- Look at pre-historic dwellings. Compare to natural resources in our local environment.
- Design & construct a model shelter using natural materials.

<http://www.butserancientfarm.co.uk/>



	<p>functional properties and aesthetic qualities</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 		
<p>Spoken Language Skills</p>	<ul style="list-style-type: none"> • Develop ideas and feelings through sustained speaking turns • Choose language specifically to support a range of meaning/shades of meaning • Begin to vary delivery style to suit the situation • Use a wide range of verbs to express cause and effect and to convey meaning • 		