



How do the events of the Stone and Iron Age influence us today?



Impact

By the end of this unit children will:

Have a good understanding of how people lived during the Stone Age and the Iron Age. They will be able to compare and contrast the periods in time and consider how discoveries and ways of life during this period, have had an influence on how we live today.

Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become “builders of a new humanity” (Pope Francis). Through the delivery of this unit of work children will develop an understanding that each one of us is unique and beautiful. We are called to treat every person and every creature with loving respect.

Building the Kingdom

Big Question: Is influence long lasting?

Further questions to explore: Can people of the past influence actions in the present? Who are some of the biggest influences of society today?

How have the events of the Stone Age and Iron Age, impacted on us today?

What evidence do we have to probe their significance? How do their discoveries impact our lives today?

Catholic Social Teaching

Family and Community – To work together, seeking the common good. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially those in our society who are in most need. “Local individuals and groups can make a real difference. They are able to instill a greater sense of responsibility, a strong sense of community, a readiness to protect others, a spirit of creativity and a deep love for the land.” (Pope Francis – Laudato Si).

Key enquiry question: knowledge and skills

Core Subjects

Foundation subjects

Religious Education

History

Domestic Church - Families

- To show understanding that each day presents us with different opportunities for beginnings, that God is present in every beginning.
- Remembering, celebrating and responding to our family trees and the family of God.
- Recognise and retell the story of Creation as a religious story
- Describe what they wonder about the beauty they see in the world around them and ask questions about what they wonder
- Retell some of the stories from scripture about Jesus' family.
- Compare their own and other's ideas about the questions that family trees raise and that can be difficult to answer.
- Describe some way in which characters in the Bible live out their lives and make links between these stories what people believe about God and Jesus.

Baptism/Confirmation

- Ask and respond to questions about promises.
- Make links between their actions and promises they made.
- Know that belonging to a group involves promises and rules.
- Retell the story of the Baptism of Jesus
- Describe the actions and symbols used at Baptism
- Use vocabulary to describe symbols used at Baptism
- Give reasons how and why Christians live as followers of the light of Christ

Stone Age to Iron Age

- Place the Stone Age onto a timeline, considering what happened during this time period in Britain and in the rest of Europe. Understanding the terminology century, decade, BC and AD.
- Understand how Stone Age people lived and how this changed over time.
- Identify sources of information about the Stone Age to Iron Age time period, how do we know about this time in history and how the people lived during this time.
- Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.
- Understand why Stone Age and Iron Age people lived, travelled and cooked and how this changed over time.
- Make comparisons between the Stone Age to Iron Age historical periods and to our modern time period today.

Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
English	Music
<p><u>Non-fiction</u> Writing to inform, creating a set of instructions:</p> <ul style="list-style-type: none">● Retrieve and record information from non-fiction● Participate in discussion about a text● Use a range of imperative verbs● Use prepositions● Read and follow written instructions● Identify the features of instructions● Identify how language, structure and presentation contribute to meaning● Prepare a group performance● Use a rich and varied vocabulary● Make a plan for my writing● Write my own set of instructions● Edit and evaluate my writing● Integrate visual devices into my writing <p><u>Fiction</u> Writing to entertain, creating a portal story that takes our reader back in time:</p> <ul style="list-style-type: none">● Analyse a text identifying the key features and use these to help me plan my own fiction portal story.● Use a range of conjunctions to extend my sentences.● Create a setting description using a range of ambitious adjectives and vocabulary.● Use short sentences to create tension.● Use capital letters at the start of sentences and for proper nouns.● Use correct punctuation, including: full stops, commas, question marks and exclamation marks.● Be able to read back my own writing and start to be able to edit and make corrections to improve it further.	<p>PSHE</p> <ul style="list-style-type: none">● The children will have the opportunity to once again sing with their friends.● The children will learn to sing, listen carefully to a melody, learn it and perform in front of an audience.● The children will begin to compose their own music. <ul style="list-style-type: none">● To embed the school values and understand what that means for them.● To begin to understand body image and how emotions change as they get older.● To understand the power of positivity.● To understand how friendships can change and develop.● To understand what is meant by healthy eating.

Key enquiry question: knowledge and skills

Core Subjects	Foundation subjects
Maths	French
<p><u>Number and place value</u></p> <ul style="list-style-type: none">Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward (Yr2), from 0 in multiples of 4, 8, 50 and 100 (Yr3) and in multiples of 6, 7, 9, 25 and 1,000 (Yr4).find 10 and 100 (Yr2&3) or 1,000 (Yr4) more or less than a given number.recognise the place value of each digit in a two-digit number (Yr2), a 3-digit number (Yr3) and a four-digit number (Yr4).compare and order numbers up to 100 (Yr2), 1,000 (Yr3) and beyond 1,000 (Yr4).identify, represent and estimate numbers using different representationsread and write numbers at least 100 (Yr2), up to 1,000 (Yr3&4) in numerals and in words.round any number to the nearest 10, 100 or 1,000 (Yr4).read Roman numerals to 100 (Yr4). <p><u>Addition and subtraction</u></p> <ul style="list-style-type: none">recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 (Yr2)add and subtract numbers using concrete objects, pictorial representations, and mentally (Yr2).add and subtract numbers mentally, including a three-digit number and 1s, 10s and 100s (Yr3&4).add and subtract numbers with up to 3 digits (Yr3) and up to 4 digits (Yr4) using formal written methods of columnar addition and subtraction.recognise and use the inverse relationship between addition and subtraction (yr2)estimate and use inverse operations to check answers (Yr3&4)solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction (Yr3&4) and two-step problems in context (Yr4).	<p>In this unit the children will learn to:</p> <ul style="list-style-type: none">Pinpoint France on a map of the worldHighlight other famous French citiesTalk about other countries where French is spokenSay their name and how they are feeling in FrenchCount to ten in French <p>PE</p> <p><u>Netball</u></p> <ul style="list-style-type: none">To develop passing, moving and play within the footwork rulesBe able to pass, receive and shoot the ball with increasing control.To develop movement skills to lose a defender.Be able to defend an opponent and try to win the ball.Use simple tactics to help my team score or gain possession.To implement the basic rules of netball.

Key enquiry question: knowledge and skills

Core Subjects

Foundation subjects

Science

Art and Design

Animals including Humans

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- 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.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Rocks

- 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.

- Work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils and pastels. Know the differences and similarities between these materials and select which one is most suitable for the task they need
- Develop painting skills increasing control, & precision when painting detail, lines and edges of shapes.
- Develop understanding and applications of the formal elements of art
- Use sketchbooks to practice and try out ideas & techniques. Make records of the world around them, their ideas, thoughts, feelings and discoveries.
- Study significant works of Henri Rosseau.
- Describe and annotate their work and the work of others. Describe their thoughts, ideas and intentions. Evaluate what they need to do to improve.

Computing

- Understand that personal information is private and should not be shared.
- Understand how to be a responsible digital citizen; understanding their responsibilities to treat others respectfully and recognising when digital behaviour is unkind.
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Understand that not all information on the internet is factual and that not all emails are genuine, recognising when they might be fake and what to do about it.