Skills
Can I **search** for and **gather** information about how people lived in the Stone Age?
Can I **create** a non-chronological report about life in the Stone Age?
Can I **calculate** how long-ago some of these events and discoveries happened?
Can I **role play** daily life in the Stone Age?
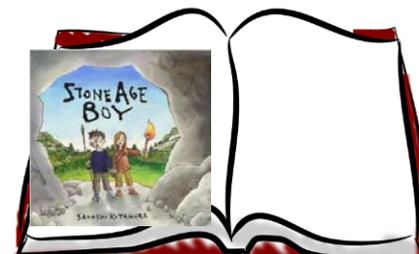
Geography/History opportunities
Can I **describe** events from the Stone Age using dates?
Can I **order** key events in History on a timeline?
Can I **compare** and **appraise** different aspects of life in prehistoric Britain?
Can I **locate** Skara Brae and Stonehenge on a map?
Can I **compare** and **contrast** Skara Brae and Stonehenge?
*Can I **predict** then **find out** how old different types of rocks are?*

Extended learning
Can you compare your house and the materials used to build it to a Stone Age house?
Can you find out what Stone Age man did for fun?
Can you build a model of Stone Hedge?

The Arts
Can I **paint** in the style of Pre historic man?
Can I **design** and **make** my own prehistoric art and pottery?
Can I **explore** how people in the Stone Age danced?

What was living in Britain like in the Stone-Age & Iron Age?
*Can I **discover** what life was like in the Stone and Iron Ages?*
Can I **summarise** the changes to daily life from the Stone Age to the Iron Age?
Can I **compare** and **contrast** Skara Brae and Stonehenge?
*Can I **discover** and **explain** how fossils are made?*
Can I **discover** what Neolithic Britons believed about God?
Can I **design** and **make** my own prehistoric art and pottery?

Hook
Trip 'Bring Yer Wellies' Stone Age

Science
Can I **discover** what soil is made from?
*Can I **name**, **compare** and **sort** rocks according to their appearance and physical properties?*
Can I **investigate** the different properties of rocks?
*Can I **test** to **discover** the hardest rocks?*
Can I **summarise** and **explain** how fossils are made?

Computing
Can I **search for** information about the Stone Age using specific search engines on the Internet?
Can I review sports TV?
Can I work with video cameras?
Can I shoot a video?
Can I edit and evaluate my video?

SMSC
Can I **discover** what Neolithic Britons believed about God?
Can I **compare** what different religions believe about God?
Can I **discuss** my own ideas about God?

*Please see attached POS for National Curriculum coverage.
Objectives in bold-italics are direct Pupil Voice

Science

Pupils should be taught to:

- 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

Linked with work in geography, pupils should explore different kinds of rocks and soils, including those in the local environment. This could be observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They can raise and answer questions about the way soils are formed.

Art and Design

Pupils should be taught to:
- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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]
- about great artists, architects and designers in history.

Computing

Pupils should be taught to:
- solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs;
- work with variables and various forms of input and output
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography

Pupils should be taught to:

- Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and ==earthquakes==, and the water cycle.

History

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

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.

Music

Pupils should be taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

R.E

General principles of approaches at this key stage:

- Beliefs and questions - how people's beliefs about God, the world and others impact on their lives (relate to prehistoric beliefs)
- Teachings and authority - what sacred texts and other sources say about God, the world and human life
- Worship, pilgrimage and sacred places - where, how and why people worship, including at particular sites
- Symbols and religious expression - how religious and spiritual ideas are expressed

- Inspirational people - figures from whom believers find inspiration
- Religion and the individual - what is expected of a person in following a religion or belief
- Religion, family and community - how religious families and communities practise their faith, and the contributions this makes to local life

Sikhism: Why is Diwali celebrated by Sikhs?