

Term: Spring 1 Key Stage 2

Learning Challenge Question:

Who or what is Skara Brae?

WOW – What can you find in rocks and stones? Making a fossil

<https://www.floridamuseum.ufl.edu/educators/resource/make-a-fossil/>

<https://www.bbc.co.uk/cbeebies/makes/presenters-making-a-fossil>

Week 1: What can you find in rocks and stones?

WOW – Making a fossil – how do fossils teach us about evolution

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Knowledge Organiser – What do we know/what do we want to find out about Skara Brae? Writing what we know already / what we want to find out.

Week 2: How did they live in Skara Brae?

Using pictures of artefacts to ask and answer questions about life in Skara Brae.

Comparing artefacts from other periods studied in history, eg Tudor times, Victorian times.

Week 3: Why was farming such a change?

Discussing what farmers could do that hunter-gathers could not. Finding out what was farmed at Skara Brae using evidence.

Week 4: What did the people in Skara Brae believe?

Using pictures of artefacts to ask and answer questions about the use and significance of Ring of Brodgar.

Comparing artefacts from other Neolithic sites in Britain, eg Stonehenge.

Week 5: Reflection week

Create a double page spread of what you have learned.

ENGLISH

Class Text: Stone Age Boy by Satoshi Kitamura

The Boy with the Bronze Axe by Katherine Fidler

Week 1 - 3 Description of a setting – cave paintings

Week 4 – 5 Narrative - adventure

History

Knowledge Changes in Britain from the Stone Age to the Iron Age

Children will:

- know and understand the history of the British Isles
- have a coherent, chronological narrative of Britain in pre-Roman times.
- have knowledge of late Neolithic hunter-gatherers and early farmers.
- understand Bronze Age religion, technology and travel, for example, Stonehenge

- have a knowledge of Iron Age hill forts: tribal kingdoms, farming, art and culture

Skills

Children will be:

- putting artefacts or information in chronological order.
- demonstrating a coherent chronological narrative, knowledge and understanding of British history.
- exploring a range of similarities and differences between different times in the past.
- answering and devising their own historically valid questions.
- using one or more source of information to help answer their questions.
- explaining how the past can be represented or interpreted in different ways.
- creating a structured account of the past using a range of historical information from a range of historical sources
- thinking critically and develop perspective and judgement.

Science

Knowledge

Children will:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Skills

Children will be:

- using scientific knowledge and experience to raise new questions.
- using secondary sources to help answer questions that can't be answered through practical investigations.

Computing

Knowledge and Skills

Children will:

- understand how to use technology safely, respectfully and responsibly.
- navigate the internet with increasing confidence to find information and images safely.
- explain how not all information found on the internet is accurate, and how some sites may show bias.
- use information found on internet for a purpose in other subjects, writing their own text; not just copy and paste information found.
- be aware of copyright.
- write a list of websites as reference for work produced.

RE FOCUS – If God is everywhere why go to a place of worship?

Homework - Research and presentation on aspect of the Stone Age.