

Term: 2021/22 Spring 1 Year 6

Learning Challenge Question: Who or what is Skara Brae?

WOW – Stone Age Faeces

Week 1: How did people survive the Stone Age?

History LI: I understand what humans needed to survive the Stone Age. Children dissect Stone Age Faeces and use this to organise what they would have eaten. Use this to understand what they needed to eat and how they survived. What else might they have needed to survive?

Week 2: How did people live in Skara Brae?

History LI: I can use artefacts to deduce information about the past. 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 being a farmer so great?

History LI: I can suggest reasons for developments in the past. Discussing what farmers could do that hunter-gatherers could not. Finding out what was farmed at Skara Brae using evidence.

Week 4: How did the Stone Age evolve?

Science LI: I understand how and what we know about evolution. Children use the internet to research evolution, watch videos and write explanations of what evolution is.

Week 5: How did Stonehenge change the Stone Age?

History LI: I understand why Stonehenge is important and how it changed the Stone Age. Find out about Stonehenge, how and why it was built.

Reflection is a quiz created on the computers using google classroom.

English Text: Wolf Boy

Week 1-3 Non-chronological report

Week 4-6 Narrative (The Piano)

RE – What do religions say when times get hard?

MFL – Alphabet, weather and preferences

Driver: History

Changes in Britain from the Stone Age to the Iron Age

- 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

- I can demonstrate a coherent chronological narrative, knowledge and understanding of British history.
- I can identify specific changes within and across different periods over a long arc of development.
- I can devise my own historically valid questions.
- I explain that the past can be represented or interpreted in many different ways and select relevant historical information.
- I can use methods of historical enquiry and know how evidence is used to make historical claims.
- I can represent the past using a range of historical information from a range of historical sources.
- I can create my own structured accounts, including written narratives and analyses using key historical terms.

Science

Evolution and Inheritance

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Enquiry

- I can use scientific knowledge and experience to raise new questions.
- I can select and plan most appropriate type of scientific enquiry to answer scientific questions.
- I can use secondary sources to help answer questions through research.

Homework:

A project about Stone Age times.