

<b>Title:</b> Stonehenge	<b>Project overview</b>	<b>Hook</b>	<b>Text(s)</b>	<b>Maths overview</b>
Year group 6 term 4	The aim of the project is to develop a chronologically secure knowledge and understanding of British, local and world history, finding out what happened in the Stone Age and how it changed our world today.	Outdoor activities (archery, cooking, carving, fire)	The Mammoth Hunt (overcoming the monster);  Were caves the best place to live? Should we kill animals for meat? Would you rather be a hunter or a gatherer? (discussion text)	Measurements (converting units, perimeter, area and volume) Ratio Statistics
Driving question  <b>Could you survive in the Stone age?</b>	<b>Key Vocabulary</b> Borer, isolation, thatched roof, gatherer, short spear, tribe, club, arrow, wolves, community, Mesolithic, Neanderthal, sabre-toothed, handaxe, fire, woolly rhino, throwing stone, Homo sapiens, cave painting, Neolithic, spear, flint, evolve, hunter, Skara Brae, mammoth, tools, axe, antler, jewellery, canoe, weapons, Homo habilis, Palaeolithic, house	<b>Intended outcome</b> <b>Tuesday 30th March 2:30-3:15</b>  Re-enactment (book the hall too) - virtual ?	The Hobbit (Whole class guided reading text);	
			<b>Resources</b>  Clay, paints, paintbrushes, charcoal, slate, flint	<b>Areas of learning</b>  History, Geography, Art, DT, music, science
How does learning build on prior understanding? Other year groups and other learning?	Content What will we learn?	Creativity How will we show our learning in different ways?	Ethos How does the project embed our values?	How will this project prepare for future learning?

<p>Light and Electricity (term 2); Nations (term 3); Material - properties; Rivers/Water;</p>	<p>How do we know about the distant past? Can the past be trusted? Why are there different interpretations of the past?</p> <p>What was stone age Britain like and how did it compare with other places at that time (Shang Dynasty China/ The Egyptians)</p> <ul style="list-style-type: none"> <li>● To put events in chronological order</li> <li>● To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history</li> <li>● To find out about how hunter-gatherers lived in Stone Age Britain</li> <li>● To explore how Stone Age people survived against threats <ul style="list-style-type: none"> <li>● o explore the style of Stone Age cave art</li> </ul> </li> <li>● To find out how cave paintings were created</li> <li>● To examine non-written sources of evidence about the</li> </ul>	<p><b>P.E. - Dance</b> In Dance, children will explore, improvise and combine movement ideas related to the three eras of the Stone age. Children will compose creative and imaginative dance sequences in a group. They will also develop their performance skills and learn to observe and evaluate their own work and each other's work. Children will also recognise the link between music and movement and appreciate ;</p> <p><b>Art/DT</b> In art, the children will be finding out the different ways in which the stone age people created paints and colours. They will also experiment with a variety of techniques including drawing and painting using pencil, charcoal and paint. Using these techniques the children will create an informative and interesting Stone Age exhibition which will include cave paintings. In Design Technology the children will learn about stone age monuments by designing and evaluating a model of either Star Carr or Skara Brae.</p>	<p>Appreciation of cultural influences that have shaped heritage; Reflecting on own beliefs and those of others, enjoyment and fascination of learning, imagination and creativity; Moral and ethical issue, Viewpoints of others; Working collaboratively and cooperating with others; Children will learn about the period of time from The Stone Age through to the Iron Age and will consider how things would be different if the course of events had been different; Explore how the environment has been historically changed through different epochs; Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. Children will discuss how groups and communities organised themselves during The Stone Age, Bronze Age and Iron Age (community links)</p>	<p>Japan, a non-European civilisation</p> <p>What was stone age Britain like and how did it compare with other places at that time (Japan?)</p>
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	<p>Stone Age</p> <ul style="list-style-type: none"> <li>● To make deductions from primary sources</li> </ul> <p><b>Science:</b> how fruits grow; plant identification; food chains; animal survival and extinction; materials - properties of wood and flint;</p> <p><b>Geography:</b> looking at climate change in the past (the last ice age) and compare this to today; Look at how river Thames changed its path during the last Ice age;</p> <p><b>Art/DT:</b> Stone-age cave paintings; make Stone Age meals;</p> <p><b>Music:</b> create a hunting song;</p>	<p>Children will use a range of materials and techniques to create their models.</p> <p><b>Music</b> Looking at prehistoric musical instruments</p>		
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