

<b>Title:</b> Stoneage	<b>Project overview</b> 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.	<b>Hook</b> Outdoor activities (archery, cooking, carving, fire)	<b>Text(s)</b> 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)  The Hobbit (Whole class guided reading text);	<b>Maths overview</b> Measurements (converting units, perimeter, area and volume) Ratio Statistics
Year group 6 term 5				
Driving question  <b>What was it like?</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, 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 Thursday 26th May</b>  Book look	<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) - lantern making - different materials and their uses</p> <p>Nations (term 3) - comparing cultures, countries, tribes</p> <p>Japan (term 4) - a non-European civilisation</p> <p>Vile Victorians (year 3) - key events in history</p> <p>Growth and Empire (year 3) - comparison to the British empire</p> <p>Water (year 4) - how people live around water, what the water is used for</p> <p>Warriors (year 4) - looking at civilization, tools and structures that were used</p> <p>Ruthless Romans (year 5) - comparing historic times</p> <p>Myths, Minotours and Mount Olympus (year 5) - comparing historic times, myths and legends</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</li> <li>● To examine non-written sources of evidence about the Stone Age</li> <li>● To make deductions from primary sources</li> </ul> <ul style="list-style-type: none"> <li>● To explore the style of Stone Age cave art</li> <li>● To find out how cave paintings were created</li> </ul>	<p><b>P.E.</b> - rounders, cricket, handball</p> <p>Children will learn different skills in a variety of ball games.</p> <p><b>Art/DT</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Appreciation of cultural influences that have shaped heritage to expand their cultural capital</li> <li>● Reflecting on own beliefs and those of others, enjoyment and fascination of learning, imagination and creativity, enabling them to be responsible members of the wider community</li> <li>● Moral and ethical issue, Viewpoints of others</li> <li>● Working collaboratively and cooperating with others</li> <li>● Children to be enthused about the history</li> <li>● Children to use these skills to help with their future aspirations</li> <li>● 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</li> </ul>	<p>Healthy living (term 6) - healthy diet comparisons, exercise, body types</p> <p>History and geography for secondary school</p> <p>Textiles for secondary school</p>
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