

National Curriculum Programmes of Study and Attainment Targets

History

Through our topic we will explore the changes and developments that took place over several millennia in Ancient Britain. We will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. Pupils will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.

Activities will include:

To learn about the changes in Britain from the Stone Age to the Iron Age

To know when the Stone Age, Bronze Age and Iron Age took place

To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)

To know who the Celts were, in particular, Boudicca

To know how the people living during these three periods of time influenced the locality

Science

As **scientists** we will be studying Rocks and Scientific Enquiry

Through our topic we will cover the following programmes of study:

Activities will include:

Learning about igneous, sedimentary and metamorphic rocks.

Classifying rocks.

Understanding how fossils are formed.

Within our Topic we will learn:

How materials were utilised by early humans in Britain.

How Bronze was made.

The benefits and uses of Iron.

How primitive leather was made.

How rocks were used to heat stews, soups and water in leather buckets.

All the Ages

Religious Education

As **theologians** we will be studying

Through our topic we will cover the following programmes of study from the Sefton LA Agreed RE Syllabus :

What do different people believe about God?

How do people from religious and non-religious communities celebrate key festivals?

Activities will include:

Considering our own ideas about God considering the nature of God through the evidence that we are given in the religious texts.

Interpret God as Love, Light, the Creator.

Consider the Islamic texts and what they tell us about God.

Reflect on the Ninety-nine Beautiful Names. Illustrate the names through drawings.

Geography

As **geographers** we will be studying the location of Ancient Archaeology sites and the impact that ancient civilisations had on the landscape. Our theme however is predominantly historical.

Through our topic pupils should be taught to:

•**Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

•**Human and physical geography:** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

•**Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Activities will include:

To name and locate counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time.

To know and use the eight points of a compass, four--figure grid references, symbols and key (including the use of Ordnance Survey maps).

To recognise how and why places are similar to and different from other places in the same country and elsewhere in the world.

To use fieldwork to observe, measure and record human and physical features in the local area.

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Art & Design

As **artists** we will be studying the artwork of - Heather Hansen, Laura McKendry and Edgar Degas.

Throughout our topic pupils should be taught:
In this pathway, we will discover how to make drawings that capture a sense of drama or performance using charcoal. We will be freed from the constraints of creating representational drawings based on observation - instead we will use the qualities of the medium to work in dynamic ways. Linking drawing to the whole body will help us to see drawing as a physical activity, whilst a sense of narrative will feed our imaginations

Activities will include:
Gestural drawing with charcoal
Creating cave art to represent the movement of the search and hunt for food, with the link to animal movement
Dynamic sketching of the human body in relation to position and place

Music

As **musicians** we will be studying : rhythm through songs about the rainforest. We will learn to play the glockenspiel and perform as a whole class.

Through our topic 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
listen with attention to detail and recall sounds with increasing aural memory
•use and understand staff and other musical notations
•develop an understanding of the history of music.
Activities will include:

- **Playing the Glockenspiel**

Design Technology

As **designers** we will be studying Mechanical Systems specifically pneumatic systems learning how trapped air can be used to create a product with moving parts.
Pneumatic Toys

When designing and making, pupils should be taught to:

Plan - we will produce a design based on a brief linked to our theme and the story of Stone Age Boy. We will create a puppet with moving parts that can be used during the reading of the story to engage the audience. We will create sketches of our ideas, identifying the materials and resources that are needed.

Make - we will make the puppets following the plan, considering the quality of the finished product and the technical knowledge needed to use the pneumatics for the moving parts.

Evaluate - the puppet will be evaluated against a set of standard criteria that will be identified in the planning process.

All The Ages

Physical Education (Dance)

As **dancers** we will be studying (enter narrative to contextualise breadth of study / focus).

Through our topic pupils should be taught to:
•develop flexibility, strength, technique, control and balance
•perform dances using a range of movement patterns

Activities will include:
Dancing to music about the destruction of the rainforest
• List an outline of activities below.
•See separate planning

Learning across the curriculum

Using English

Reading Opportunities

- Texts:
- Fiction. Stone Age Boy
 - Bronze Age Boy
 - The Green Ship

- Non-Fiction - Skara Brae, Stonehenge
- Poetry-

S&L / Drama / Role Play / Opportunities

- Freeze frames - from the story
- Hot seat - characters from the story
- Act out scenes from the story

Writing Opportunities

- A recount of life as a Stone Age Child.
- A report about Skara Brae
- A fact file about Stonehenge
- A postcard from Stonehenge
- A poem about the animals through 'All the Ages'.

Using Mathematics

Measurement -

- Measuring - DT - toy making
- Seasons/Dates on timeline/ AD BC

Geometry - Stonehenge, shape of henge.

Statistics-

Computing

Pupils should be taught to:

Create Branching Databases: link to our Science theme of Rocks and Soils. This will directly link to 'Sorting and Classifying' as part of Scientific Enquiry.

Presenting Ideas - (to run across Autumn 2) We will utilise the information in this unit to present our learning from our theme creating powerpoint presentations.

Personal development (PSHE)

Our personal development programme will begin by considering how to keep and stay safe. We will assess and review our learning from Key Stage One and link our learning to our new learning phase. We will specifically think about our personal safety around windows and buildings. We will recap on Hazards and how to assess for the danger of hazards, considering the right action to take if we find one.

We will then explore our feelings and emotions around the grief.

Moral & Spiritual

- We will consider how a sense of community is built through a link with our RE topic of the nature of God. We will ask local leaders to help us with this by asking them how our actions can help to build a community and illustrate the nature of God. We can do this through religious festivals of Harvest and Christmas.

Curriculum Drivers

Challenge

Community

Our main driver through our study of 'All of the Ages' is community. We will consider how the success of the ancient civilisations depended on a sense of community. We will look at the spheres of our community - family, school, the local area and what it means to be from Kings Meadow, Ainsdale, Merseyside. We will consider how to build links with the community through local community settings - Woodvale Community Centre, Brookdale Centre, The Orchards.

Culture

Environment



Other Information

Real Life Experience/s

Making own scale model of Stonehenge.

Creative Home Learning Opportunities

This should take the form of an activity where the children have the opportunity to demonstrate their learning in relation to your topic. There should be an end product which can be used to assist summative assessment judgements.

Prehistoric Jewellery from pasta
A Model of a Stone/Bronze/Iron Age settlement
Research into the Ainsdale Footprints - recreating them
Presentations (ICT and History)

Careers Link/s

Archaeologists
Community Worker
Historian
Ranger

Pupil Voice

Pupil's Questions

In this section add a list of the children's questions in relation to the topic. This should be completed at the start of the theme:

Possible Lines of Enquiry

From your own planning, and from the children's responses to the topic, outline below some possible areas through which the children could develop their own independent learning:

Promoting Fundamental British Values through our theme

British Values

- democracy - respect for democracy and support for participation in the democratic process
- the rule of law –respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all individual liberty
- support and respect for the liberties of all within the law
- mutual respect and tolerance of those with different faiths and beliefs

We believe that our School Values and Golden Promises underpin the fundamental British values. Wherever possible and relevant we actively promote these fundamental values through our curriculum.