

How has the application of natural materials evolved over time and why?

Why This? Why Now?

This topic has strong links to the previous learning of the children and aims to develop this knowledge further. The children have an understanding of toys and how they are manufactured (Y1). They explore various natural and man-made materials used in the production of toys over the decades. The children have an understanding of The Great Fire of London (Y2) and the impact the choice of building materials had on the devastating outcomes of this historical event.

The children will build on this prior knowledge by further exploring how natural construction materials, skills and processes have evolved over time by linking various curriculum areas together including, The Stone Age (History), Rocks and Soils (Science) and natural media (Art).

This area of research helps to embed the children’s understanding of Commonwealth / British Values:

- an understanding of how citizens can influence decision-making through the democratic process;

Through their provision of SMSC, schools should:

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- enable students to develop their self-knowledge, self-esteem and self-confidence;

Key Vocabulary

Archaeologist
 Artefact
 Monument
 Site
 Winter Solstice
 Summer Solstice
 Tribes
 Flint
 Settlement
 Homo Sapiens
 Agriculture
 Era
 Period
 Prehistory
 AD
 BC

English -National Curriculum / Skills	OVERVIEW
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>Narrative Writing – Stone age Boy – taking inspiration from Satoshi Kitamura thought provoking text, we take an in depth look at the structure of an adventure story and begin to identify the features with the final aim being to create an independent adventure story.</p> <p>Non-Chronological Report – Rocks – The children will explore the three different types of naturally occurring rocks, how they are formed and their many varying properties. This deep dive will lead the children to write their own non-chronological report on “Types of Rock”</p> <p>Setting Description/Character Description/Narrative – Through the inspirational artwork and writing skill of Shaun Tan, we look at his most successful work, The Lost Thing. The children will explore the world of the Lost Thing and become immersed in this dystopia, in which Shaun Tan sets this story. The children will also discuss the many PSHE themes and social threads which run through the book and aim to discuss their impact on society. Using the artwork in the book the children will create both setting and character descriptions and use these for their final piece, a narrative around their own Lost Thing. The children will spend time looking at the different materials and the authors links to technology and engineering which will help them create their own model Lost Thing</p>

Geography – National Curriculum / Skills	OVERVIEW
<p>Place knowledge describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including mountains, volcanoes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources 	<p>The children will gain an understanding of settlements and how they changed from the Stone Age to the Iron Age. They will further investigate the reasons why early man settled and moved away from a nomadic lifestyle.</p> <p>In conjunction with their work on Rocks and Soils in Science, the children will discover how mountains and volcanoes are formed and how we as humans exploit the spoils of the natural wonders in order to evolve their construction capabilities.</p>
Design and Technology – National Curriculum / Skills	OVERVIEW
<p>Design</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p>Stone Age Shelters - The children will look at how settlers constructed their shelters during the Stone Age and go on to design, make and evaluate their own Stone Age inspired shelter.</p>

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

History – National Curriculum / Skills

OVERVIEW

Pupils should be taught about:

Changes in Britain from the Stone Age to the Iron Age

This will include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Research Neolithic hunter gatherers and early farmers

An in depth look into why Stone Age man chose to settle and the impact on the evolution of man

Research – The children will research many sites around the northern hemisphere, which have given historians the information we have today. These include, Skara Brae and Stonehenge.

Research – The children will aim to gain an understanding of Iron Age hill forts and discover the reasons why early man decided on these tactical locations. We will look at how man began farming and the tools and skills needed to be successful.

Debate & Discussion Opportunities

Trips & Experiences

Possible Linked Texts

Religion – Discussion around who created the mountains/volcanoes

Boggle Hole – Look at Rocks and fossils


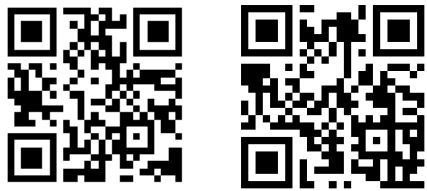
The Lost Thing – Shaun Tan

Fossil Museum

Stone Age Boy - Satoshi Kitamura

<p>The existence of God.</p> <p>Ownership – Who can settle where/ What belongs to who and why?</p> <p>STAR Values – Teamwork, Resilience, Achievement</p>		<p>Ice Monster (David Walliams)</p> <p>Stone Age Tales: The Great Cave (Terry Dreary)</p> <p>Abominables (Eva Ibbotson)</p> <p>Stone Age Tales: The Great Monster (Terry Dreary)</p> <p>The Lost Thing (Sean Tan)</p> <p>Information Texts:</p> <ul style="list-style-type: none"> • Rocks and Soils • Volcanos • Stone Age • Iron Age • Settlements
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Supporting Your Child at Home	QR Code Links	Knowledge Organisers
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