

# prospects



## Stone Age

### Essential Knowledge

By the end of this unit children will know...

- Use more than one source of historical enquiry.
- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Ask questions to support discussion and deeper thinking.
- Suggest cause and consequence of some of the main events and changes in history.

### Launch

#### Visits and Experiences

Visitor/ teacher dress up in role as a caveman for children to ask questions.

### Explore

#### Artefact Exploration

What would it be like to live in early settlements?  
Create a model settlement.

### Energise

#### Role Play Experience

Children make their own string from natural resources.

Make chocolate arrow heads.

### Celebrate

#### Celebration Event

Children dress up and invite guests to share food and watch dance.

## Core Subjects:

Links to theme

### English

- To write a letter about everyday life in the Stone Age using historical information.
- To write a set of instructions 'how to make a weapon'.
- To explain and justify reasons or ranking inventions.

### Mathematics

- Place value
- Addition & Subtraction
- Multiplication & division
- Weight
- 3D shape
- Problem solving

### Science

- Investigate and compare properties of rocks and other materials.
- Find out about fossils and create own 'stone-age' fossils.

## Meet the Flintstones: Theme Content

### Personal Development

#### Spiritual

- Reflect on, consider and celebrate the wonders and mysteries of life as it evolves.

#### Moral

- Listen and respond appropriately to the views of others, when working as part of a team.
- Gain the confidence to cope with setbacks and learn from their mistakes, whilst making carts.

#### Social

- Children work collaboratively.

#### Cultural

- Begin to understand the culture of past civilizations and how life was different.

### Foundation Subjects

#### History, Geography and Citizenship

##### History:

- To generate questions to find out about events in the past, what would you ask a caveman?
- To sequence events on a timeline.
- To understand the importance of Stone Age inventions.
- To understand cause and effect of main events in history.
- To understand how the introduction of farming changed Stone Age life.
- Study life on Skara Brae.

#### Art and Design and Design Technology

##### Art:

- To make drawing of the stages of early man.
- To reproduce cave paintings.
- To create a mould for an arrow head to be made out of chocolate.
- Design and make a decorated pot.

##### Design and Technology:

- To make a moving vehicle - a cart with moving wheels.
- To design and make an early settlement.

#### Physical Education

- Gymnastics

#### Computing

- Use the internet to research life on Skara Brae.

# Meet the Flintstones: Links to National Curriculum Framework

## Core Subjects:

### English

- To write a letter.
- To write a set of instructions using time connectives.
- To explain and justify reasons.

### Mathematics

- To measure and mark accurately to the nearest mm.

### Science

- To compare and group rocks and describe the formation of fossils.
- To examine the properties of materials using various tests.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Use evidence to ask questions and find answers to questions about the past.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe the characteristic features of the past, including experiences of everyday life.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Place events, artefacts and historical figures on a time line using dates.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe different accounts of historical events, explaining some of the ways the accounts may differ.

#### Geography:

Know the location and contexts of places studied and some significant other places (location and context).

### Art and Design and Design Technology

#### Art:

- To make careful observational drawings.
- Use different hardness of pencils to show line, tone and texture.
- Use shading to show light and shadow.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Create original pieces that are influenced by studies of others.
- Use different media to achieve variations in line, texture, tone, colour, shape and pattern.
- To use clay and other mouldable materials.

#### Design and Technology:

- To cut materials accurately and safely by selecting appropriate tools.
- Evaluate design, identify strengths and weaknesses.
- Strengthen materials using suitable techniques.
- Prepare ingredients hygienically using appropriate utensils.

### Music, Languages and Physical Education

PE - gymnastics

### Computing

- Use the internet to research effectively.

# Meet the Flintstones: Assessment Opportunities/Tasks within theme

## Core Subjects

### English

- Children demonstrate that they are able to explain and justify their choices.
- Children demonstrate that they can write a letter using appropriate language and structure features.

### Mathematics

- Children demonstrate that they can measure and mark accurately to the nearest mm when creating Stone Age carts.
- Children are assessed against some of the challenges included in the maths quests.

### Science

- Children demonstrate an understanding of the differences between different rocks.
- Children demonstrate that they can describe the processes involved in forming a fossil.

## Foundation Subjects

### History, Geography and Citizenship

#### History:

- Children can write and ask appropriate questions about the past.
- Children can place events on a timeline extending beyond 0 AD.
- Children can suggest some consequences of some of the main changes from the Stone Age to the Iron Age.

### Art and Design and Design Technology

#### Art:

- Children can use observational drawing skills adding shading.
- Children can use different media to achieve variations in line, texture, tone, colour, shape and pattern.

#### Design and Technology:

- Children can make a moving vehicle.

### Music, Languages and Physical Education

N/A

### Computing

- Children demonstrate that they can use the internet to find appropriate websites to provide information about the stone, iron and bronze ages.