

Autumn 2 Curriculum Unit
Prehistory Pupils will extend their knowledge and understanding of prehistoric settlements, and the influence they have had on modern day life. They will study changes in Britain from the Stone Age to the Iron Age.

Geography - Skara Brae, Stonehenge

Science - teeth and the digestive system.

Art/DT

Cave painting. Clay pots. Texture and form.

English

Stone Age Boy & The boy with the Bronze Axe.

PSHE

Valuing Differences (Travellers and settlers)

Key Learning:-

- ❖ To be able to locate Skara Brae and Stonehenge on a world map and a map of the UK.
- ❖ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- ❖ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- ❖ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

As Artists, we shall study the beginnings of drawing techniques and early pottery.
As Geographers we will name and locate countries in the United Kingdom & locate the sites of Skara Brae and Stonehenge.

4 Rs Resourcefulness Reciprocity Reflection, Resilience	Oracy	Be excited and curious to learn	Spirituality Soar in Faith	Nurture Soar in Talents	Wisdom	Serve others courageously
Reflect on the 4Rs demonstrated by people lived during prehistoric times (hunter gatherers) compared to how we acquire food in the modern world.	Children will present their learning individually and in groups to their peers	Be curious about the lives of the prehistoric population, and how this has influenced modern life.	What if the prehistoric population had not led to the growth of civilisation?	Flourish and excel in imagination and creativity – creation of cave paintings and clay pot. Use God-given talents and understanding to	Children will be introduced to the importance of the Neolithic revolution, and develop an understanding of the influence on modern day life.	Respond to the knowledge and experiences of others. Ask and answer questions to further understanding of the development of civilisations, and how

				benefit others (see subject policies for further detail)		we can all have an impact in this.
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1 Pre-exposure	2 Preparation	3 Initiation & acquisition	4 Elaboration Incubation & memory encoding	5 Verification & confidence checking	7 Celebration & integration
<p>Children will be made aware of the new focus for learning in previous term</p> <p>Letters to parents prev half term</p>	<p>Why is it important to learn about prehistoric civilisation?</p>	<p>Teacher to provide necessary knowledge to develop skills and understanding</p>	<p>Children will have opportunities for individual research and group work to practise their understanding. Children will develop their learning in different ways e.g. English, history, geography, art, PSHE</p>	<p>Children will present their learning in different ways to peers. Question and answer session</p>	<p>Display</p> <p>Theme Day</p>
<p>Links to British Values</p> <p>Children learn about British Values through making links to prehistory. They will explore how diets have been changed by the contexts and processes that have shaped them. Children will begin to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds (settlements).</p>			<p>Other Curriculum Areas</p> <p>Art, English, geography, PSHE</p>		
<p>Parent and Wider Community Involvement</p> <p>Homework, theme day, parent/ grandparent Stone Age pottery expert visitor.</p>			<p>Use their talents and deeper understanding to benefit others</p> <p>See individual Subject policies for ideas and examples</p>		

