Lower KS 2 Middle School	**Year A**	**Term** Autumn	**Key Question** What was it like to live in the Stone Age?	**Overview heading** Famous People
Trip/Visitor History Off The Page – Stone Age day			**Hook/Theme Day** For teachers to decide	**Link to other topic/s** Our country based topics Hamilton Trust Plans – Blocks A and B compulsory

Subject	**Objectives/Content**
History	Changes in Britain from the Stone Age to the Iron Age. Develop a chronologically secure knowledge and understanding of British History Investigate how we know about Britain's pre history and make a basic timeline with main dates and events Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the development of homes and settlements from Stone Age to Iron Age. Investigate life as a villager Explore the development of technology and inventions See Hamilton Trust based planning, block A – below.
Geography/History	Identify where Skara Brae (Stone Age settlement) is in Scotland Identify where Stonehenge is in England Identify where some different types of rocks may be found in the UK
Science/History	Rocks and soils, Year 3 • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. Animals Including humans, Year 3 • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Art/DT	Cooking • Understand and apply the principles of a healthy and varied diet.

	• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Book Links	Stone Age Boy Ug:Boy Genius of the Stone Age Stig of the Dump How to Walk a Wooly Mammoth – instructional text Skara Brae – Dawn Finch, non-fiction text

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- 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

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their

understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Pupils should be taught:

- 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.

Science

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider **Science** 169

school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should be taught:

Rocks and soils, Year 3

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Animals Including humans, Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Design and Technology

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Aims

The national curriculum for design and technology aims to ensure that all pupils:

 develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

 build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users

 critique, evaluate and test their ideas and products and the work of others

- understand and apply the principles of nutrition and learn how to cook.

Stone Age Topic Planning by Hamilton Trust

www.hamilton-trust.org.uk

Children learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history. As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age. If you have limited time to teach this topic, please see the advice at the end of this overview.

Block	Key NC Objectives	Creative Block Outcome
Block A **Introduction to Stone Age Britain to Iron Age Britain** [6 sessions]	**History** and **English** • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Participate in discussions, presentations, performances, role-play, improvisations and debates. • Consider and evaluate different viewpoints, attending to and building on the contributions of others. • Give well-structured descriptions, explanations and narratives for different purposes. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words..	*Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain. Take part in a mock investigation, participate in class debates, create group timelines, play matching games and be inspired to write some powerful non-fiction writing.*
Block B **Food** [5 sessions[	**History**, **D&T** and **English** • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand and apply the principles of a healthy and varied diet. • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.	*Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Demonstrate your knowledge through performance, a feast and an informative display.*

	• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Give well-structured descriptions, explanations and narratives. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Participate in performances, role-play, and improvisations.	
Block C **Technology, Tools and Inventions** [6 sessions]	**History, English, Science, D&T** and **Computing** • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Give well-structured descriptions, explanations and narratives. • Retrieve and record information from non-fiction. • Draft and write non-narrative material using simple organisational devices. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Ask relevant questions and use different types of scientific enquiries to answer them. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use research and develop design criteria to inform design; • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks; Select from and use a wider range of materials and components. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	*Learn about the amazing development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about. Make a museum of replicas of inventions made in prehistory including prehistoric pots, and try an alternative to bronze-casting and iron-forging making your own collection of edible prehistoric tools from sugar rock, chocolate and pastry.Finally, report your work using digital technology.*
Block D **Religion and Ritual** [6 sessions]	**History, Art, Computing, English** and **D&T** • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age.	*Research the development of religion in prehistory; design and build a replica Stonehenge from cheese puffs or biscuits; make replica objects to use as props; re-enact possible scenes from prehistoric religious ceremonies; and make a video/audio lecture*

	• Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Select and use software on a range of digital devices. • Become responsible, competent, confident and creative users of information and communication technology. • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes. • Participate in discussions, presentations, performances, role-play, improvisations and debate. • Use research and develop design criteria to inform design. • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks. • Select from and use a wider range of materials and components.	*about the development of religion in prehistory.*
Block E **Homes and Everyday Life** [6 sessions]	**History, D&T, Art,** and **English** • Develop a chronologically secure knowledge and understanding of Britain history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Use research and develop design criteria to inform design. • Generate, develop, model and communicate their ideas. • Select from and use a wider range of tools and equipment to perform practical tasks. • Select from and use a wider range of materials and components. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes. • Participate in discussions, presentations, performances, role-play, improvisations and debate.	*Learn about the development of homes and settlements from the Stone Age to the Iron Age. Investigate life as a villager. Research daily tasks, recreate houses, weave with wool, and share learning with others using whole-class role-play.*

Block F **Culture and Art** [6 sessions]	**History, Art, Music** and **English** • Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources). • Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study. • Know about changes in Britain from the Stone Age to the Iron Age. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Improve mastery of art and design techniques. • Produce creative work, exploring their ideas and recording their experiences. • Learn out about great artists, architects and designers in history. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Develop an understanding of the history of music. • Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes. • Participate in discussions, presentations, performances, role-play, improvisations and debate. • Plan their writing by discussing and recording ideas. • Draft and write by composing and rehearsing sentences orally and organising paragraphs around a theme. • Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	*Learn about the fascinating culture and art of prehistoric people. Research art and music in prehistory; make Ice Age art and replica art objects from the Neolithic, Bronze and Iron Ages; make replica musical instruments; take part in an improvised performance using the musical instruments you have made and present your work in an assembly.*

LKS2 Topic Stone Age to Iron Age – Abridged Topic Overview

To navigate this topic in case you only have a short amount of time, ensure you do the entirety of Block A and then choose either one more block which gives an overview of the Stone Age to Iron Age on one theme (e.g. Block D Religion), or choose the same session in each block, which will give explore a particular time period in depth across themes (e.g. the Neolithic highlighted in blue).

	Session 1	*Session 2*	*Session 3*	*Session 4*	*Session 5*	*Session 6*
Block A Intro	Archaeology	Timeline	Stone Age	Bronze Age	Iron Age	Writing
Block B Food	Introduction	Hunting and gathering	Farming	Beans	Feasting	-
Block C Technology	Introduction	Fire and stone tools	Pottery	Bronze	Iron	Report
Block D Religion	Introduction	Hunter-gatherer beliefs	Stonehenge	Sun and water gods	Druids	Lecture
Block E Homes	Introduction	Hunter-gatherer homes	Neolithic homes	Must Farm	Round-houses	Role play
Block F Art	Introduction	Ice Age art	Neolithic art	Bronze Age art	Iron Age art	Performance