


UPLANDS JUNIOR SCHOOL CREATIVE CURRICULUM PLAN



Title: The Flintstones (The Stone Age)		Term: Autumn	Year Group: 4
British Values/Rights: Article 12 - right to give your opinion Article 13 - right to find out things Article 28 - right to a good education Article 29 - help to develop talents			
Visits/Visitors: Stone Age workshop - Timezone ? Visit to Enginuity - link with our Science unit on Electricity and DT unit on mechanisms			
Wow Starter: KWL grid on Induction day to introduce our topic (July) Art lesson - Stone Age cave art analysis and investigating Stone Age markings			
Art: stone Age Cave Art Final outcome: pastel cave art Knowledge: see below Skills: see below Art: Stonehenge silhouette Final outcome: Tinted background with silhouette of Stonehenge in front Knowledge: see below Skills: see below	DT: Making power buggies - linked to our science unit of electricity Final outcome: children make a moveable buggy with a circuit and race it to see how well/fast it moves Knowledge: see below Skills: see below	History/Geography: Locate Skara Brae is and see where/when Stone Age times were. Locate Stonehenge. Knowledge: see below Skills: see below	
English links: English book study: Stone Age Boy Cross-curricular writing opportunities: Skara Brae, Copper Child Additional texts/reading links: True or false activities Link with reading gems - compare, retrieve, infer	Maths links: Link with our DT topic measuring	E-Safety: Being safe online whilst researching	Other curriculum links: music/computing/PSHE: Knowledge: see below Skills: see below Research skills in computing Music - singing Living in the new Stone Age (sing up)

Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
History	To use terms related to the period To ask a variety of questions	To use thinking skills to create suitable questions of which the children want to find out about.	To use thinking skills to create suitable questions of which the children want to find out about. KWL grid Introduce The Flintstones topic. Children to have an A3 sheet of paper in groups. Create a table with what they already know, questions they would like to know about the Stone Age - Iron Age period in History and what they have found out. Children to fill in what they know and the list of questions for what they would like to know.	KWL grid A3 sheet
Art	To experiment with different materials/media To plan, refine and alter their drawings To investigate art in a variety of genres, style and traditions	To explore and develop ideas To annotate work in sketchbooks	Activity 1 - analysis of Stone Age cave art work Activity 2 - investigate Stone Age markings and design cave art work Activity 3 - Using chalk pastels children produce their own Stone Age cave art work (put on display) 	Cave art for inspiration Pastels Evaluation sheet
History	To place events from the period studied on a timeline To understand BC/AD	To know and understand significant aspects of history of the wider world	To be able to order events correctly between Stone Age to Iron Age. Show children the timeline PowerPoint. Children to have a set of cards that have events on and the time they occurred in History - Discuss each card as a class. Then as a group they need to order the events correctly. Once the group has ordered the events, a picture needs to be taken to stick into the children's books. Children to label where they think the Stone Age is on the timeline and where the Iron Age is. Show the children the Introduction to the Stone Age PPT.	Timeline cards (large) Timeline cards (small) Power points

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			<p>From the PowerPoint children need to then use a different coloured pencil to add to their table what they have learnt and answer any questions they created earlier in the induction lesson</p> <p>Plenary: Share questions on the grids and the answers if they have found them.</p>	
<p>History</p> <p>English Reading Gems: compare</p>	<p>To use evidence to reconstruct life in time studied</p> <p>To offer reasonable explanations</p> <p>To develop reading skills</p>	<p>To know and understand significant aspects of history of the wider world</p> <p>To compare and contrast</p>	<p>To identify any connections or contrasts with the homes in the Stone Age to the homes we have now</p> <p>Class discussion about houses today - What do they look like? How do they differ around the world? Why? What is important when it comes to building a house?</p> <p>Go through the Stone Age Homes power point as a whole class. As the power point is being shown discuss with the children the differences between the homes in the Stone Age.</p> <p>Using the information from the power point - children to complete a worksheet on Stone Age homes. The task is to draw the different homes for the different times (Palaeolithic, Mesolithic and Neolithic) and label the images with the materials used to construct the houses.</p> <p>Model the activity to the children on the IWB first.</p> <p>Differentiation by support given.</p> <p>Plenary - Gather the children back together. Ask the children to discuss and share whether there are any similarities between the houses we've just looked at to the houses we live in today.</p> <p>LINK TO READING GEM - COMPARE</p>	<p>Houses sheet</p> <p>Power point</p>
<p>History</p> <p>Geography</p>	<p>To use evidence to reconstruct life in time studied</p> <p>To identify key features</p> <p>To look for links</p> <p>To offer explanations</p>	<p>To know and understand significant aspects of history of the wider world</p>	<p>To gain an understanding about Skara Brae.</p> <p>Show the children videos about Skara Brae - http://www.bbc.co.uk/scotland/history/early_scotland/skara_brae/ http://www.gridclub.com/scotland/history/the_ancient_world/a_stone_age_village/index.html</p> <p>Show the children 'Skara Brae Information PPT'</p> <p>On the map of the UK children need to mark on using an atlas where Skara brae is. (Show children on Google Maps) - (take photos for floor book).</p>	<p>U.K. map</p> <p>Skara Brae information and pictures</p> <p>Ipads</p>

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	<p>To look at evidence available To locate places on a map</p> <p>Use library and internet for research</p> <p>To recall, select and organise historical information</p>	<p>To communicate their knowledge and understanding</p>	<p>Children to create their own informative poste/leaflet about Skara Brae from the information given. The poster needs to have a picture of Skara Brae with information about the site. A series of questions will be shown on the whiteboard for the children to use as prompts to their informative points: What is Skara Brae? When was it built? How/why was it discovered? Where is it? Who lived there? What did the houses look like? What happened to Skara Brae?</p> <p>LA children given an image of Skara Brae and the whiteboard slides printed out to use.</p> <p>Use of Ipads to help with research</p> <p>Plenary Children to share their knowledge with each other about Skara Brae - WOW facts - weird and wonderful facts</p>	
<p>History</p>	<p>To place events from the period studied on a timeline To understand BC/AD</p> <p>Use library and internet for research</p>	<p>To know and understand significant aspects of history of the wider world</p>	<p>To identify what happened in the Bronze Age. Bronze Age Ask children if they know what came after the Stone Age. (Bronze Age) Explain that the introduction of bronze was such a significant change that this period of history is named after it.</p> <p>Give the children 'Bronze Age Timeline Cards' - They need to sort them in groups into chronological order. Remind the children that the numbers seem to get smaller as we travel through history in BC, not bigger.</p> <p>Show the PPT 'The Bronze Age'. Allow time to discuss and for children to feedback. The Copper Child Activity goes here - planning further down on plan</p> <p>Activity: Children to complete their differentiated sheet (Display related slide on IWB) - They need to explain why mining is important to Bronze Age people on the application forms. Children to have laptops if they need to access the internet for more information and HA need to find out what 'fire setting' was.</p> <p>Worksheets: One star - LA Two stars - MA Three stars - HA</p>	<p>Timeline cards Laptops/Ipads</p>


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			Plenary: (On PPT) Children to think and discuss their own questions to match the displayed answers. Watch the film (link on PPT).	
English Reading Gems: Retrieve Infer	To read a given text and decide if a statement is true or false and evidence it	To understand retrieve and infer	Using a page from Stone Age Boy (English text study) Children to read the text and decide what statements are true and which are false Children to then find evidence in the text 3 level differentiation - children to choose which level they would like to do (platinum, gold, silver)	Differentiated sheet Page from Stone Age Boy
History Geography	To use evidence to reconstruct life in time studied To identify key features To look for links To offer explanations To look at evidence available To locate places on a map Use library and internet for research To recall, select and organise historical information and evaluate usefulness of different sources	To know and understand significant aspects of history of the wider world To communicate their knowledge and understanding	To research and select appropriate information about Stonehenge. Show PPT - Stonehenge and http://www.bbc.co.uk/programmes/p02mf6hz As the PPT and video are being shown children need to fill in their brainstorm about Stonehenge in groups - Writing down key information about Stonehenge. Discuss the location of Stonehenge - Get the children to go back to the map of the UK that they used about Skara Brae and children need to mark on using an atlas where Stonehenge is. (Show children on Google Maps) (take photos for floor book) Activity: Children to use laptops to research information about Stonehenge. Children need to use the information they collect to create a Visitors information leaflet about Stonehenge. Explain to the children about using persuasive language to attract visitors. Children to work in mixed ability groups on the laptops when they are finding useful information. LA: Children will have a format of the leaflet to use with headings of what to research. MA: Children will have a basic format of the leaflet. HA: Children will create their own format for their leaflet. Plenary: Children to swap leaflets with different tables and share what each other has done. Children to give constructive feedback on their peers leaflet - 2 stars and 1 wish. Also discuss the usefulness of the different sources they used during their research - which were good, not so good and why (books, internet sites, handouts etc)	2 stars and a wish Power point Laptops Ipads

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<p>Art</p>	<p>To make and match colours To use specific colour language</p>	<p>To understand line and tone To understand terms primary and secondary colours, tints and shades</p>	<p>Following on from learning about Stonehenge: Activity 1 - observe the shape of Stonehenge and produce an outline drawing Activity 2 - recap primary, secondary, tints and shades. Children to paint a background of their choice where the sky is made up of tints Activity 3 - using black paper the children transfer their outline of Stonehenge and cut it out and place on the bottom of their background</p> 	<p>Black A4 paper White A4 paper Paint Templates Stonehenge pictures</p>
<p>History</p>	<p>To use evidence to reconstruct life in time studied To identify key features To look for links To offer explanations To look at evidence available</p>	<p>To know and understand significant aspects of history of the wider world</p>	<p>To use quotes to understand how people lived in the Iron Age. IRON AGE</p> <p>Discuss ideas of why the Iron Age was called the Iron Age</p> <p>Go through the information on the slides 'Prehistoric Britain Slide 6' about how iron is made and what life was like in Iron Age Britain.</p> <p>Explain that towards the end of the Iron Age, there were lots of influences from the continent. By this time, the ancient Romans had travelled to Britain and they recorded what the people were like. Read the quote on the slides together. What can we find out about the Iron Age from this quote? Invite children to share their ideas.</p> <p>Activity: LA: Provide children with Quote Sheet A and worksheet 6A. Children to read the Quote Sheet and then answer the true/false questions about the Iron Age. MA: Provide children with Quote Sheet A and worksheet 6B. Children to read the quotes and then answer the questions on the worksheet. HA: Provide children with Quote Sheet B and worksheet 6C. Children to read the quotes then answer the questions on the worksheet.</p>	<p>Quotes A-C</p>
<p>History</p>	<p>To use evidence to reconstruct life in time studied To identify key features To look for links</p>	<p>To know and understand significant aspects of history of the wider world</p>	<p>To understand the job of a copper child.</p> <p>Go through powerpoint on The life of a copper child</p> <p>Activity 1 Children act out the jobs that the copper child would do. Lights off, under the table etc - explain safety rules first! Activity 2</p>	<p>Powerpoint Key vocab</p>

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	To offer explanations To look at evidence available		The children are going to write a job application for a job of a copper child down the mine. Under these subheadings: Good qualities I possess which are useful for the job Experience of mining and tools Why is copper mining important	
History	Use evidence to build up a picture of a past event Use library and internet for research	To know and understand significant aspects of history of the wider world	Go back to KWL grid and questions Can the children answer any more of their questions? If they can - fill in the KWL grid If not - children to research the answers to the questions not completed in mixed ability pairs using I pads Share answers at the end of the lesson	KWL grid from lesson 1 I pads
History Assessment paragraph		To know and understand significant aspects of history of the wider world	To be able to explain what life was like in Stone Age times What was life like in Stone Age times? Brainstorm ideas as a class - children look through CC books Then hide ideas and children answer the posed question.	
DT focus structures Visit to Enginuity (timing of this lesson is flexible) English	To develop reading skills - Define To generate realistic ideas To make a labelled drawing To suggest alternative methods To select a wide range of tools and techniques To measure and mark with accuracy To know how electrical systems make movement	To understand the term define To know the vocab associated with structures and circuits To understand and have the knowledge to know how to make a buggy	<ol style="list-style-type: none"> 1. Discuss vocab before trip Shell, structure, 3D, net, cuboid, cube, prism, face, length, scoring, marking out, joining, adhesive, assemble, stiff, strong, corrugating, lettering, text, graphics, design brief, criteria, innovative, prototype + electrical terminology (linked to science unit) 2. Visit Enginuity in Ironbridge for a structured work shop - making powered buggies - linked to our science unit on electricity 3. Watch power point about racing and circuits. Children are in groups, they design and make a moveable buggy. (using a circuit, motor etc) 4. Evaluate buggy after racing them 5. Children also have time to visit the museum part of Enginuity   	Equipment provided by Enginuity

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	<p>To assemble, join and combine materials To evaluate their work</p>	<p>that will race quickly</p>		
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