

Topic: Skara Brae

Durham Lane Primary School: Topic Planning
Term: Spring

Class: 5/6

Teacher:

Subjects	Objectives	Skills	Activities/ Tasks	Key Concepts <i>What are the most important things you want them to learn?</i>
English	See progression sheets	See progression sheets	Here are some examples of writing tasks that children will complete during this topic. These tasks cover a range of genres and not all tasks will be undertaken: 1- Take notes about Skara brae and write a short piece of text to be included in an information text book. 2. Make group posters explaining about life in Stone Age/Bronze Age/Iron Age. 3. Narrative story based on the storms at Skara Brae 4. Persuasive writing-leaflet for visitor centre at Skara Brae 5. Diary of the life of a person in Stone Age times. 6. Non-Chronological reports about life in Stone Age/Iron Age 7. Science/non-chronological reports about materials 8. Recording of investigations into materials 9. Persuasive writing / advert – Skara Brae home for sale. 10. Instructions: How to build a Bronze Age roundhouse 11. Chronological explanation: How to separate a mixture of materials/substances	
History	1. Changes in Britain from the Stone Age to the Iron Age.	Chronological understanding 2) Use relevant terms, dates and period labels 3) Make comparisons between different times in the past 4) Place current study on time line in relation to other studies Range and depth of historical Knowledge 3) Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 5) Know key dates, characters and events of time studied 6) Compare life in early and late 'times' studied Interpretations of history 2) Offer some reasons for different versions of events 4) Confidently use the library and internet for research Historical enquiry 1) Recognise primary / secondary sources 2) Use evidence and a range of sources to build up a picture of a past event 3) Select relevant sections of information 4) Suggest omissions and the means of finding out 5) Bring knowledge gathered from several sources together in a fluent account 6) Use the library and internet for research with increasing confidence	Chd will complete a KWL grid about the Stone, Bronze and Iron Age and will think of questions which they can research. Chd will be reminded of AD/BC and will complete some timeline work using relevant terms and look at where prehistory is on the timeline compared to times in history that they studied previously. They will look at the 3 main periods in prehistory and do some sorting of different activities which occurred during these time frames. Chd will be shown information about Skara Brae and will use internet research to find out about this settlement and to look at the different forms of evidence that we have which tell us about the place. They will research the houses, foods, clothes and ways of life that the people would have experienced in Skara Brae and will complete English activities to show their understanding. The chd will be given photographs of artefacts from Skara Brae and other Neolithic sites and will be encouraged to deduce what they may have been used for. They will discuss the difficulty of finding evidence during this period of history. They will then look at how life may have changed in terms of hunting/farming during the stone age and why this may have happened. Pupils will be encouraged to think about why Skara Brae may have become uninhabited and will consider evidence for this. Which do they think is most likely to have happened and why? Chd will then look at the Bronze age and will be given information/use internet and library to find out about life during this time, comparing it to times in Stone Age and using a range of evidence. They will continue to look at how evidence is not always reliable due to the period being so long ago.	
Geography	1b. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	Geographical enquiry 1) Suggest questions for investigating 5) Analyse evidence and draw conclusions, identifying patterns and explain reasons behind them. Drawing Maps 2) Begin to draw plans of increasing complexity e.g. plan of Skara Brae. Representation 1)Draw a sketch map using symbols and a key e.g. plan of Skara Brae 2. Use/recognise OS map symbols Using Maps	Begin by using KWL grids to ask questions about why Skara Brae was built in its location. Chd will be shown maps/atlas of the world and UK and will look carefully at the regions and the counties in the UK. They will research some of the different physical characteristics of these places and hone in on Scotland in particular. They will look at land use in the highlands of Scotland and look for what they think land may be used for now as well as in the past. Chd will follow an OS map from where they live to Skara Brae and will give detailed directions, including roads which should be travelled on and landmarks which would be passed. They will look at OS features on the map and recognise the symbols. They will use atlases to locate the mountains and lochs in Scotland and will discuss contour lines on the maps. Atlases will also be used to research land use in Scotland.	

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		<p>1) Compare maps with aerial photographs. 2) Select a map for a specific purpose. (E.g. Pick atlas/globe to find where Mexico is in the world, look at ancient maps to find where Mayan people settled) 3) Follow a short route on a map including an OS map. Describe features shown on OS map 4) Locate places on a world map. 5) Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Scale/distance 1) Measure straight line distance on a plan/map. 2) Find/recognise places on maps of different scales. (E.g. Counties and cities in UK) 3) Use a scale to measure distances. 4) Use maps and plans at a range of scales. Map Knowledge 1) Confidently identify significant places and environments. Style of Map 3) Use OS maps.</p>	<p>They will complete work using maps to measure straight line distances from different places and use a scale to calculate these. Chd will look at sketch maps of Skara Brae and will draw more complicated floor plans of the houses and larger plans of the whole village which they will then use to make their model of Skara Brae in art.</p>	
Science	<ul style="list-style-type: none">5.4 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets5.5 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution5.6 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating5.7 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic5.8 Demonstrate that dissolving, mixing and changes of state are reversible changes5.9 Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including associated with burning and the action of acid on bicarbonate of soda.	<p>Asking Questions & Planning Enquiries 1. Use their science experiences to explore ideas and raise different kinds of questions 3. Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Testing, Measuring & Recording 1. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why 2. Use and develop keys and other information records to identify, classify and describe materials, and identify patterns that might be found in the natural environment. 3. Make their own decisions about what observations to make, what measurements to use and how long to make them for. 4. Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. 5. Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Concluding 1. Look for different causal relationships in their data and identify evidence that refutes or supports their ideas 3. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results.</p>	<p>Chd will be given a group of materials and asked to put them into groups and decide why they have grouped them in that way e.g. hardness, transparency. They will discuss the different ways they grouped them. They will also be given feely bags with different materials in and will describe the materials using correct vocabulary. Chd will be given information about properties of materials and given vocab such as permeability, magnetism, hardness, transparency and flexibility and will carry out a range of tests to test out these properties. They will then consider uses of different materials and show that they can give reasons for their choices. Chd will be introduced to thermal conductors and insulators and will design a lunchbox after testing out a range of materials, giving reasons for the choices of materials in their designs. Chd will be reminded of the terms dissolving, melting, insoluble and soluble and will do some investigation into which materials are soluble/insoluble. They will then plan and carry out an investigation about dissolving, taking into account fair testing and changing different variables. Chd will be given a problem to solve where a range of supermarket items have got mixed up. They will think about filtration, sieving, using magnets and evaporation. They will carry out a range of investigations to complete these separations. The chd will then be shown videos of different materials being cooked/changed and will discuss reversible and irreversible changes. They will carry out some reversible and irreversible changes and will predict what will happen, describe what they have observed and try to explain what they have observed.</p>	
Art	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas.</p>	<p>Exploring/ Evaluating and developing ideas Develop sketch book</p>	<p>Exploring/ Evaluating and developing ideas Use sketch books to practice skills when drawing artefacts from photos. Use a range of pencils, charcoal, pastels in sketch books to copy artefacts in sketchbooks and to experiment.</p>	

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	<p>2) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p>	<ul style="list-style-type: none"> - Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks - Improve quality of sketchbook with mixed media work and annotations - Develop artistic/ visual vocabulary when talking about own work and that of others - Begin to explore possibilities, using and combining different styles and techniques - Think critically about their art and design work <p>Drawing</p> <ul style="list-style-type: none"> - Develop close observational skills - Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour - Look at the effect of light on an object from different directions - Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint <p>Painting</p> <ul style="list-style-type: none"> - Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces - Show an awareness of how paintings are created - consider artists use of colour and application of it - Choose appropriate paint, paper and implements to adapt and extend their work <p>Form (Sculpture)</p> <ul style="list-style-type: none"> - Use sketchbook to inform, plan and develop ideas - Shape, form, model and join with confidence (clay) - Produce more intricate patterns and textures. - Work directly from observation or imagination with confidence. <ul style="list-style-type: none"> - Use wires to create malleable forms. - Discuss and evaluate own work and that of other sculptors in detail. - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and man-made materials to create sculpture/models. 	<p>Choose own starting points e.g. give a range of photographs for children to choose from and annotate these in sketchbooks. Write in sketchbooks about the art they have created with photographs of completed collaborative work included. Comment on what they are pleased with and what they would change.</p> <p>Drawing/painting Look carefully at a range of photographs and sketch artefacts from photographs. Practice using different materials and starting points. Look carefully at where the light hits the object in the photograph and try to replicate that using rubbers and shading techniques.</p> <p>Use cave paintings photographs from Lascelles for inspiration, looking at designs and colours used.</p> <p>Painting on different surfaces and with different textures to achieve a similar result to cave paintings. Use rocks, cardboard, sand in paint, wood etc. to create different effects.</p> <p>Form (Sculpture) Use clay to make tools/jewellery based on looking at photographs of artefacts from Stone Age-Iron Age. Experiment with ways of joining done in previous years e.g. pulling clay into shape, using slip to join and add to sculptures, introduce pattern on jewellery and tools, think about ways of making a necklace by using a range of embellishing techniques and threading onto string. The children will design jewellery in their sketch books and will add clay embellishments as well as adding paint/sequins.</p> <p>Design and build a Stone Age replica of Skara Brae village as whole class project, using range of materials and ensuring that correct sizes are used. Use wire to make people and use range of manmade and natural materials to make buildings/pathways between the buildings. Look at the sculptor Alexander Calder's sculpture called 'Circus Scene' and learn about the artist. https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder Watch video about his work: https://www.youtube.com/watch?v=CIEgg-nSu7M Based on this, each group will design a house from the Skara Brae village and will decide what other things they need inside the house and which materials they will need to use.</p>	
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