

Durham Lane Primary School: Topic Planning

Topic: History Rocks

Term: Year A Spring 1

Class: 3/4

Teacher: Miss Drew/Mrs Wheatley

Subjects	Objectives	Key Knowledge/Key Concepts/Key Elements	Key Vocabulary	Skills	Activities/ Tasks
History (Prehistory)	<i>Skills based topic</i>	<ul style="list-style-type: none"> To know who Mary Anning is and to understand the significance of her findings. To understand when the dinosaurs existed. To name some dinosaurs (e.g. argentinosauros and plesiosaur). To understand that fossils give us evidence about past. 	Dinosaur Fossil Archaeologist Mary anning Discovery Plesiosaur Argentinosauros Trex Bones Museum Evidence Timeline Facts Archaeological dig Cliff Era	<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Use dates and terms related to the study unit and passing of time <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"> Compare with our life today Look for links and effects in time studied Offer a reasonable explanation for some events <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a period Use evidence to build up a picture of a past event Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Research Mary Anning's life and impact of her discoveries (iPad research, watch videos) Use non-fiction books and the internet to find out information about different types of dinosaurs (e.g. Argentinosauros) Look at images and recreations of fossils and discuss what information they can give us about the past Look at a timeline to place the dinosaur era in relation to other events studied and life today Visit to Dorman Museum/Hire loan box

<p>Science</p>	<p>3.6 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>3.7 Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>3.8 Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3.9 Recognise that soils are made from rocks and organic matter.</p>	<ul style="list-style-type: none"> To know how many bones a human has in their body To understand the function of bones and muscles for support, protection and movement. To be able to label some key bones in the body (e.g. skull, pelvis, ribcage, spine etc) To understand some of the properties of rocks To group rocks based on their appearance To group rocks based on physical properties To be able to explain how rocks are different from each other To be able to explain how rocks are formed To understand how fossils are formed To understand that fossils are when living things are trapped within rock To identify different components of soil 	<p>Soil Fossil Rock Igneous Metamorphic Sedimentary Volcano Fossilisation Decompose Organic matter Archaeologist Muscles Bones Skeleton Pelvis Spine Brain Ribcage Function Protection Movement Support Femur Radius Ulna Sternum Scapula Phalange Tibia Fibia</p>	<p>Asking Questions & Planning Enquiries</p> <ul style="list-style-type: none"> Raise their own relevant questions about the world around them. Should be given a range of scientific experiences including different types of science enquiries to answer questions. Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions. Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. <p>Concluding</p> <ul style="list-style-type: none"> Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions. 	<ul style="list-style-type: none"> Identify that humans and some other animals have skeletons and muscles for support, protection and movement <ul style="list-style-type: none"> Look at discoveries of animal bones, compare and look at features and their significance Study vertebrates and invertebrates – group and compare ways they move and relate to skeleton Label the human skeleton Observe how bones are needed for protection, support and movement using activities in green book p. 31- 32 <ul style="list-style-type: none"> Bones for support (rubber glove) Muscles for movement (whole class exploration) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties <ul style="list-style-type: none"> Give children unlabelled rocks and use hand lenses/magnifying glasses – can they name any? Can they group them using their own vocabulary? Compare and group rocks by their physical properties using different investigations e.g. strength, permeability, durability, natural or man-made Look at the 3 different types of rock and replicate processes using chocolate Describe in simple terms how fossils are formed when things that have lived are trapped within rock <ul style="list-style-type: none"> Order the process of fossilisation Create fossils in salt dough and bread Recognise that soils are made from rocks and organic matter <ul style="list-style-type: none"> Provide the children with different types of soil and use hand lenses to explore differences Add water to soil samples and leave to make observations over a period of time <p>At the end of the topic, use a thinking skills type activity to assess children's knowledge.</p>
----------------	---	--	--	---	--

<p>Art</p>	<p>1) To create sketchbooks to record their observations and use them to review and revisit ideas. 2) To improve their mastery of art and design techniques, including drawing, printing and pattern. 3) Learn about great artists in history</p>	<p>Exploring, evaluating and developing ideas</p> <ul style="list-style-type: none"> To be able to decide which method of printing will look the most effective To evaluate artwork To understand how to be critical of artwork <p>Drawing</p> <ul style="list-style-type: none"> To know how different pencils create different tones and shades <p>Printing</p> <ul style="list-style-type: none"> To recognise different printing methods (mono-printing, block printing, relief or impressed method) To understand the technique required for printing <p>Pattern</p> <ul style="list-style-type: none"> To identify patterns in the world around us <p>Artist</p> <ul style="list-style-type: none"> To understand who Damian Hirst is and significant pieces of his art. 	<p>Damian Hirst Artist Printing Block Relief printing Impressed printing Mono printing Tone Shade Pencil depth Patterns Evaluate Technique</p>	<p>Exploring/ Evaluating and developing ideas</p> <ul style="list-style-type: none"> Create sketch books to record their observations and use them to review and revisit ideas Select and record from observation, experience and imagination and explore ideas for different purposes Record and explore ideas using a variety of ways including digital cameras and iPads Question and make thoughtful observations about starting points and select ideas for use in their work Begin to use artistic/visual vocabulary to discuss work Experiment with a wider range of materials Think critically about their art and design work Plan, refine and alter their work as necessary <p>Drawing</p> <ul style="list-style-type: none"> Experiment with a range of pencil tones and lines using graded pencils Encourage close observation of objects in both the natural and man-made world Make initial sketches as a preparation for painting and other work Introduce the concepts of scale and proportion <p>Printing</p> <ul style="list-style-type: none"> Use the equipment and media with increasing confidence Use different print techniques and create printing blocks i.e. mono-printing, block printing, relief or impressed method Use sketchbook for recording textures/ patterns Use language appropriate to skill Discuss own work and that of other artists Explores images through mono-printing on a variety of papers Explore colour mixing through overlapping colour prints deliberately Talk about the process used to produce a simple print Interpret environmental and manmade patterns and form Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc Create repeating patterns, tessellations and overlays Print using a variety of materials, objects and techniques, including layering <p>Pattern</p> <ul style="list-style-type: none"> Search for pattern around us in world, pictures, objects Use the environment and other sources to make own patterns, printing, rubbing Use sketchbooks to design own motif to repeat 	<ul style="list-style-type: none"> Looking at different types of printing methods to create a repeated pattern design of a fossil (end piece) <ul style="list-style-type: none"> One style of printing a week building up to final piece Study patterns on different fossils – replicate these through drawing looking at different pencil tones etc. Create patterns on the computer Art work based on the story 'The Street Beneath my Feet'. <p>Artist study : Damian Hirst</p>
------------	---	---	--	--	--

				<ul style="list-style-type: none">• Create own patterns using ICT• Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground• Consider different types of mark making to make patterns Look at various artists of pattern and discuss effect	
English				See progression of skills sheet	<ul style="list-style-type: none">• Egg adventure story (Pobble 365) (6)• Newspaper article on the discovery of a dinosaur (3)• Letter home from an expedition (4)• Mary Anning biography (5)• Description of invent your own dinosaur (2)• Non-chronological report about a T-Rex (idea from facebook) (1)