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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: Make group posters explaining about life in Stone Age/Bronze Age/Iron Age. (topic work) Narrative story based on the storms at Skara Brae Persuasive writing-leaflet for visitor centre at Skara Brae Non-Chronological reports about life in Stone Age/Iron Age Retell the first chapter of Stig of the Dump Create a Trip Advisor blog of a visit to Skara Brae Visitor Centre and then reply with a manager's response Y5- children to write a formal letter of complaint about a visit to a theme park/hotel/restaurant (Y6 to choose a genre to complain e.g. diary, informal or formal letter, blog)
History	<p>1. Changes in Britain from the Stone Age to the Iron Age.</p> <p>Key Question: What changes occurred in Britain from the Stone Age to the Iron Age?</p> <p>Splinter questions:</p> <ol style="list-style-type: none"> 1. What periods of time existed from modern day to pre-history? 2. How do we know what life was like in the Stone Age? 3. What did Stone Age people believe? 4. What happened to the civilisation at Skara Brae? 5. How do we know what life was like in Bronze Age and how is it similar/different to the Stone Age? 6. How do we know what life was like in Iron Age and how is it similar/different to the Stone Age? 	<p>Main events To know when the Neolithic period started and ended in Britain. To know how the people in the Skara Brae settlement lived. To know that artefacts and other primary sources can give essential evidence which tells us about life in the past. Kingdom and rulers To know how early settlers in the UK changed from being hunter-gatherers to living in groups with leaders. To know about how the tribes in the Iron Age developed. Conflict and Disaster To know that The Neolithic village of Skara Brae was covered over in a sandstorm. Beliefs To know that the settlers who lived in Skara Brae probably worshipped a variety of gods. To know that primary sources give us evidence about beliefs of Neolithic people.</p>	<p>Tier 2 words Evidence Artefacts Beliefs</p> <p>Tier 3 words Prehistory Settlement Neolithic Stone Age Bronze Age Iron Age Hunter/gatherers Primary sources</p>	<p>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</p> <p>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</p> <p>Interpretations of history 2) Offer some reasons for different versions of events 4) Confidently use the library and internet for research</p> <p>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</p>	<p>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. We will use Orkney Jar website to look at the beliefs of the Skara Brae inhabitants and Orkney look at the clues we have been given about gods and spiritual beliefs. 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. We will look at how the Iron Age became a period of change and look at how homes, weapons and the general way of life changed during this period.</p>
Geography	1b. Name and locate counties and cities of the United Kingdom, geographical	<p>Location To know the names of some of the UK counties and to locate them on a map.</p>	<p>Tier 2 words Features Locate</p>	<p>Geographical enquiry 1) Suggest questions for investigating 5) Analyse evidence and draw</p>	<p>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</p>

	<p>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.</p> <p>Key Question: How has land use in Britain changed over time?</p> <ol style="list-style-type: none"> 1. How is Britain divided into regions and counties? 2. What are the physical characteristics of different regions and counties in the UK? 3. How has land use in the Scottish Highlands changed over time? 4. How can we use maps to give directions from different locations including roads and landmarks? 	<p>To know the counties near where we live and to know what a unitary authority is. To know the names of the main regions of UK To locate Skara Brae on a map and plot a journey from Stockton to Orkney. Human Features To know some of the human features of the main UK regions such as industries in these regions. To know how industries in UK have changed over time especially in Orkney. Physical Features To know some of the physical features of these regions, including terrain, rivers, mountains. To compare climate in Orkney Islands to other parts of UK. Mapping To be able to locate Skara Brae on a map and plot a journey from Stockton to Orkney. To know how to draw a plan of the Neolithic settlement, Skara Brae. To know some features of OS maps, including mapping symbols. To know how to measure straight line distances on a map using scales. To know how to compare aerial photograph to an Ordnance Survey map.</p>	<p>Weather Industry Scale Symbols Aerial Tier 3 words County Unitary Authority Region Climate Physical features Human features Terrain Ordnance Survey Topography</p>	<p>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 1) Compare maps with aerial photographs. 2) Select a map for a specific purpose. 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>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. (Project Britain) 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. 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>
<p>Science</p>	<p>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 magnets 5.5 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 5.6 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p>	<p>To know how to group materials and describe them according to different properties. To know about different properties of materials, how and to know how to test them. To know about uses for different materials and to know the reasons for these. To know the difference between a thermal conductor and a thermal insulator, To know how to carry out an investigation, including making predictions and drawing conclusions. To know how to choose the best material for a thermal insulator. To know about dissolving and melting and to understand the terms soluble/insoluble and to use these terms when conducting investigations. To know how to separate solids, liquids and gases using filtering, sieving and evaporation. To know what a reversible/irreversible change is and where these occur in everyday life.</p>	<p>Tier 2 words Transparent Flexible Mixture Reversible/irreversible Observe Predict Conclude Separate Classify Variables Patterns Tier 3 words Permeable Magnetic Soluble/insoluble Conductor Insulator Thermal Solution Dissolve</p>	<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</p>	<p>Books: Science through stories: The death of a pancake, Nimblefingers, The horses of Troy Cover a STEM career - Explorify – Who Is? Milly Hennayake Materials – Explorify – Who Is? Marie Curie Materials – Explorify – What’s Going on? Nuclear Energy Scientist-Video British Science Week – Smashing Stereotypes – Design Engineer</p> <p> Nikki Waller p.91/92 : 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 come up with key vocabulary to describe these materials e.g. stretchy/opaque/magnetic/shiny. (Take photos of group work with labelled materials)</p> <p>Focus Skill:  </p>

<p>5.7 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>5.8 Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>5.9 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>			<p>Liquid Filtration Sieve Evaporate Comparative test Classification keys Causal relationships Scatter graphs Controlled variables</p>	<p>1. Look for different causal relationships in their data and identify evidence that refutes or supports their ideas</p> <p>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 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. Chn will identify properties and mark in a table against criteria (Hardness, Transparency, Magnetism and Conductivity)</p> <p>Focus Skill: </p> <p> Nikki Waller p.92 Chd will be introduced to thermal conductors and insulators and will design a flask after testing out a range of materials, giving reasons for the choices of materials in their designs.</p> <p>Focus Skill:  </p> <p> Whole class investigations (absorbency and stretch-ability) and chn to write results to explain why certain materials are best for different purposes.</p> <p>Focus Skill: </p> <p> Nikki Waller p.93. Chn will be introduced to dissolving and as a class will observe which food items will dissolve in water. (Icing sugar, hot chocolate, flour, salt, coffee, peppercorns) – Change temp of water. Chn will write results up.</p> <p>Focus Skill: </p> <p> Nikki Waller p.93. Dissolve salt, hot chocolate and peppercorns in water then use a filter paper to see which can be recollected. Use tea lights to heat up the liquids to see which can be recovered. Chn to draw diagrams and explain observations.</p> <p>Focus Skill: </p> <p> Nikki Waller p.95 Give chn an array of mixtures e.g. water with paper clips and sand with peas in. Chn to choose ways to separate the mixtures most effectively. Chn to then draw diagrams to explain findings.</p> <p>Focus Skill: </p> <p> Nikki Waller p.97 Whole class investigation burning paper and combining bicarbonate of soda and lemon juice. Inflating a balloon with bicarbonate of soda and vinegar. Chn to write up observations.</p>
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<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, painting and sculpture with a range of materials.</p>	<p>Exploring/ Evaluating and developing ideas To know how to look at a range of starting points for their work, using a range of photographs. To be able to critique their own art work articulately.</p> <p>Drawing To know how to choose and use different surfaces and textures to create cave paintings based on actual cave paintings. To know how to use different pencils, charcoal, chalks and pastels to obtain different effects and to use these to copy photographs of artefacts. To know how to observe photographs and emulate the artefacts they can see, looking at where the light and shade hits the object.</p> <p>Painting Use cave paintings photographs from Lascelles for inspiration, looking at designs and colours used. To know how to paint on different surfaces and with different textures to achieve a similar result to cave paintings. To be able to use rocks, cardboard, sand in paint, wood etc. to create different effects.</p> <p>Form (Sculpture) To know how to design and make clay jewellery, using clay slip for joining and to use different materials for embellishment.</p>	<p>Tier 2 words Materials Texture Embellish Manufactured Natural Light/shade Annotate Replicate</p> <p>Tier 3 words Artefact Charcoal Pastels Clay slip</p>	<p>Exploring/ Evaluating and developing ideas Develop sketch book - 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> <p>Drawing - 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</p> <p>Painting -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> <p>Form (Sculpture) - 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.</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. Choose own starting points e.g. give a range of photographs for children to choose from and annotate these in sketchbooks. 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. Use cave paintings photographs from Lascelles for inspiration, looking at designs and colours used. 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>DT</p>	<p>1) To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. 2) Generate, develop, model and communicate their ideas through discussion, annotated sketches. 3) To select from and use a wider range of tools and equipment to perform</p>	<p>Design, make and evaluate. To be able to plan a seasonal and balanced meal.</p> <p>Food To know how and where a variety of ingredients are grown, reared, caught and processed. To know what a balanced meal is. To know how to prepare ingredients hygienically. To know about different cooking techniques such as boiling, roasting and mashing.</p>	<p>Tier Two words grown caught reared seasonal ingredients variety hygiene methods product availability crops imports</p>	<p>Design</p> <ul style="list-style-type: none"> • use internet, questionnaires and market research for research and to inform design • use research of user's individual needs, wants, requirements for design to ensure product is fit for purpose • come up with innovative design ideas • produce a logical, realistic plan and explain it to others; be willing to refine. • use annotated sketches, cross-sectional planning and exploded diagrams • make design decisions, considering, resources (and cost Y6) <p>Make</p> <ul style="list-style-type: none"> • use tools/equipment with good level of precision • produce suitable lists of tools, equipment and materials (ingredients) needed 	<p>Design including technical knowledge (food and nutrition)</p> <ul style="list-style-type: none"> • Introduce idea that all of our food is reared, caught or grown. Discuss a variety of food staples and establish where they come from and if they are caught, reared or grown in UK. Why do we need to import some foods? (seasonality and climate) Support discussion with videos from Tesco: Eat Happy: From farm to fork series. • Show chn ppt presentation: 'Reared, Caught and Processed'. Chn then present what they have learnt in an appropriate way e.g sorting activity, poster, table. • Share and discuss ppt presentation: 'Plate Portions and Protein'. Chn to understand the importance of protein on the Eat Well Plate and taste a variety of foods rich in protein (in season where possible (relevant). Individually, chn to complete a sheet of 'results' regarding taste, texture

	<p>practical tasks accurately.</p> <p>4) To select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities.</p> <p>5) Investigate and analyse a range of existing products.</p> <p>6) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>7) Understand and apply the principles of a healthy and varied diet.</p> <p>8) Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>9) Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>		<p>Tier Three words balanced meal diet peeling slicing coring cubing grating components aesthetics seasonal produce locally sourced processed foods protein sustainable blanch pastoral farming mixed farming</p>	<ul style="list-style-type: none"> select appropriate materials (ingredients) fit for purpose; explain choices, considering functionality and aesthetics create, follow, and adapt detailed step-by-step plans explain how product will appeal to an audience accurately measure components use techniques that involve a number of steps begin to be resourceful with practical problems <p>Evaluate</p> <ul style="list-style-type: none"> evaluate quality of design while designing and making keep checking design is best it can be. evaluate ideas and finished product against specification, considering purpose and appearance (stating if fit for purpose Y6) test and evaluate final product; explain what would improve it and the effect different resources may have had evaluate how much products cost to make and how innovative they are research how sustainable materials are talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products <p>Technical knowledge- Food and nutrition.</p> <ul style="list-style-type: none"> explain how to be safe / hygienic and follow own guidelines explain seasonality of foods learn about food processing methods understand that food can be grown, reared or caught in the UK or wider world and talk about examples talk about how to adapt recipes to change appearance, taste, texture or aroma and carry out adaptations with increasing confidence present product well - interesting, attractive, fit for purpose describe some of the different substances in food and drink, and how they can affect health prepare and cook a variety of dishes safely and hygienically including, where appropriate, the use of heat source. use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. 	<p>etc. The results should be collated (table/graph) as 'market research' into favourite sources of protein and this should inform next step.</p> <ul style="list-style-type: none"> Using protein results and Eat Well plate, children should devise a dish which is healthy and uses seasonal ingredients as much as possible. (Use 'Design A Seasonal Meal' ppt and worksheets). Y6 chn should work out approximate costs and explore using cheaper ingredients but still taking into consideration market class taste survey. <p>Make</p> <ul style="list-style-type: none"> They will write a step-by-step plan of how their dish will be made and will make a list of ingredients required for their dish, including appropriate measures e.g ml, g etc Chn will prepare the dish including gathering ingredients and equipment, ensuring hygienic work practices and skills such as peeling, chopping, cooking, presenting. <p>Evaluate</p> <ul style="list-style-type: none"> Chn will first evaluate the appearance/presentation of their product/dish. (Possible opportunity to use ICT to display and photograph in a flattering 'magazine' way). Does it look appealing? Consider colours, finishing details etc. They will taste their dish and share with others. They will take feedback and talk about how to adapt their recipe to change appearance, taste, texture or aroma. <i>Possible extension activity: Could their dish be adapted to include only foods available to the people of the Skara Brae settlement?</i>
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