

Year 4 Indigo: Who Lived Here First? September –December 2018

Creative Launch. Investigating, appraising and recreating cave paintings.

Final Challenge; Hold a Stone age day

Key Skills to be developed in foundation subjects

History

Describe a range of features of an historical period
Give reasons for an event being interpreted in different ways (the building of Stonehenge)
Recognise how tools, pottery and coins can tell us about the past
Place civilisations on a time line using BC & AD
Compare and analyse factors that caused changes in the past

Geography

Discuss the impact of geographical events on early civilisations
Map a route using a six figure grid reference
Identify historical locations with Britain in relation to locality

Art

Make drawings and sketches of artefacts, identifying key features
Show an understanding of how artists from different periods developed and expressed their ideas
Create a composition showing more than one figure
Create pots from a slab of clay

DT

Join and combine materials to make effective tools
Explain in detail why some structures fall
Identify how seasonality effected lives of early civilisations
Produce plans and designs that include accurate measurements

Music

Use musical rhythms, beats, chords and structure to create a simple score

Curriculum Extension

Visit to National Stone Centre
Enterprise Design and make a simple tool for holding a small object

Questions to Address (open and closed)

Pupil Questions to address

What were the Stone-age, iron age and bronze age?
How did people in the Stone-age express ideas?
How did humans survive and go from often being prey to predators?
How did humans learn to protect themselves from dangers?
How does archaeology help us find out about the past?
How did changes from stone to iron to bronze tools help human development?

Science skills, Investigations and Links

(If no direct links state and list skills)

Recognise that living things can be grouped in a variety of ways
Identify different types of teeth in humans and their functions
Construct and interpret food chains identifying producers, predators and prey
Recognise the impact that changing environments can have on living things
Compare and group together different types of rocks
Describe in simple terms how fossils are formed
Recognise that soils are made from rocks and organic matter

Literacy Links

Write a recount of visit to the National Stone centre
Create an explanation text on how to use a given tool
Create and give a persuasive speech encouraging a group of stone-age dwellers to move to new location
Write a creative narrative on how the world was created

Numeracy Links

Gather collate and share in a variety of ways statistical evidence
Identify, order and solve problems relating to large numbers on time lines

ICT Skills and links

Recognise how search results are selected and ranked
Debug and improve programs that accomplish specific goals
Non Learning Adventure Activities
Recognise acceptable and unacceptable online behaviour, respond to e safety scenarios with sensible advice