

**Topic Overview: SMSC/PSHE/British Values:**

In this topic we will focus once again on 'team' - Who is your tribe? The Stone Age to Iron Age were successful communities and we will consider why and what made them work so effectively. They will also revisit our value of achievement by looking at the achievements of the key historical figure, Mary Anning and how through hard work and perseverance she was able to achieve the amazing feat of uncovering a large fossil, which we will be able to see for ourselves when we visit the Natural History Museum in London. Children will complete the topic by hosting a Stone Age museum experience for parents.

**Lead subjects:**

English	History	Science	Non-lead subjects:
<p><b>Non- Chronological Report</b> Children will write a non- chronological report linked to ice age animals (Text: Toby and the Ice Giants) and their work on fossils. They will consider how to organise and structure their work into paragraphs using headings and sub-headings.</p> <p><b>Instructions</b> Children will write a set of instructions based on becoming a fossil hunter – link to Eden project making fossils and Mary Anning work</p> <p><b>Adventure Story</b> Children will write their own adventure story based on Mary Anning and The Sea Dragon. They will become more confident at planning a 5 part story and using this to help them paragraph their writing. They will develop their understanding of how character can be developed.</p> <p><b>Playscript</b> Children to write a short playscript based on Mary Anning and her love of curiosities. This play will then be performed at the Stone Age Museum day.</p>	<p>Changes in Britain from the Stone Age to the Iron Age Children act as historians as part of an archaeologist dig, They identify what they already know and what they would like to find out about. They deepen their understanding of chronology by thinking about their understanding of time first linked to their own lives, before extending it to think about pre-history as well as other periods of history they have studied.</p> <p>Children explore what life was like and how it changed between stone age and iron age by focusing on the enquiry question “Would you rather be a farmer or a hunter gather?”</p>	<p><b>Rocks, fossils and soils</b></p> <p><b>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</b></p> <p><b>describe in simple terms how fossils are formed when things that have lived are trapped within rock</b></p> <p><b>recognise that soils are made from rocks and organic matter</b></p> <p><b>Children will explore the properties of different rocks thinking about which ones would be most useful for people living in the stone age.</b></p> <p><b>Fossils linked to archeological dig</b></p> <p><b>Trip to the Natural History museum</b></p>	<p>Computing</p> <p><b>Art:</b> Children will create their own cave painting focusing on texture. They will look at how they can use objects found in the local area to mark make</p> <p>DT and RE – delivered by PPA team. Jesus and his messages /Easter</p> <p>3D structures</p>