

**Intent:** What do we want the children to learn? How do we intend to achieve this? Skills and Knowledge coverage during the Topic

End Point: Dragons Den  
Children to choose an invention we still use today and further develop/improve it. Then present it in the style of Dragons Den.

### Curiosity

### Aspirations

### Life Skills

### Independence

### Self Belief

### Self Awareness

#### Knowledge & Understanding Of The World: History/Geography

- Know and sequence key events of time.
- Use relevant terms and period labels.
- Make comparisons between different times in the past.
- Study different aspects of different people (men/women, rich/poor)
- Compare life in early and late times.

#### Science- Animals, including humans.

- Describe the simple functions of the digestive system and different teeth in humans.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

#### Science- Electricity

- Construct a simple electrical circuit, naming its basic parts.
- Recognise a switch opens and closes a circuit and identify whether or not a lamp will be lit.

#### PSED: Health and Wellbeing

- To know what positively and negatively affects their physical, mental and emotional health.
- To differentiate between the terms, 'risk', 'danger' and 'hazard'.
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

**Which inventions/discoveries from the Stone Age to the Iron Age period do we still use today?**

#### Creative Development:

##### Art- Painting

- Create a colour palette based on colours observed in the natural/build world.
- Use a choice of techniques to depict movement, perspective, shadows and reflection.

##### Sculpture

- Use tools to carve and add shapes, textures and patterns.

##### Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

#### Tech, Media, Materials:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns.
- Select, use and combine a variety of software on digital devices to design and create a range of programs, systems and content, including collecting, analysing, evaluating and presenting data and information.

#### Physical Development: Invasion Games

- Use running, jumping throwing and catching in isolation and in combination.
- Play competitive games and apply basic principles of attacking and defending.

Year 5 Mulberry

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self  
Awareness

### Key Vocabulary

Agricultural, Archaeology, Artefact, Bronze, Carving, Ceramic, Civilisation, Evolution, Excavation, Flint, Forage, Homo sapiens, Hunter-Gatherer, Mesolithic Age, Neanderthals, Neolithic Age, Paleolithic Age, Pigment, Settlement, Skara Brae, Stone, Stone Henge, Survival, Tribe

### LOTG (including Forest School, Visits and Visitors)

The hunter-gatherer game.  
Re-creating the sun festival.

### Forest School

Lighting fires.  
Looking at, making and using tools.

### Text Links:

The Boy With The Bronze Axe by Kathleen Fidler

How To Wash A Woolley Mammoth by Michelle Robinson

Stone Age Boy by Satoshi Kitamura

We will also look at a range of non-fiction texts about the Stone Age to Iron Age period.

### Cross Curricular Maths and English Links:

#### English

- Exploring Skara Brae and writing a Non-Chronological report.
- Finding out about the Sun Festival and writing an explanation.
- Writing diary entries from the viewpoint of people during this time period.
- Descriptive writing about the sandstorm.
- Report writing on the whale capture.

### Maths-Place Value and Problem Solving

- Using natural objects to represent numbers up to 1 million.
- Solving mathematical problems based on real life situations.

## Implementation: How and when it will be taught

**Week 1/2:** Start a Timeline from the Stone Age to the Iron Age (this will be added to throughout the topic).

- Research how the people lived in the Stone Age. (Hunter- Gatherers)
- Find out about the types of settlements/houses they had. (house advert)
- Research cave paintings and design/make own cave paintings.

**Week 3/4:**

- Look at the tools they used in the stone age and what they were used for.
- How did they cook and what tools did they use for cooking/eating?
- Research the Bronze Age. How have tools developed?
- Look at other inventions, including the development of woodworking techniques and metal work.

**Week 5/6:**

- Find out about Stone Age jewellery. What is it made from?
- Design and make some Stone Age jewellery.
- Research inventions from the stone age and bronze age. (wheeled vehicles)

**Week 11/12:**

Choose an invention from the Stone Age/ Bronze Age/ Iron Age that we still use today. Research how it has developed over time. Look at how you could further develop/improve this for the future. Make a presentation on your developed product

**Week 9/10:**

- Research other inventions during the time periods(eg coins)
- Which inventions do we still use today?
- How have the inventions changed/ developed over time? What are the positives/ negatives of developing the ways in which we live?

**Week 7/8:**

- Research hill forts and Stone Henge.
- Find out about how people lived in the Iron Age.
- Look at the introduction to farming.
- Which tools are still being used from the Stone Age and Iron Age period?
- Look at new inventions during the Iron Age.

**Impact:**

