



Medium-Term Planning

History And Geography Focus With Art And DT As Secondary Subjects

Term and Year: Autumn - 2018	Topic: History – Prehistory: The Stone Age to Iron Age Geography – The World We Live In
Teacher: A. Mayer	Key question(s): How did life change throughout Prehistory? What are the features of the world around us?

All challenge activities and related 'I can' statements are to be highlighted in green.

Subject	National Curriculum Objectives	'I can...' Statment(s)	Activities
History	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age. 	<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-size: small; padding-right: 5px;">Lesson 1 – Introduction to the definition and timescale of human prehistory.</div> <div> <ul style="list-style-type: none"> I can write a sentence to explain what the term 'prehistory' means. I can complete a time line to show when the Stone Age, Bronze Age and Iron Age happened. I know that archaeologists find out about the past and can match a picture with the correct description of what an archaeologist is doing. <p style="margin-left: 20px; color: green;">Some of us will:</p> <ul style="list-style-type: none"> write a sentence to explain what each activity (shown in a given picture) can tell people about people in pre-history. </div> </div>	<ol style="list-style-type: none"> 1. Watch the clip to give a brief overview of the topic. 2. Work through slideshow 1 to introduce the topic – pupils are to participate in the activities throughout. 3. Write a sentence in work books to explain what the term 'prehistory' means. 4. Complete a blank time line to show understanding of when the different periods of prehistory occurred chronologically. 5. Complete matching activity in pairs. Match the picture of the archaeologist with the correct description of what is happening. Some will write a sentence to explain what the finding shown in each picture can tell us about people in pre-history. Teacher to monitor progress. 6. Feedback results to class. Self/peer assess.

		Workshop	<ul style="list-style-type: none"> I can participate in a workshop that gives an overview of the developments that took place throughout prehistoric times. I will learn about how and why things changed throughout prehistory by examining changes in environment, lifestyles, burial and religious practices and the development of stone and metal technology. 	The class will participate in a workshop delivered by ‘Archeosoup Productions’ .
		Lesson 2 – The Palaeolithic Period	<ul style="list-style-type: none"> I can state where early humans lived, what weapons they used and what they ate/how they cooked. <p>Some of us will:</p> <ul style="list-style-type: none"> Explain what they think happened in a picture of an excavated scene giving reasons for their answers. 	<ol style="list-style-type: none"> Work through slideshow 2 – pupils are to participate in the activities throughout. Pupils to study a picture of an excavation of a cave and answer true or false questions about what they think happened at the scene. Some will explain what they think happened giving reasons for their answers. Feedback answers and discuss. Study the picture on the last slide and discuss. Watch this clip about hunter/gatherers. Thinking about what they have studied and watched - pupils to record in their books where they think humans lived, what weapons they had and what they ate. Feedback answers and discuss.

		Lesson 3 /4– The Mesolithic and Palaeolithic Periods	<ul style="list-style-type: none"> I can state three similarities/differences in the way in which people lived in the Mesolithic period to that in the Palaeolithic period. I can state three similarities/differences in the way in which people lived in the Mesolithic period to that in the Neolithic period. <p>Some of us will:</p> <ul style="list-style-type: none"> choose a challenge card and complete the activity on it independently. 	<ol style="list-style-type: none"> Work through slideshow 3 – pupils are to participate in the activities throughout. Read the information about Star Carr. Pupils to record in their books three ways in which the Mesolithic period was different to/similar to the Palaeolithic period. (Study the picture and label the differences.) Watch the clip about the Neolithic period. Work through slide show 4 if necessary. Pupils to record in their books three ways in which the Mesolithic period was different to/similar to the Neolithic period. Discuss answers. Watch the clip to summarise learning from the last three lessons about the stone age.
			EXTENDED WRITING– STONE HENGE FACT FILE (Literacy lesson)	
		Lesson 5 – The Bronze Age	<ul style="list-style-type: none"> I know how iron objects were created in The Iron Age and can order the steps that would have been taken to make and iron sword. <p>Some of us will:</p> <ul style="list-style-type: none"> choose a challenge card and complete the activity on it independently. 	<ol style="list-style-type: none"> Work through slideshow 5 – pupils are to participate in the activities throughout. Provide pupils with the information sheet about how bronze objects were created in The Bronze Age. Pupils to work in teams to order the steps that would have been taken to make an iron sword. Teacher to monitor and track progress. Discuss the answers and self-assess. Watch the video to consolidate learning.

		Lesson 6 – The Iron Age	<ul style="list-style-type: none"> I can answer true or false questions about the people of The Iron Age. <p>Some of us will:</p> <ul style="list-style-type: none"> Draw an accurate picture of what a noble man, druid, seer of peasant might of looked like based on facts they have read. 	<ol style="list-style-type: none"> Work through slide show 6. Q and A. Provide pupils with a fact sheet about life in the Iron Age. Pupils to answer true/false questions. Some pupils will draw an accurate picture of what a noble man, druid, seer of peasant might of looked like based on facts they have read. Some will label the picture. Self assess. Watch the video. How has life changed since the stone age? Why is iron a more useful metal than bronze?
		Lesson 7 – Prehistory Summary	<ul style="list-style-type: none"> I can order some of the events in prehistory chronologically. <p>Some of us will:</p> <ul style="list-style-type: none"> independently add facts to the timeline created. 	<ol style="list-style-type: none"> Use slide show 7 to recap the unit. Q and A. Provide pupils with a list of time periods and facts – pupils are to order the time periods and match the fact to the correct era. Differentiated activity. Some pupils will label the time line with other facts that they can remember about each time-period. Teacher to monitor and record results. Pupils to participate in an end of unit quiz.
Geography	Pupils should be taught to: <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human 	Lesson 1 - Continents	<ul style="list-style-type: none"> I can identify the continents of the world, the equator and the Northern/Southern hemispheres. I can analyse facts about each continent and answer questions correctly. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> Identify the continents of the world independently (differentiated activity). 	<ol style="list-style-type: none"> Conduct a team game using slideshow 1 to quiz pupils on the continents of the world. Pupils to colour in a map of the world to show the seven continents. Differentiated activity. Provide pupils with a fact sheet about each continent. Complete quiz questions in teams. Self-assess answers. Table counters to be awarded to the winning team. What and where is the equator? What is the N/S hemisphere? Draw the equator on the map and label the hemispheres.

	<p>characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). • describe and understand key aspects of: <ul style="list-style-type: none"> ○ physical geography, including: climate zones and biomes... 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2 – World Maps</p>	<ul style="list-style-type: none"> • I can identify the position of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). • I can use a map to find and write down the coordinates of a given place. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • Complete the activity independently and explain why a coordinate system is used. 	<ol style="list-style-type: none"> 1. Discuss with pupils what they already know about maps. Work through the slide show. Stop at appropriate intervals so pupils can label the map according to the SC. Use differentiated maps. 2. Study world map together. Demonstrate how to write down a city's position (e.g. 40°N, 105°W (Denver, Colorado)). 3. Give pupils various places to find using the map – they should write down the coordinates in their workbook. What do you do if a place doesn't sit exactly on a line? 4. Challenge How easy or difficult would it be to pinpoint a location on a globe without using a coordinate system? Explain.
		<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 3 – Physical Geography Around The World</p>	<ul style="list-style-type: none"> • I can find out and list some facts about at least one continent. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> • find out and list facts about several continents independently. <hr/> <p>To be addressed in an additional short lesson:</p> <ul style="list-style-type: none"> • I know that the world has different biomes and can colour in a map to show this. 	<ol style="list-style-type: none"> 1. Recap. Brief quiz about the continents of the world. What is physical geography? What is human geography? The focus today is on physical geography around the world. 2. Work through slide show 3. Q and A. 3. Provide pupils with a set of fact cards. Complete worksheet 1A or create an information poster about a given continent. Present findings to the class. 4. Some pupils will find out facts about several continents and present their findings to the class. They are to find additional facts independently using the iPad. <hr/> <ol style="list-style-type: none"> 1. Work through the 'biomes' slideshow to introduce children to the topic. Discuss. 2. Pupils to colour in a map to show the different biomes around the world.

	Lesson 4 – Capital Cities	<ul style="list-style-type: none"> I can name some of the capital cities of different countries around the world. <p>Some of us will be able to:</p> <ul style="list-style-type: none"> find out the country and continent in which given capital cities can be found. 	<ol style="list-style-type: none"> Work through slide show 4 and play the interactive capital city quiz. Play the capital city card game. Pupils to keep a record of their score in their book. Model how to do this. Photograph evidence. Complete worksheet 4A if it is judged that more time needs to be spent on the topic. Some will be given a list of capital cities and will find out the name of the country and continent to which they belong. (Worksheet 4C) Feedback. Team quiz.
	Lesson 5 -6 – Research and Writing Task	<ul style="list-style-type: none"> I can use a variety of sources to identify human and physical features in a given country. I can write an information text about the country I have researched. (See separate success criteria.) 	<ol style="list-style-type: none"> Work through slide show 5. Q and A. Each table is to be given a country. Research the human and physical features of each country and record the facts found (see differentiated worksheets). Plan write an information text about the country. Select several children to present their work to the class.
	Lesson 7 – Comparing Countries	<ul style="list-style-type: none"> I can find similarities and differences between two countries. 	<ol style="list-style-type: none"> Work through slide show 7. Show a video of life in Mumbai to illustrate the difference in ways of life further. Mix ability. Provide each table with a set of the Country Profile Cards. Read and compare similarities and differences. Organise the countries into groups according to their own criteria (e.g. by language, population, continent etc.). Pupils to try grouping in different ways and state which works best. Photograph evidence. Report back to class.

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Art	Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	Lesson 1	<ul style="list-style-type: none"> I can sketch at least two different designs of a piece of pottery that would have been used in the stone age. <p>Some will be able to:</p> <ul style="list-style-type: none"> select one design explain why it was chosen. 	<ol style="list-style-type: none"> What kind of pottery was created and used in the stone age? What was it used for? What are the features of a pottery cup or bowl/how are they constructed? Look at some examples. Sketch at least two different designs for a pottery cup. Chose a design to create. Some pupils will write at least one sentence to explain their choice. Discuss choices.
		Lesson 2	<ul style="list-style-type: none"> I can manipulate clay to produce a pottery cup. <p>Some will be able to:</p> <ul style="list-style-type: none"> accurately produce a cup that is fully functional. write a short evaluation of the finished product. 	<ol style="list-style-type: none"> Demonstrate how to manipulate and handle the clay. Pupils to create their cup. Encourage pupils to self-evaluate their cup and re-mould their cup if necessary. Some pupils will write a short evaluation of their finished product. Look at some finished examples together - peer assess.
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DT	Design: <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion and annotated sketches. 	Lesson 1 – Bridge Investigation	<ul style="list-style-type: none"> I can investigate how different bridges around the world are structured and produce sketches of them to record our findings. <p>Some of us will:</p> <ul style="list-style-type: none"> annotate our sketches to explain why a particular structure has been used. 	<ol style="list-style-type: none"> Show pupils various bridges from around the world. Discuss where they can be found. Study the structure. Pupils to sketch the structure of different types of bridge. Some pupils will annotate our sketches to explain why a particular structure has been used. Which structure would you choose to use if you were to build a bridge? Why?

<p>Make:</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials...according to their functional properties... <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria...to improve their work. <p>Technical Knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	Lesson 2 – Bridge Design	<ul style="list-style-type: none"> I can design a truss bridge against a set of given criteria. <p>Some of us will:</p> <ul style="list-style-type: none"> produce several designs, chose one and explain why this has been chosen. 	<ol style="list-style-type: none"> Recap the structure of a truss bridge. Pupils to design their own bridge. Label the materials they will use. Some pupils will produce several designs, chose one and explain why this has been chosen. Select several pupils to present their final design to the class and explain their choice.
	Lesson 3 – Bridge Development	<ul style="list-style-type: none"> I can create a truss bridge that will span a distance of at least 30cm and hold the weight of a toy car. 	<ol style="list-style-type: none"> Pupils to create their design the test it against the set criteria. Record findings. Photograph evidence.
	Lesson 4 - Evaluation	<ul style="list-style-type: none"> I can evaluate how successful my bridge was. <p>Some of us will:</p> <ul style="list-style-type: none"> explain what could have been done differently and give reasons for our answers. 	<ol style="list-style-type: none"> Reflect on the findings from the test last lesson. Model how to write an evaluation. Pupils to write an evaluation of their bridge. Some will explain what they would do differently if they were to design and create their bridge again.

ICT and PE – planned by –

Music – Managed by the Music Co-Ordinator. Charanga to be used in school.

PSHCE – See separate planning (SEAL/LGBT/RSE)

RE – Durham Units planned by Isobel Short and RE Co-Ordinator

SCIENCE – PLANBEE – Separate Units