

As **AUTHORS** we will:

- Write recounts of sections from our text, 'Wolf Brother'
- Describe Stone Age setting in detail, with a focus on historical accuracy.
- Write in role the role of Torak who is the main character from our text.
- Write a non-fiction report on various areas from the period, such as diet, weaponry, housing and the domestication of animals. (The earliest knowledge of pets!)

As **MUSICIANS** we will:

- Look at the tools and materials available to humans during the period and looking at what we can compose.
- Create musical instruments which show our understanding of how sound is produced by different vibrations

As **COMPUTER TECHNOLOGISTS** we will:

- Use search engines effectively to find out about the period.
- Research using websites
- Use tools (e.g. copy and paste) to present research.
- Create a presentation in groups about a specific part of the period's lifestyle and present it to the rest of the class.

Greenfields
Community Primary School,
Nursery & Pre-School



Key Stage 2- Spring 1
Year 4

CURRICULUM OVERVIEW

What if you lived in the Stone, Bronze or Iron Age?



As **LINGUISTS** we will:

- Study language and communication extending to 'Wolf Speak' described in our novel 'Wolf Brother'
- Look at etymology - how words evolve, and create our own
- Continue to develop our French vocabulary relating to school subjects
- Continue to develop our basic French conversational skills

As **HISTORIANS** we will:

- Find out about the Stone, Bronze and Iron Age.
- Use our Forest School area to contrast the life of the nomadic people that came before the earliest farmers.
- Create a timeline showing the significant advancements made throughout the period.
- Use key historical vocabulary such as Paleolithic, Mesolithic and Neolithic to describe the different phases of the Stone Age.

As **CITIZENS** we will:

- Understand how to get along with others and communicate effectively.
- Understand how some cities were ruled by a leader whilst others were democratic and then compare this to the rise of communities and villages throughout the period.

As **ARTISTS** we will:

- Find out about and produce our own chalk stone age style cave drawings
- Design meaningful 'Clan Tattoos' employing relevant art designs
- Study Celtic metalwork of the Iron Age and consider how it directly influenced art and life today.
- Create our own artwork in Celtic style

<p>As READERS we will:</p> <ul style="list-style-type: none"> ▪ We will be reading 'Wolf Brother' ▪ Read non-fiction texts to research as much as we can about the period. 	<p>As THEOLOGIANS we will:</p> <ul style="list-style-type: none"> ▪ Study the Bible and the significance of it within Christianity. 	<p>As GEOGRAPHERS we will:</p> <ul style="list-style-type: none"> ▪ Look at key prehistoric sights that have been found in Britain. ▪ Look at where the earliest human findings are located in the world and why it is they have been found there.
<p>As DESIGNERS we will:</p> <ul style="list-style-type: none"> ▪ Explore the different materials available to create tools, clothing and housing. ▪ Create our own shelter using outdoor materials. ▪ Taste foods available during the period, such as stewed berries. 	<p>As SPORTS SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Look at the likely diet of humans throughout the period. ▪ Look at the physique of humans based on their lifestyle choices. 	<p>As SCIENTISTS we will:</p> <ul style="list-style-type: none"> ▪ Study how sounds are created and transmitted as vibrations ▪ Understand how the pitch of sounds can be changed i.e. made to be higher or lower ▪ Understand how sounds can be made quieter or louder ▪ Apply our knowledge and understanding to the creation of musical instruments from household junk
	<p>As MATHEMATICIANS we will:</p> <ul style="list-style-type: none"> ▪ Look in details at the chronology of the period. ▪ Know that information from the Stone Age makes up 99% of human history and understand where that figure comes from. ▪ Look at stone age mark making indicating understanding and use of a number system 	