



# Thematic Planning Sheets

## Teaching – Lesson Content

Year Group **6**

Start date **04/11/19**

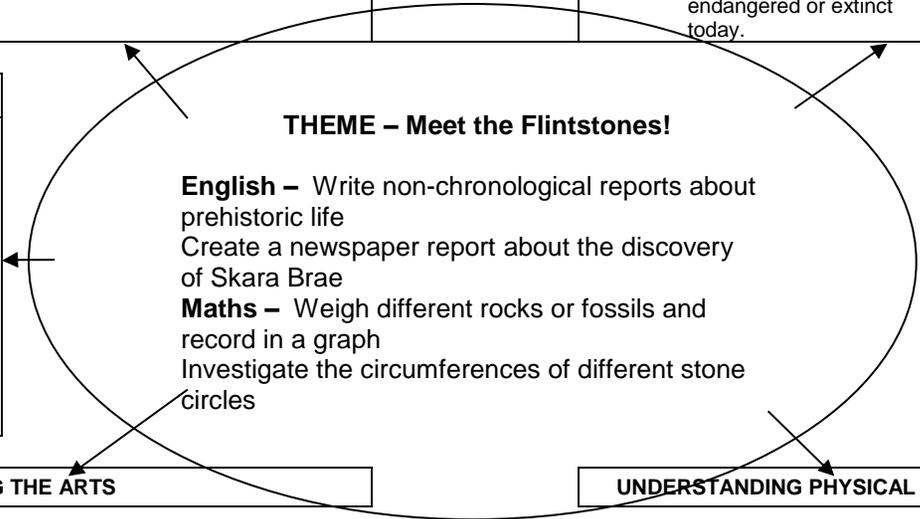
End date **19/12/19**

HISTORICAL AND GEOGRAPHICAL UNDERSTANDING	
History	Geography
<p>Stone Age to Iron Age</p> <ol style="list-style-type: none"> <li>1. What does prehistory mean?</li> <li>2. Exploring cave men of the early Paleolithic period of the Stone Age.</li> <li>3. How did hunter-gatherers survive in the Stone Age?</li> <li>4. What was Stone Age cave art?</li> <li>5. What kind of sources tell us about the Stone Age?</li> <li>6. What was Skara Brae?</li> <li>7. Why are there so many mysteries about Stonehenge?</li> <li>8. How did bronze replace stone in the Bronze Age?</li> <li>9. What do grave goods tell us about the Bronze Age?</li> <li>10. What was life like in an Iron Age hill fort?</li> <li>11. What was Iron Age art like?</li> </ol>	<ol style="list-style-type: none"> <li>1. Find out where the best places to build Iron Age settlements were and why</li> <li>2. Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages</li> <li>3. Find out about the settlement of Skara Brae</li> <li>4. Make a visitor's guide to Stonehenge</li> </ol>

SCIENTIFIC AND TECHNOLOGICAL UNDERSTANDING	
Scientific Enquiry	Design Technology
<p>EVOLUTION AND INHERITANCE</p> <ol style="list-style-type: none"> <li>1. What can fossils tell us about how living things have changed over time?</li> <li>2. What can they tell us about dinosaurs?</li> <li>3. How are characteristics passed from parents to their offspring?</li> <li>4. How are animals and plants adapted to suit their environment and how may this lead to evolution?</li> <li>5. How have palaeontologists and scientists contributed to our understanding of the history of living things?</li> </ol> <p>EXTRAS:</p> <ol style="list-style-type: none"> <li>1. Identifying and describing a variety of dinosaurs and classifying them according to their characteristics.</li> <li>2. Considering why the dinosaurs became extinct and relating this to why species become endangered or extinct today.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate a labyrinth after hearing the story of Theseus and the Minotaur (from last term)</li> <li>2. Build a biscuit Stone Henge</li> </ol>

ICT
<ol style="list-style-type: none"> <li>1. Using the internet to research and verify information about ice age animals, and presenting findings using word processing</li> <li>2. Program a robot to move round a giant map of a hillfort (Heroes &amp; Villains –Graphics)</li> </ol> <p>or</p> <p>Make an animation of one of the many Stone Age story books (Let's learn a language (CS))</p>

MFL
<p>Let's visit a French town</p> <ol style="list-style-type: none"> <li>1. I go to school to learn</li> <li>2. Where is the library?</li> <li>3. Welcome to my Home</li> <li>4. Ordinal Nos</li> </ol>



**UNDERSTANDING THE ARTS**

**UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH AND WELLBEING**



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<p style="text-align: center;"><b>Art &amp; Design</b></p> <ol style="list-style-type: none"> <li>1. Using modelling wire and other materials to create dinosaur sculptures.</li> <li>2. Exploring the history and style of cave paintings, and recreating cave paintings in a variety of ways.</li> <li>3. Investigating and recreating Stone Age jewellery using clay and other materials.</li> <li>4. Exploring and recreating some mysteries of prehistoric art, including stone balls and Stonehenge.</li> </ol>	<p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;">Classroom Jazz using Bacharach Anorak and Meet The Blues.</p> <ol style="list-style-type: none"> <li>1. Listen &amp; Appraise</li> <li>2. Musical activities</li> <li>3. Perform the song</li> </ol> <p>Find out about prehistoric musical instruments and musical stones Create raps about Stone Age life •</p>	<p style="text-align: center;"><b>PE</b></p> <p>Games</p> <p>Unit 2 – Net/Court/Wall Games</p> <p>Dance</p> <p>Exploring what physical skills prehistoric people would have needed to survive, and developing these skills using a variety of activities, such as throwing, running and jumping.</p>	<p style="text-align: center;"><b>PSHE &amp; Citizenship</b></p> <p>Healthy Lifestyles</p> <ol style="list-style-type: none"> <li>1. To recognise the positive and negative influences on health and wellbeing</li> <li>2. How media influences can affect their choices</li> </ol> <p>Keeping safe</p> <ol style="list-style-type: none"> <li>1. About personal safety</li> <li>2. About independence and increased responsibility.</li> <li>3. About risk in different unfamiliar situations</li> <li>4. About different influences on behaviour</li> </ol>
<b>RE/Christian Value</b>			
Agreed syllabus – Hinduism: Hindus festivals Living as a Hindu Incarnation			
Christian Value - Compassion			