

Year 4 Topic: The Stone Age**Term: Spring 1****Topic Length: 7 weeks**

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge						
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge						
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	To understand the changes in Britain from the Stone Age to the Iron Age To understand the properties of rocks, fossils and soils										
		Hook: trip to Kent's Cavern					Celebration: Class assembly for a presentation to parents					
	Main Subjects	History				Science			Geography			
	Key Performance Indicators	<ul style="list-style-type: none"> Place the time studied on a timeline and sequence events Use dates related to the passing of time Use a range of sources and observe small details in artefacts Find out about everyday lives of people in time studied Make comparisons with our life today Ask and answer questions Look at representations of the period in a museum 				<ul style="list-style-type: none"> Compare and identify different types of rock Explore how fossils are created Discuss how and where fossils are formed Explore soil structure and composition 			<ul style="list-style-type: none"> To describe and understand key aspects of a volcano human geography, including: types of settlement and land use use fieldwork to observe, measure, record and present the human and physical features in the local area 			
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary/Oracy	Being Healthy/ Active	Equity of Education	Developing Learning Behaviours	Fluency				



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete: (eg computing, PE, music, MFL, PSHE, cricket, etc...)

Subject	Key Performance Indicators
Computing	Sharing Information <ul style="list-style-type: none"> • I can use a device to record audio and play back sound • I can suggest how to improve my recording
PE	Hockey <ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
MFL	Colours & Facial Features <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Broaden their vocabulary and develop their ability to understand new words that are introduced.
PSHE	Dreams and Goals <ul style="list-style-type: none"> • Know how to cope with disappointment and how to help others cope with theirs. • Now what it means to be resilient and to have a positive attitude.
RE	What does it mean to be Hindu in Britain today? <ul style="list-style-type: none"> • Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)