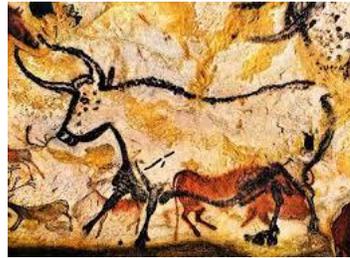




Lost in Time



6 Weeks

Rationale/Intent:

A break in at school from a mystery caveman leads to the children becoming news reporters to investigate the incident and where the mystery visitor came from. Through this project, we will be immersing children in history and art, looking at the period of Stone Age through enquiry questions, and creating cubist style portraits using chalk and charcoal. The children will build upon their knowledge from Year 2 history by linking to chronology, order of events, timelines and their ability to ask and answer historical enquiry questions. The children will understand the importance of people in the past, and what effect this has had in the progression of society. As a part of this project, the children will display the ASCENT values of aspiration and excellence, by focusing on drawing portraits from different perspectives and combining them to create cubist style portraits. This will link closely to the British Values of mutual respect and tolerance.

Hook:

Om, a stone-age man, is caught on CCTV wandering in the school grounds. He is confused, bewildered and causing chaos across the school site. Who is he? Where has he come from? How will he get back home? The children are tasked to investigate and write up a newspaper report.

Outcome:

The children will present their cubist style portraits in an art gallery for parents to come in and see the exhibit.

English

Link text: **Stig of the Dump/ Lost and Found**

Linked texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcome:

Non-fiction - newspaper report

Investigate and write a newspaper report on the caveman who breaks into school, using non-fiction features of writing such as a headline, image, caption, paragraphs and columns.

Fiction - narrative

Use the WAGOLL Lost and Found to invent a stone age themed story, where a stone age character gets lost and needs to find their way home.

Writing skills to cover

Formal tone
Past tense
3rd Person
Rich and varied vocabulary

Punctuation and Grammar

Capital letters and full stops
Direct speech

Rhetorical questions
Varying sentence structure
Possessive apostrophes
Fronted adverbials

Weekly free writes; are used to develop individual targets, re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Focus Subject - History

1. To know that early man lived in simple shelters and caves in the Palaeolithic period.

NC - Can make valid statements about the main similarities, differences and changes occurring within topics, e.g. the pupil can describe a range of the key changes between the Old and New Stone Ages.

Can see links between changes, and begin to identify types of change.

Will demonstrate an awareness of the significance of change and its impact.

2. To know that Skara Brae was discovered on the Orkney Islands in Scotland, that it was largely made of stone and some of the key features of the structures such as covered passageways, round shape, stone dresser to display precious items.

NC - Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.

3. To understand that early man began to settle during the Neolithic times as they began to farm and build permanent homes made from timber and stone.

NC - Can describe some relevant causes for, and effects of, some of the key events and developments covered, e.g. reasons why changes took place during the Neolithic period.

Will demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.

4. To understand that the process of extracting metal from the earth had not yet been discovered.

NC - Can identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.

Focus Subject - Art

Sketch a side profile a front facing portrait.

Make initial sketches using pencils to provide a base for going over in chalk and charcoal

NC - I can make initial sketches as a preparation for painting and other work. I can observe and draw simple shapes.

Create chalk and charcoal portraits using shapes, shadows and highlights.

Combine the portraits to create a cubist style portrait that showcases different perspectives of a caveman.

NC - I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.

Visits and visitors

Visit to Cranbourne Ancient Technology Centre

Cultural capital; Science

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

PE

Work collaboratively as a class and group to perform a stone age themed dance routine

Home Learning

Use your independence to be a History detective. Children will need to think of a line of enquiry to investigate. It could be 'how did pre-historic people travel?' or 'What did pre-historic people wear?' These will be presented to their classmates.