



St White's Primary School

Challenge, Commit, Conquer and Celebrate



Key concepts

A settlement is any form of human dwelling, from the smallest house to the largest city.

Settlements come in many shapes and sizes depending on the situation. There are some common patterns that emerge:

Nucleated settlements are ones that have buildings packed close together.

Linear settlements will follow a road, coastline or river and have their buildings in a long line.

Dispersed settlements are ones that have their buildings spread out over a large area.

Throughout history, groups of people have formed communities to increase their chances of survival. They may have: shared an interest in providing food for their families and formed a community to protect themselves from other groups that wanted their resources. Often people shared a common interest, such as a religion, which gave them a sense of community. Members of a community typically feel a sense of responsibility to one another.

A civilization not only consists of buildings but also a group of people that live together and follow a set of rules.

HOW DID COMMUNITIES BEGIN?

Key dates

- 8000 BC** – Mesolithic age begins
- 7000 BC** – Cheddar Man
- 6000 BC** – Britain becomes an Island
- 4000 BC** – Neolithic age begins
- 3200 BC** – Skara Brae
- 3000 BC** – beginning of StoneHenge
- 2500 BC** – Beaker people first appear in Britain
- 2500 BC** – Bronze Age begins
- 2200 BC** – Amesbury Archer buried
- 1500 BC** – End of the use of henges
- 800 BC** – Iron Age begins
- 55 BC** – Julius Caesar invades Britain
- 43 AD** – Roman invasion of Britain

Key texts:

- Stone Age Boy
- Cave Baby
- Stig of the Dump
- The Wild Girl

Vocabulary:

- archaeologists** – scientists who study human history by digging up human remains and artefacts
- smelting** – the heating and melting of metal
- historians** – someone who is an expert in the study of history
- Neanderthals** – an extinct species of human from the stone age
- hunter gatherers** – people who hunted, fished and found wild food
- nomadic** – people who travel from place to place, they have no permanent home
- homo sapiens** – the species of human beings that live today
- domesticated** – an animal that is tame and kept as a pet or on a farm
- least aggressive** – not very violent or fierce
- agriculture** – the science of farming, usually growing crops and keeping animals
- scything and grinding** – to cut and rub two surfaces together
- Neolithic** – old stone age
- Mesolithic** – middle stone age
- Palaeolithic** – new stone age
- hammer stone** – ancient tool used like a hammer
- borer** - a tool used for digging
- millennium** – a thousand years
- communities** – a social group living in a shared location
- polissoir** – a tool used for grinding
- ritual** – a ceremony when things are carried out in a prescribed order
- hengess** - a prehistoric monument consisting of a circle of stone or wooden uprights.
- Coppiced** – a tree cut back to stimulate growth
- Settlement** – a previously uninhabited place where people start a community
- Barrows** – an ancient burial mound
- Permanent** – remain unchanged
- Communal** – shared by the community
- Excavated** – dug up
- Palstaves** – a type of chisel
- Roundhouses** – iron age house

Greek: παλαιός (palaios) "old" + λίθος (lithos) "stone"
= "old age of the stone" or "Old Stone Age"

Greek: μέσος (mesos) "middle" + λίθος (lithos) "stone"
= "Middle Stone Age"

Greek: νέος (néos) "new" + λίθος (lithos) "stone"
= "New Stone Age"





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Lower Key Stage 2 Autumn term 2019

Maths

place value
addition/subtraction
multiplication/division

English

letters to Stone Age Children
narrative – description and suspense
non-chronological reports
persuasive writing (leaflets)

Geography

explore human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

Science

identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Research different food groups and how they keep us healthy and design meals based on what they find out.
recognise that living things can be grouped in a variety of ways
explore and use classification
describe the simple functions of the basic parts of the digestive system in humans
identify the different types of teeth in humans and their simple functions
Ebug – infection control
Carrying out fair enquiries, making and interpreting observations

History

explore changes in Britain from the Stone Age to the Bronze Age

RE

What does it mean if Christians believe God is holy and loving?
What does it mean to be a Muslim in Britain today?

Music

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑
- improvise and compose music for a range of purposes using the inter-related dimensions of music

Computing

- How to keep safe on line

French

- to understand and respond to greetings and the questions 'What is your name?' and 'How are you?'
- to be able to locate France on a map

PSHE

Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.
Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

Art, Design and DT

- to create sketch books to record their observations
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- understand and apply the principles of a healthy and varied diet