



Framework of Skills, knowledge and Understanding  
Subjects

Art	D&T	Computing	HISTORY
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Explore cave paintings and gather images to support children drawing simple pictures in the style of early man.</li> <li>Explore use of natural resources such as charcoal and chalk.</li> <li>Use sketchbooks to explore ideas and produce a final piece (Explore Cave art, techniques and produce a final piece)</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Try out different techniques, using finger and other ancient techniques. Explore natural dyes.</li> <li>Identify and create colours for painting.</li> </ul> <p><b>Art &amp; Designers</b></p> <ul style="list-style-type: none"> <li>Explore works from different periods of time – Chavuvet-Pont-d’Arc cave in Southern France</li> <li>Recognise and explain art from different periods of time.</li> </ul> <p><b>3D Modelling</b></p> <ul style="list-style-type: none"> <li>to sculpt clay to create Stone Age art work. Put detail and texture on model</li> <li>Work with life sized materials to create rock sculptures and den-building *DT</li> </ul>	<p><b>Design and make a Stone Age artefact</b></p> <p><b>*Walk through woodland to Saltburn Beach to gather resources to make implements.</b></p> <p><b><u>Research and Design Stone Age Tools, Weapons and Houses.</u></b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to research Stone Age tools and weapons. *History</li> <li>Produce a plan, labelled drawings and explain it/them.</li> <li>Persevere and adapt work when original ideas do not work.</li> <li>Communicate ideas in a range of ways, including by sketches and drawings, which are annotated/labelled.</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>Think about their idea as they make progress and be willing to change things if this helps them improve their work.</li> <li>Follow a step-by-step plan, choosing the right materials and equipment.</li> <li>Select the most appropriate tools and techniques for a given task.</li> <li>Think about their idea as they make progress and be willing to change things if this helps them improve their work.</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>Evaluate and suggest improvements for a design.</li> <li>Evaluate products for both their</li> </ul>	<p><b><u>Year 3</u></b></p> <p>Unit 3.7 Simulations Unit 3.8 Graphing Unit 3.9 Presenting</p> <p><b><u>Year 4</u></b></p> <p>Unit 4.7 Effective Search Unit 4.8 Hardware Investigators Unit 4.9 Making Music</p> <p><b><u>Geography</u></b></p> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>UK – Know the countries in the British Isles and capital city. To locate Skara Brae and Stone Henge on a map.</li> </ul> <p><b><u>Geographical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Identify the physical features of a volcano.</li> </ul> <p><b><u>Using Maps</u></b></p> <ul style="list-style-type: none"> <li>Draw a sketch map.</li> <li>Use a key on a map to show how land is used.</li> <li>Grid Referencing and symbols.</li> <li>Know and name the 8-points of a compass.</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>Describe land use in urban and rural areas in the UK – link to early farming through to modern day.</li> </ul>	<p><b><u>The Stone Age</u></b></p> <p><b>*Enquiry Question – Which Age would you prefer to live in, Stone Age, Bronze Age or Iron Age and why?</b></p> <p><b><u>Chronological Understanding</u></b></p> <ul style="list-style-type: none"> <li>To place events on a timeline knowing the 3 stages of Stone Age period – Palaeolithic, Mesolithic, Neolithic. Know this is identified as Pre-History.</li> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> </ul> <p><b><u>Range and depth of historical knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know the main differences between the stone, bronze and iron ages and explore them through sources of evidence such as cave art, houses and farming. Know what is meant by ‘hunter-gatherers’ and how it compares to life today.</li> <li>Understand the ‘threats’ and ‘assets’ needed to survive. *Link to Woodland Walk and Rewilding Trip where children learn to identify plants and means of survival e.g. fire-building *Link to DT</li> <li>Recognise how archaeology played a significant role in discovering what life was like. Cave Paintings, Skara Brae, Stone Henge.</li> <li>Find out about everyday lives of people in time studied through natural preservation</li> </ul> <p><b><u>Interpretations of History</u></b></p> <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event (cave paintings and significant historical sites)</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Ask a variety of questions such as <i>what was a settlement like? What did Stone Age people eat? How did bronze replace stone?</i></li> </ul>

<p><b>Science -Rocks and Soils</b>  <b>*Beach visit to explore for fossils</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (Sedimentary and Igneous)</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> <li>Recognise Mary Anning's contribution to palaeontology and theories about fossils</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>Investigate the way in which water is transported within plants</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Working scientifically</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and using different scientific enquires to answer them.</li> <li>Set up practical enquires, comparative and fair tests through investigations on growth of plants, transporting dyed water using a stem, germination, seed growth and layering.</li> </ul>	<p>appearance and purpose</p> <ul style="list-style-type: none"> <li>Explain how the original design has been improved.</li> </ul> <p><b><u>Cooking and Nutrition</u></b>  <b>What did people eat during the Stone Age?*</b> <b>English (menu), History, Rewilding (gathering)</b>  <b>Make stewed fruit, soup or bread.</b>  <b>Stone Age Seasonal food</b></p> <ul style="list-style-type: none"> <li>Describe how food ingredients come together.</li> <li>Weigh out ingredients and follow a given recipe to create a dish.</li> <li>Talk about which food is healthy and which is not.</li> <li>Know when food is ready for harvesting.</li> <li>Know how to be both hygienic and safe when using food.</li> </ul> <p><b><u>Religious Education</u></b></p> <ul style="list-style-type: none"> <li>To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives.</li> <li>To be able to classify different types of religious buildings and objects .</li> <li>To understand that beliefs, ideas and feelings can be expressed in a variety of ways.</li> <li>To be able to describe what sorts of things are found in religious buildings.</li> <li>To understand the significance of religious buildings and objects for believers</li> </ul>	<p><b><u>PSHE/ Relationships and Sex Education</u></b>  <b><u>Playing Safe</u></b></p> <ul style="list-style-type: none"> <li>The underwear rule</li> <li>Appropriate and inappropriate contact</li> </ul> <p><b><u>Online Safety</u></b>  <b><u>Bullying &amp; Cyberbullying</u></b></p> <ul style="list-style-type: none"> <li>To begin to explore what we think is acceptable behaviour online</li> <li>To understand bullying and cyberbullying and how to promote antibullying</li> </ul> <p><b><u>Me, Myself and You</u></b></p> <ul style="list-style-type: none"> <li>To explore what the characteristics of a healthy family are.</li> <li>To understand that families are different and that certain things, while nice, are not essential to having a healthy, positive and happy home life.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to build up a picture of life in the Stone Age.</li> </ul> <p><b><u>Music</u></b>  <b><u>Three Little Birds – Bob Marley - Reggae (original scheme)</u></b></p> <ul style="list-style-type: none"> <li>Listen to and learn the song 'Three Little Birds' – talk about some of the style indicators of reggae music.</li> <li>Read and perform pitch notation within a defined range – Play the easy/medium glockenspiel parts for 'Three Little Birds' using the sheet music.</li> <li>Work as a whole class to create simple melodies using 3 notes. Plan and create simple compositions and make musical decisions about pulse, rhythm, dynamics etc. Use the Charanga composing tool.</li> <li>Compose song accompaniment on untuned percussion using known rhythms and note values – make up own rhythm grids to perform on percussion to accompany the song – use percussion writer to record compositions.</li> <li>Learn about different ways of recording compositions – letter names/symbols.</li> </ul> <p><b><u>Johann Strauss – The Blue Danube (Waltz – Romantic) Y4U4 Step 4</u></b> Listen &amp; appraise.</p> <ul style="list-style-type: none"> <li>Compose a piece of music 'River' using a graphic score inspired by The Blue Danube – use Graphic Score software - percussion symbols to create a whole class piece, then perform.</li> <li><b>Frere Jacques</b> (in a Jazz style)</li> <li>Sing a 2-part round.</li> </ul> <p><i>Musical understanding (ongoing)</i>  <i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound &amp; symbol connection . Play warm up games to develop musical knowledge &amp; skills.</i></p>
		<p><b><u>Visits</u></b></p> <p>Saltburn woodland/beach walk</p> <p>St Margaret's Church</p> <p>Rewilding- Stone Age</p>	

