



KS2 Class






STONE SCAVENGERS



What is this curiosity quest about?


This curiosity quest puts 'Ip-stones' at its heart. Rocks and stones are an important physical feature in the Staffordshire Moorlands landscape. Pupils will learn about the Earth's natural materials through their science study of rocks and soils whilst developing a curiosity about the first people and how they lived. They will explore what humans need to survive and how the natural world can be used for survival. Pupils will develop a chronological knowledge of British History and the significant changes during the stone age period making links with the ice age studied previously. They will gain hands on experience of stone age life.









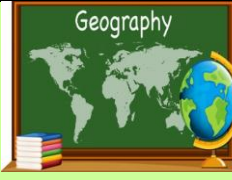














Pupils will gain knowledge of the significant geographical features in the locality and worldwide. Pupils will appreciate how nature can be used in art, design and stories. They will gain a fascination for famous fossil discoveries of the past and what we have learnt from them. They will use these fossil discoveries as inspiration for drawing and clay models. They will gain a deeper knowledge of their local area, of the interesting geography and curious places to visit and find on maps.




Big Question 	Quest Characters 	Core Value
What do people use stones for?	Mary Anning	LOVE 
Global Education 	Learning Behaviour	British Values
	Choosing chimp 	Rule of Law

KEY AREAS OF LEARNING

Engage, innovate and express

	<u>Rocks and Soils – St Leonard's Church</u>	Key Knowledge
	<u>Graveyard Study</u> Year 3 / 4 <ul style="list-style-type: none"> I can compare and group different kinds of rocks. I can observe their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter. I can research living things where fossils are formed in sedimentary rocks and explore how fossils are formed. I can explore rocks in the local environment. I can observe rocks in buildings and gravestones. I can understand why they might have changed over time. 	Name the different types of rocks. How would you be able to identify them? Where can these rocks be found? How is a fossil formed? Can you give some examples of fossils? What is soil? Why is it important for life on Earth? Describe what happens Skills I can describe rocks using a wide ranging scientific vocabulary. I can use a hand lens and microscope to look carefully at rocks. I can carry out an experiment with soil to further my understanding.

	 I can use a hand lens and microscope to help identify rocks, looking at grains, crystals and fossils.	
	Potential visits	Rock quarry/ pooles cavern/ local rocks
	<p><u>Stone Age to Iron Age</u></p> <p> I can place the Stone Age to the Iron Age on a time line.</p> <p>Year 3</p> <p> I can find out about the everyday lives of people in the Stone Age.</p> <p> I can compare their lives with our lives today.</p> <p> I understand the reasons for their actions.</p> <p>Year 4</p> <p> I can use evidence to reconstruct life in the Stone Age.</p> <p> I know the key features and events in the Stone Age and the reasons for them.</p>	<p>Key Knowledge</p> <p>Explain what it was like to be a person in the Stone age period.</p> <p>How was it different from our lives today?</p> <p>Can you explain why they did some of the things they did?</p> <p>List the main events of the Stone Age.</p> <p>Would you like to live in the Stone Age period?</p> <p>Skills</p> <p>I can place the stone age to the iron age on a timeline.</p> <p>I can draw pictures of what life was like in the Stone Age from evidence.</p>
	Potential visits	Cresswell crags
	<p><u>Physical geography – Rocks in the Local Area</u> (Roaches, Thors Cave, Ipstones rocks)</p> <p>Year 3/ 4</p> <p> I know some of the surviving monuments from the stone age across the UK.</p> <p> I can describe and understand key aspects of physical geography.</p> <p> I know about significant rocky outcrops in my local area.</p> <p> I can use fieldwork to observe and record physical features in the local area.</p> <p> I can use ordnance survey maps to locate features studied in the local area.</p> <p> I know some of the world's most significant rocks and why they are significant.</p> <p> I can use atlases/ globes to locate physical features in the wider world.</p>	<p>Key Knowledge</p> <p>Name some rocks in your local area.</p> <p>What do you know about them?</p> <p>Name some monuments from the Stone age that you can still go to see.</p> <p>Name some of the world's most significant rocks.</p> <p>Which is your favourite rock in the local area and in the world and why?</p> <p>Skills</p> <p>I can use an OS map of the Staffordshire moorlands to locate local rocks.</p> <p>I can use an atlas to locate the world's most significant rock formations.</p> <p>I can make observations of physical features out in the local area and record them.</p> <p>I can use a full vocabulary of physical features when discussing my local area.</p>
	Potential visits	Minibus tour of local rocks
	<p><u>PAINTING – Cave painting/ Natural paints</u></p> <p>Year 3</p> <p> I can experiment with different paint effects.</p> <p>Year 4</p> <p> I can plan and create different paint effects and textures according to what I need for my task.</p> <p><u>Textiles/ Collage</u></p> <p>Year 3</p> <p> I can use dying techniques and applique, weaving and paper and plastic trappings.</p> <p>Year 4</p> <p> I can combine my skills more readily.</p> <p> I can refine and alter ideas.</p> <p> I can use Art vocabulary.</p>	<p>Key knowledge</p> <p>What did stone age people use to paint caves?</p> <p>What sorts of things did they paint?</p> <p>Skills</p> <p>I can make a cave painting using different techniques and textures.</p>

	<p>DESIGN/MAKE/EVALUATE</p> <p>Fabric dying/ Stone Age</p> <ul style="list-style-type: none"> I can use a wide range of materials/ textiles for aesthetic qualities. I can research to inform my own appealing fabric dye design. 	<p>Key knowledge</p> <p>What did stone age people use to dye with?</p> <p>Explain how to make patterns on fabric with different coloured dyes.</p> <p>How does the dye stay on the fabric?</p> <p>Skills</p> <p>I can design a tie dye T-shirt.</p> <p>I can prepare my fabric ready for dying.</p> <p>I can complete the dying process and add detail with fabric pens etc..</p>
	<p>Key Knowledge</p> <ul style="list-style-type: none"> That Hindus recognise Brahman as the one supreme deity or universal soul found in everything. Aspects of Brahman are personified in many forms (deities, murti) each of which help understand aspects of his being, and allow people to worship in ways that help them. Principle murti include Brahma, Vishnu, Shiva, Krishna, Rama, Lakshmi, Saraswati and Ganesha The Hindu year includes many festivals, particularly Diwali and Holi. Astrology and horoscopes are important to Hindus and help decide the name given to new babies. Dance and music are important in helping Hindus worship & celebrate. 	<p>I can share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives of individual believers.</p> <p>I can share and explain the importance of identifying and belonging to the faith.</p>
	<p>Potential visits</p>	<p>Indian dance/ music workshop</p>
 <p>Applications to support this area of the curriculum.</p> <p>Microsoft Excel</p> <p>Microsoft Word</p> <p>Poplet j2e pictogram (use to access other charts too) (Online Lesson Ideas Maths – create charts/pictograms created in statistics lessons digitally. (Use j2e charts/pictograms)</p> <p>Science – Present findings from investigations digitally - Grouping animals (Digital Venn Diagrams/Branching database)</p>	<p>Data and Information Data Logging</p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation</p> <p>Year 3</p> <ul style="list-style-type: none"> Use a ready-made database to search and answer questions. Input given data into a given spreadsheet to organise information. Know how a spreadsheet allows us to organise and represent data. Be able to represent different types of data in different ways digitally with adult guidance on what to use (branching database /spreadsheets/Bar charts/pictograms) <p>Year 4</p> <ul style="list-style-type: none"> Use a ready-made database to search and answer questions. Know the different uses of a spreadsheet and how they can help with specific task data sorting – e.g. totals, grouping information. Answer questions based on these using a given database. Input data into a spreadsheet. (Create own) • Create questions to accompany this Select the most appropriate way to represent different types of data. 	<p>Online Reputation</p> <p>Year 3</p> <ul style="list-style-type: none"> I can search for information about myself online. I can recognise I need to be careful before I share anything about myself or others online. I know who I should ask if I am not sure if I should put something online <p>Year 4</p> <ul style="list-style-type: none"> I can describe how others can find out information about me by looking online. I can explain ways that some of the information about me online could have been created, copied or shared by others.

		
	<ul style="list-style-type: none"> I know why and how rules and laws that protect myself and others are made and enforced, why different rules are needed in different situations and how I can take part in making and changing rules. I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. 	<p>Key Knowledge Why do we need rules in life? Give some examples of rules you have to follow. Why is it important to treat people equally?</p> <p>Skills I can follow the school rules and treat my school friends equally.</p>
		
		
	<h2>THINGS TO DO</h2> <div> <div>  Find a Goal 12 charity you want to support. Any donation, big or small, can make a difference! </div> <div>  Shop, eat and drink locally. Supporting neighbourhood businesses keeps people employed and circulates money back into your community. </div> <div>  Be conscious of packaging – the less the better! </div> <div>  Buy second-hand whenever you can. </div> <div>  Do some research and buy from companies you know have sustainable practices and don't harm the environment. </div> <div>  Download and use food sharing applications. You can download apps to donate your leftover food and decrease the amount of food waste you produce. </div> <div>  Choose reusable products. Use an eco-bag for shopping, a reusable water bottle or a cup to reduce your plastic waste. </div> <div>  Advocate for corporate responsibility. Join petitions and campaigns calling out businesses with unsustainable practices. </div> <div>  Stay informed. Follow your local news and stay in touch with the Global Goals online or on social media at @TheGlobalGoals. </div> </div>	