Pilgrim Federation Key Stage 2 Curriculum Coverage: Stone Age to Iron Age https://www.booksfortopics.com/stone-age-to-iron-age								
Science	**Art & Design**	**Computing**	**D&T**	**Geography**	**History**	**MFL**	**Music**	**PE**
Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Describe in simple terms how fossils are formed when things that have lived are trapped within rock – also look at Cromerian Period (Deep History Coast) https://www.north-norfolk.gov.uk/tasks/your-community/find-out-about-norfolks-deep-history-coast/ Visit west Runton Beach – go on a fossil hunt. (you can download the app on to a tablet which uses AR and gives extra information about the coastline) Recognise that soils are made from rocks and organic matter. Look at metamorphic, igneous and sedimentary rock. Describe the changes as humans develop to old age. Recognise that living things produce	to create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] *Animal drawings, sculpture & charcoal cave drawings.* Finger/stick painting. Whole class mural (cave painting) with a modern twist to represent things that pupils do today. Observational drawings/sketches of what they see.	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. How has computing supported insights into how stone age to iron age living. E.g GPS, geotagging, databases to record finds. Radiocarbon dating. http://www.digitaljournal.com/tech-and-science/science/archaeology-unearthing-the-past-using-modern-technology/article/508536	use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups possibly think about creating things that the different time periods may have made to help them with day to day living. Tools for building, mending & hunting Basket weaving Clothing. Possible visit to from or to a blacksmith. Flint knapping. Dying fabric with natural colours from the environment. Weaving with natural fibres. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques link to the history about the	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. Locate sites of historical interest and relate them to an understanding of why they are there. E.g. Stonehenge, what is the geographical significance? Why would different tribes settle in a specific area? How does physical geography and human geography link?	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. This could include: Late Neolithic hunter-gatherers and early farmers e.g. Skara Brae. Bronze Age religion, technology, e.g. Stonehenge Iron Age Hill forts: Tribal kingdoms, farming, art and culture. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Changes in Britain from the Stone Age to the Iron Age. local history visits Norwich Museum. https://www.independent.co.uk/news/stone-	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. *Origins of language & development.* *Basic greetings* *Colours* *Numbers*	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *– Design and make a range of primitive instruments, drums shakers, rattles etc.*	Perform dances using a range of movement patterns (caveman style!)

offspring of the same kind, but normally offspring vary and are not identical to their parents.			types of natural foods that would have been around in those time periods.		age-factory-is-found-in-east-anglia-1101509.html https://www.cam.ac.uk/research/news/bronze-age-stilt-houses-unearthed-in-east-anglian-fens Outdoor learning experience – den building, fire pits. Exploring what people may have eaten during these periods. How would they have made tools and clothing? Norwich museum visit? Natural History museum visit? Grimes Graves https://www.prehistoricexperiences.com/more-info-outdoor-classroom Flag Fen https://www.visitpeterborough.com/things-to-do/flag-fen-archaeological-park-p875681 https://teachers.thenationalacademy/units/prehistoric-britain-b65f https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/z63tt39 https://www.bbc.co.uk/bitesize/topics/z82hsbk/year/zhgppg8			

Pilgrim Federation Key Stage 2 Curriculum Coverage: Earthquakes, Volcanoes & Mountains https://livingmontessorinow.com/free-volcano-and-earthquake-songs-and-educational-videos/								
Science	**Art & Design**	**Computing**	**D&T**	**Geography**	**History**	**MFL**	**Music**	**PE**
Changing Materials – Creating volcanoes Look at different types of rock formed from volcanoes. Rocks & soils – igneous, metamorphic & sedimentary rock forms. Permeable, Semi-permeable and impermeable rocks and soils. Rock Cycle Fossils (link to Stone Age to Iron Age) Link to local geography –soil and rock types found in the local area (West Runton Cliffs) Erosion, incl. coastal erosion. Changing state – water cycle (interchangeable process seeing it in action with mountains and volcanoes)	Volcano inspired art – Turner to Warhol https://www.theguardian.com/artanddesign/gallery/2010/aug/01/art-volcano-warhol-turner	Interpret information from https://www.usgs.gov/natural-hazards/earthquake-hazards Which gives info about earthquakes in real time. https://www.bgs.ac.uk/geology-projects/earthquake-seismology/ Interpret information from: https://www.usgs.gov/products/data-and-tools/real-time-data/volcanoes Which gives info about volcanic eruptions in real time. https://www.bgs.ac.uk/geology-projects/volcanoes/ Use Google Earth to locate tectonic plates, which are visible (San Andreas Fault), volcanoes and mountains.	Food Tech – Making chocolate soil https://www.bbcgoodfood.com/user/243939/recipe/chocolate-soil-crumbs Making Rocky Road https://www.bbcgoodfood.com/recipes/easy-rocky-road Edible Sedimentary rock https://rainydaymum.co.uk/edible-sedimentary-rock-activity/ Edible Igneous Rock https://rainydaymum.co.uk/edible-igneous-rock-activity/ Geology Kitchen https://www.youtube.com/watch?v=pg_jKJFbA2A How to make edible rocks https://elementalscience.com/blogs/science-activities/67260355-how-to-make-edible-rocks-earth-science-activity	Naming and locating active and inactive volcanoes around the world. Look at 'The Ring of Fire' Look at the impact of living near a volcano. Understand that not all volcanoes are on the land. Understand plate tectonics and begin to name tectonic plates. Understand how fault lines are areas of greatest movement. Begin to understand how volcanoes and tectonic plates are linked. Understand that mountains form as the tectonic plate move and that mountains can form from inactive volcanoes. Name the highest peaks in the UK and be able to locate them on a map. Order heights of mountains.	Look at impact of famous volcanic eruptions and earthquakes. https://www.usgs.gov/faqs/which-volcanic-eruptions-were-deadliest San Andreas Fault and how it has changed overtime. Famous Explorers who have scaled mountains like Everest & K2, Tenzing Norgay – 1914-1986 George Mallory 1886-1924 Sir Edmund Hilary 1919-2008 Look at the history of Mountain Rescue and how that was set up. https://www.mountain.rescue.org.uk/ Earthquake Rescue – how people are found http://news.bbc.co.uk/1/hi/world/americas/8459653.stm National Search and Rescue https://www.nsarda.org.uk/	Naming volcanoes & mountains in native languages. Asking for help in different languages.	*Volcano song* *https://www.youtube.com/watch?v=bwTkTzdkVS4* *Dancing on the edge of a volcano – London Symphony Orchestra* *https://www.youtube.com/watch?v=NLismjNrX_o* Epic Dark Music – Volcano Kingdom https://www.youtube.com/watch?v=IzVO4cC_0QA	Cross country Look at mountain climbing. Visit climbing wall at UEA?

				Understand how mountains are measured (metres above sea level). When using Ordinance Survey Maps understand how mountains are drawn (contours) https://teachers.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a What are mountains? https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/zyhf3j6 Tallest mountain in the UK https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zxbk8hv Let's explore The Alps https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zb3ywty What are volcanoes? https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/zfhf3j6 What are earthquakes? https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/z7gkwnb				