

Pioneer Federation
Medium term plan
LKS2 Cycle 2, Term 6
D.T



Subject: D.T			
Key Concept/ Theme: Stone Age to Iron Age; How did the lives of Britons change during this time?			
Prior Learning links: KS1 What makes an animal unique?-Clay models of animals. KS2 How did the Romans change Britain?- Animals from Pompeii			
Vocabulary: Prehistoric, pendant, jewellery, twine, symbols, spherical, cylindrical, pigment, cave art.			
School specific areas to cover (Add in any local areas of study, trips and people)			
CP	EH	SMV	PM
1.	<p>Prior learning reconnection (year group, cycle & term): 3/4 Cycle 2 Term 4</p> <p>LO: Let's learn about Stone Age art forms.</p> <p>Activity: Introduce the history of Stone Age art. Study cave painting, what can the imagery tell us about Stone Age life? Investigate how the people used pigments from berries and leaves to create different colours to paint with. Study the hand paintings from Cuevas de las Manos in Argentina, what do the children think they signify? The children will create a double page spread in their D.T books exploring stencilling techniques and recreating imagery using charcoal and chalk pastelles. They can annotate their work with facts they have learnt in the lesson. This will provide a useful reference when designing their jewellery.</p>		
2	<p>Reconnection: What techniques did the Stone Age people use to create their artwork?</p> <p>LO: Let's plan and design our Stone Age necklace.</p> <p>Activity: In this lesson the children will learn about Stone Age jewellery. Study some examples and discuss why the people may have chosen these materials? Could the more elaborate pieces signify the person's importance within the community? Introduce the children to the upcoming techniques they will be learning in order to produce their pendants and necklaces. This will give them ideas for what they want to feature in their design and what items they will include. Children will need to think about what will make their designs authentic e.g. use of natural materials. They will need to consider using a muted colour palette as they will now be aware the Stone Age people had to create paints from foraged sources. The children will need detailed annotated sketches completed by the end of the lesson.</p>		
3	<p>Reconnection: Share designs and creative ideas? How did the children ensure their Stone Age design looks authentic?</p> <p>LO: Let's learn how to make clay beads</p> <p>Activity: Today, the children will be crafting clay beads for the necklace. They will learn how to make cube, barrel, ball and tooth shaped beads. They will also learn some pattern techniques. Ensure the children are paying close attention to their design. If they make changes e.g. the size or order of the beads they can add these decisions into their later evaluations. You may wish to combine lessons three and four over an afternoon.</p>		

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4	<p>Reconnection: Can you remember the four bead types?</p> <p>LO: Let's learn how to make salt dough fossils and bones.</p> <p>Activity: The children will learn how to make salt dough impressions for realistic looking bones and fossils. The children will need to measure the quantities of each ingredient carefully to ensure they get the correct consistency. Ensure the children have a range of shells and items they can create impressions from. They can mould bone shapes using the reference material to support them. Once they have several pieces these can be set aside and baked ready for the next lesson.</p>
5 and 6	<p>Reconnection: Why were bones used for Stone Age necklaces?</p> <p>LO: Let's learn about Stone Age symbols</p> <p>Activity: The children will learn about Stone Age symbols which were collected from the walls of all of the caves in France where prehistoric paintings have been discovered. They can use these to decorate their beads and their central stone pendant piece. Once dry, the children can assemble their necklace by threading their beads and salt dough pieces through twine. Feathers could be used as a finish touch at the end. Ensure there is time for the children to wear their finished necklace, photos can be taken for D.T books. Children can evaluate their designs by annotating their photograph. What do you like about your design? What would you do differently next time? What new skills have you learnt?</p>
<p>End points:</p> <p>To know that diagrams are sketches, labelled for information.</p> <p>To know how to use techniques to develop a 3D structure (fossil) and that materials must be accurately marked and cut accurately to avoid errors.</p> <p>To know how to use techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them- e.g. clay and modroc.</p>	