

**Overall outcome**

Narrative Quest set in the Stone Age featuring our own artefact that could preserve our past.

**Narrative hook**

**People:** Torak, Archaeologists / cave explorers, Evolutionary scientists  
**Place:** Europe during the Stone Age  
**Problem:** Why do we need to know about the past? What kind of evidence is there for prehistory? How do we memorialise? How do we make death part of our lives?  
**Possibilities:** Respectfully exploring the past without damaging it

**Texts**

Wolf Brother – Michelle Paver  
 Grave Goods poem trilogy – Michael Rosen

History (The Stone Age to The Iron Age), Geography (Mapping skills), Art, English, Maths, Computing (Using technology to research), Science (Evolution & Inheritance), RE (Journey of Life & Death), Music (Memories), PSHCE (Healthy Relationships) D&T (Food)

**Key vocabulary (Tier 3)**

Paleolithic, Mesolithic, Neolithic, Neanderthal, Homo Sapiens, Migration, Survival, Shelter, Ice Age, topography, reincarnation, afterlife, evolution, inheritance, canon, ground bass, biodiversity, recessive, dominant, cladogram, extinct, extant

**Transformative diverse individuals**

- Darwin
- Female scientists: Anning, McClintock, Franklin, Goodall, Leakey
- Female archaeologists – Maud Cunnington, Isobel Smith
- The Red Lady of Paviland (25,000-year-old remains)
- Oetzi – the Iceman
- UNESCO

**Year 6 Term 1**

**Is it important to preserve the past?**

**Main question for the year: Do we all have the power to change the world?**

**Content:** What will we learn?

- Timeline of Stone Age to Iron Age and its periods (Paleolithic, Mesolithic, Neolithic, Bronze Age, Iron Age) and how it links time-wise with ancient Egyptians, Greeks, Romans (creating a time line to scale)
- How we find out about history that wasn't written down
- Local history - Avebury/ Stonehenge etc
- Formation of caves, melting of ice to create English channel. contour lines, 6 figure grid references local topography
- Evolution, extinction, inheritance – The woolly mammoth
- Darwin's theory of natural selection and other evolutionary scientists
- Working scientifically
- Writing using imagery
- Journey of Life and Death (link to Wolf Brother)
- Music – class instrumental performance (and new lyrics for) Maroon 5's song 'Memories', based on the 18th century Pachelbel's Canon. (showing importance of preserving the past creatively)
- Creating search questions to research and organising the information found

**Creativity:** How will we show we understand in multiple ways?

- Create our own poetry using imagery to describe the wonders of nature and what is important to us in our lives
- Look at the purpose of art as a memory
- Create a piece of music which links 18th C musical traditions with modern day melody, lyrics and beat
- How important are special objects? How would we want to be remembered? Create own special object' linked to Portesham Mirror.
- What did the Stone Age people eat? How do we know?
- Create foods eaten by Stone Age people.

**Coherence:** How does this link to other year groups and core subjects?

- Connections to core learning:**
- Maths – scale of time, mapping, coordinates
  - English – writing to describe, reading for information and for pleasure, writing to entertain
  - Computing – using technology to research
  - RE – The Journey of Life & Death
  - Music – performing modern melody to ancient chord sequence
- Connections to previous learning:**
- Reverse chronology following on directly from Ancient Greeks and Romans studied in Year 5.
  - Fossil formation in Y3
  - Religious ceremonies in Y3
- Connections to future learning:**
- Ancient Egyptians - how people were memorialised. What lessons can we learn from our ancestors?
  - Refugees/Equality - Who owns the world? Are some lives more important than others? How can we help everybody to feel that they belong?
  - Eco – Do our rivers and seas hold the secret to the health of our planet?

**Compassion:** What opportunities are there to show compassion for the environment and each other?

- How do we respect the rights of others?
- How do we protect precious things?
- Are people's 'things' important to our understanding about them?
- How do we respect the things of people who have gone before us?
- Should we remove things from burial grounds so that we can learn about our past?
- How will I remember when someone has died?
- Understand how values in different time periods might be different to our own
- How can we help people to see things in a positive way?
- Scientific debate – Should scientists bring the Woolly mammoth back to life?

**Community:** Where are the links to local expertise and resources? Visits and visitors

- Local visits:**
- Avebury stone circles
  - Stone Henge
  - The West Kennet Long Barrow
  - Silbury Hill
- Local experts:**
- Wessex archaeology education team
- Visitors:**
- Sharing our virtual exhibition