

**ScienceRocks and soils:** *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Recognise that soils are made from rocks and organic matter.* Consider the properties of flint, chalk and clay and their use through prehistory for tools, building (wattle and daub) etc.  
**Materials, properties and changing states:** Properties and changes of materials, including metals. *Understand some changes result in the formation of new materials, and that this kind of change is not usually reversible.* Look at bronze smelting and consider how this scientific discovery changed lives.  
**Animals including humans:** *Construct and interpret a variety of food chains.* Compare food chains from the hunter-gather lifestyle with life after the introduction of farming.  
**Earth and space:** *Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.* Consider how people in the Stone Age would have been attuned to day, night, seasonality and the night sky to mark the passing of time. Many prehistoric monuments align to mark the mid-summer and mid-winter solstice. Think about the significance for people in prehistoric Britain of marking these moments in time.  
**Evolution and inheritance:***Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.*

**Geography***Name key topographical features* *and land-use patterns; and understand how some of these aspects have changed over time.* Look at how the River Thames changed path during the last ice age. Understand that the Earth goes through periods of warming and cooling and how this affects the climate and environment. Understand that the UK was joined to the continent and only became an island around 6,500BC. *Consider how human processes have changed the landscape over time.*

**Design and technology**  
*Understand how key events in design and technology have helped shape the world.* Consider how flint tool technology was used and developed to hunt for different types of prey. Watch a video of flint knapping online. Consider how the introduction of metal work brought about new and important technological changes. Use the Museum of London Collections online to find examples of weapons, jewellery and tools from the Stone Age, Bronze Age and Iron Age. Look at the materials and construction of roundhouses and make models.  
*Cooking and nutrition; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.* Look at how the Mesolithic hunter-gatherer diet changed with the introduction of farming in the Neolithic period.

**Art**  
Look at images of designs on prehistoric pots and beakers. Consider how the designs were created, and what tools were available. *Develop skills using a range of materials and techniques* to sculpt clay pots and beakers. Use a range of natural tools such as sticks, bone, fingertips and cord to create repeated patterns and designs.   
Look at Bronze Age and Iron Age designs. Create jewellery such as torcs using twisted wired, design coins for a tribal leader, and use the characteristic swirling design of Iron Age art to design chariot fittings, mirrors and broaches.

**Maths**Create timelines to show the chronological order of dates from the Stone Age to Iron Age. *Count forwards and backwards in hundreds and thousands* to mark out dates and correctly order a series of given dates.

**Computing**  
Use the Museum of London Picturebank and Collections online to research objects to create a presentation about prehistoric Britain.

**Prehistory**  
cross-curricular links