







Lower Key Stage Two - Curriculum Mapping

Britain from the Stone Age to the Iron Age

August 2026 - February 2027



 <p>History</p>	 <p>Geography</p>	 <p>Art</p>	 <p>Design & Technology</p>
<p><u>Changes in Britain from Stone Age to Iron Age</u></p> <p>To investigate and interpret the past Use evidence to ask questions and to find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Give a broad overview of life in Britain.</p> <p>To build an overview of world history Give a broad overview of life in Britain.</p> <p>Compare some of the times studied with those of other areas of interest around the world (e.g. battles that have taken place)</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>To understand chronology Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p>	<p><u>To study geographical features of Britain with a focus on Snowdonia (mountains, rivers, the water cycle, settlements and land use).</u></p> <p>To investigate places Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom (Leicestershire and bordering counties) geographical regions and their identifying human and physical characteristics including hills, mountains, cities, rivers, key topographical features and land-use patterns to understand how some of these aspects have changed over time.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics</p> <p>To communicate geographically Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: rivers, mountains and the water cycle. human geography, including: settlements 	<p><u>Improving mastery of art with a range of materials including drawing and sculpture (clay pots and cave paintings)</u></p> <p>To master techniques:</p> <p>Sculpture - Create and combine shapes to create recognisable forms.</p> <ul style="list-style-type: none"> Include texture that conveys feelings, expression or movement. Use clay and other moldable materials. Add materials to provide interesting detail. <p>Drawing - use sketch books to record observations to review and revisit ideas. Use different hardness of pencils to show line, tone and texture. Use shading to show light and shadow (charcoal)</p> <p>To take inspiration from the greats Create original pieces that are influenced by the study of others (saxon pottery)</p> <p>To communicate artistically charcoal, precise, replicate, shading,</p>	<p><u>To design and create a product to master practical skills</u></p> <p>To master practical skills Materials - Cut materials accurately and safely by selecting appropriate tools.</p> <p>Materials - Measure and mark out to the nearest millimetre.</p> <p>Materials - Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p> <p>Materials - Select appropriate joining techniques.</p> <p>Mechanics - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</p> <p>To design, make, evaluate and improve Disassemble products to understand how they work.</p> <p>To communicate Use appropriate vocabulary and</p>

<p>Use dates and terms to describe events.</p> <p>To communicate historically Use appropriate historical vocabulary to communicate, including: time period, era, change, chronology, archaeology, Stone Age, Iron Age, historical source, ancient, interpret, artefact, BCE, timeline, evidence, society, ancestor, ancestral</p>	<p>and land use.</p> <p>Use the eight points of a compass, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Water cycle, meander, mouth, source, flood plain, condensation, confluent, precipitation, evaporation, oxbow, lake, county erosion, estuary, tributary, hemisphere, vegetation, geographical</p>	<p>mural, creativity, explore, mimic, coiling,</p>	<p>phrases such as: application, 2D/3D model, packaging, axis, pulleys, gears, scale, dimension, illustrate, surface, realistic, rough, simple, smooth, uneven</p> <p>To take inspiration from Welsh designer Laura Ashley to create a corner bookmark using a running stitch (additional stitches - cross and back stitch where appropriate).</p> <p>To master practical skills</p> <p>Textiles - Understand the need for a seam allowance.</p> <p>Textiles - Join textiles with appropriate stitching.</p> <p>Textiles - Select the most appropriate techniques to decorate textiles.</p> <p>Construction - Choose suitable techniques to construct products or to repair items.</p> <p>Construction - Strengthen materials using suitable techniques.</p> <p>To design, make, evaluate and improve Design with purpose by identifying opportunities to design.</p> <ul style="list-style-type: none"> • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. <p>To take inspiration from design through history Identify some of the great designers in all of the areas of study (including</p>
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