

Experiences and Outcomes

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. **SOC 2-03a**

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

EXA 0-05a / EXA 1-05a / EXA 2-05a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-14a / HWB 1-14a / HWB 2-14a

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area. **SCN 2-02a**

Through carrying out practical activities and investigations, I can show how plants have benefited society. **SCN 2-02b**

I am developing dexterity, creativity and confidence when preparing and cooking food **TCH 2-04a**

I can extend and enhance my design skills to solve problems and can construct models. **TCH 2-09a**

I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task. **TCH 2-10a**

I am developing respect for others and my understanding of their beliefs and values. **RME 0-07a / 1-07a / RME 2-07a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a**

Planned learning and activities

Timeline – chalk timeline onto playground, mark centuries (2000AD on right, working back to 8000BC – Hunter-Gatherer's in Scotland). Pupils stand along timeline, move to where they think specific events happened. At home – research dates of significant events in Scottish history – add to timeline.

Clan and Family

KIVA/HWB – why do we have clans? Discuss teamwork, sharing tasks, safety, looking after each other, friendship/company. Link back to our school team.

Place pupils into “clans” by allocating leaves.

Find tree leaf came from, identify tree, gather data (approx.. height, diameter, trunk colour and texture, leaf shape and colour, rubbings).

Clan identity – create group identity, headdress/badge/garland/etc. Group call/signal. Must refer to clan's tree in some way.

Build mini-camps. Gather information about ideal location. Find somewhere for clan camp, create miniature shelters, canoes, camp fire, people (use natural materials). Link to bushcraft work – knot tying, square lashing, etc.

Photograph and create map of entire campsite.

Home tasks – create tree passport using collected data and further research. Create cartoon strip for life in camp.

Woodland Supermarket

“Torak's Game” Half a minute to look at 10 natural objects, try to find duplicates – aim is to build observation powers and awareness of natural surroundings.

Nettle cord – demonstrate how to make cord from nettle stems, pupils to make their own. Design challenge – use nettle cords for something useful/practical – weave into flat mat, make into necklace/bracelet, handle of a bag, etc.

Food foraging – collect nettles, make nettle soup on campfire. Brambles to add to campfire jam?

Home task – research edible wild plants, and medicinal benefits of some plants.

Shelter

Plan/Do/Review – in groups, design a shelter that will fit group members. Make mini prototype, then build real shelter. Provide access to tarps and rope as well as natural woodland material – recap/revise knots and shelter building techniques learned previously.

Review shelters together. Which is most – weatherproof?

Hidden from predators? Likely to last? Can accommodate most people?

Add “mod cons” – design and construct furniture and décor for shelter using natural materials. Can previous skills play a part – door mat from nettle cord? Décor linked to clan theme?

Home task – information leaflet “how to build a shelter”.
Fictional diary entry about camping out all night in shelter.

Planned learning and activities (continued)

Tracking and Hunting

Sound maps – pupils to sit in quiet space. When they hear a sound, they should make a mark on paper to represent the sound, and where it's coming from – for example, if they hear short cheeping from a bird, they could make a series of marks. If they hear a long drawn out sound, they could make a longer mark. The closer the sound is to them, the closer to the X it should be marked. Come back together after 10 minutes. Did we hear the same sounds?

Nature trails – pupils to work in pair and leave trails made from natural materials for another pair to follow. Need to make it a clear sign/symbol, which can be repeated easily. Leave reward at the end of trail for others to find.

Wildlife photography – pupils to go on “mini safari” with cameras. Aim is to spot wildlife and capture best photograph – could be a competition. Discuss beforehand the skills that will be needed to get good photograph – stillness, quiet, patience, watching, waiting. Very similar to that of early hunter. Edit photographs back in school – create gallery.

Hunt drama/music – create sequences of movement based on hunters and animals within group. Could be set to music?

Home tasks – research animals which are now extinct in Scotland – for example, bear, wolf, aurochs. What led to their extinction? What impact did this have on other species?

Create food chains, both past and present – compare.

Writing ‘Kennings’ - A Kenning is a phrase or poem which describes ‘knowing’ about something, as in the Scots word ‘ken’. Pupils choose an animal, bird or even tree, and think of a way of describing it using word pairs such as (describing a Wolf): moon howler, path tracker, silent hunter or swift killer. These phrases can be adapted and/or run together to form riddles, which can be read aloud for others to guess: “I am a moon howler, path tracker, silent hunter and warm friend. Who am I?”

Hunt “cave paintings” – create artwork in the style of Mesolithic cave art.

Spirit world

Tree spirits – pupils create faces on trees using mud, add features using leaves, petals, sticks, etc.

Create identity to go with tree spirit and write poem for it.

Discussion – why did the people in Mesolithic times believe in spirits and demons? Why and how did they try to keep on their good sides? Link to other beliefs/faiths we have studied. They also have rituals (death/hunting/naming) as do we (birthdays/weddings/funerals). Choose a life event and develop a ritual to accompany it.