

Spring Year 3 – HERNE HISTORIES: A Journey through the Ages

Herne Junior School

Description/Theme Intent:

Children will gain a greater understanding of history through looking at timelines and plotting where the Stone Age to Iron Age period falls compared with other key historic periods which they are already aware of. They will identify the important achievements of the time, by researching Skara Brae. The children will present their findings and reflect on how farming changed life in the Neolithic period. They will design a hill fort, and will also look at how materials they used, changed over the period. At the end of the theme the children will explain the key features of a chosen period and give their own opinions about that period.

Curriculum Hook:

Warning! There has been a peculiar sighting in school! A prehistoric civilian found himself on the school grounds, what modern day advancements will he discover? Children will watch a short video clip, witnessing these intriguing events, sparking conversations and raising questions about who this person is, where he has come from, and why he is confused by our everyday items. Children will then investigate these throughout our theme.

Quality Text / Whole Class Reader:

Ug & the Stone Age Boy (Raymond Briggs). Stone Age Boy (Satoshi Kitamura) The Stone Age (Dr Brian Knapp) Iron Age Burial Site news report regarding Skara Brae. Our Whole class Reading text this term is Matilda, by Roald Dahl.

Links to being a British and Global Citizen:

After learning about the importance of trading, children discuss what advantages and disadvantages there are to a range of cultures during this process. They will learn about Fair Trade and the impact it has on people's quality of life.

Links to SMSC, RRR and HARMONY:

SMSC- Children will learn about how civilizations came to be, and how they worked together, through trading, in order to survive.

Life Long Learning Skills: (Problem Solving, Creativity, Resilience, Independence and Collaboration)

This theme is heavily reliant on collaboration as children are regularly asked to work together to research, write and improve their work. Children are also given many opportunities which will help to develop their confidence as performers through role-play and independent performances to groups or the class.

Outcome/Impact:

Through a variety of immersive lessons, children will have researched a range of topics within the journey from Stone Age to Iron Age, developing their understanding of how history changed and the impacts those changes had on the lives of people, including ours today. Children will have created their very own cave paintings and designed their own Iron Age hill forts.

As readers, writers and performers, we will:

be exposed to a rich variety of quality texts, which will be used to enthuse, engage and inspire our writing. We will be identifying language features, adverbials of time and place, coordinating and subordinating conjunctions, and precise nouns which will be used to influence and improve our narrative writing. We will write Survival Guides for a hunting expedition making sure our sentences are informative and precise. In addition to this, we will be critiquing, learning and performing poetry, focussing on actions, intonation and expression to engage the audience.

As mathematicians, we will:

- Continue our studies in multiplication and division, including moving in the written method of multiplication (2 x 1 digit).
- Study measurement, focusing in on money. (Including addition/subtraction, number lines and a variety of problem solving).
- Study geometry, learning about different angles, lines, 2D and 3D shapes.
- Focus on statistics, including pictograms, bar charts and a variety of different tables.

As scientists, we will: (Rocks and Soils)

- use our knowledge of rocks to investigate their uses around school.
- understand how rock is formed and where it is found.
- identify the key formation principles of igneous rocks.
- identify permeable and non-permeable rocks.
- identify what soil is made up of and its importance.
- identify how fossils are made.
- understand the Rock Cycle.

As historians we will:

- investigate the period of prehistory in Britain which generally refers to the time before written records began! It began when the earliest hunter-gatherers came to Britain from Europe around 450,000 BC and ended with the invasion of the Romans in AD 43.
- take a journey through the Ages and learn about the developments and progressions which influenced life as we know it, including the discovery of fire, the invention of the wheel, the process of smelting to create alloy metals.

Celebrating our local community:

Children research and review the recent discovery of an Iron-Age burial site in West Sussex and the implications this will have for historians. We will also take a trip to The Heath, where we will be met by Petersfield Museum, explore real-life barrows and learn all about Bronze-Age civilisation.