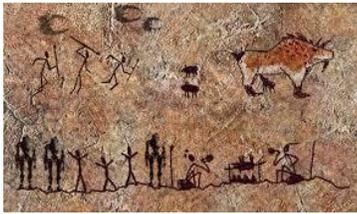




# Hill View Primary School - Year 3 Project Overview

## Lost in time!



6 Weeks

### Rationale

Ash, a stone-age boy, is found wandering in the school grounds. He is confused and bewildered and wants to find his way back in time. To help him settle the children develop their own lines of enquiry to research life long ago, finding key information from the Stone, Bronze and Iron Ages. They communicate this to him through letters, diaries and reports and to make him feel more at home create a story about a stone-age boy. Life is explored through cave paintings and clay models. These are all used to create a 'story' of time long ago in the form of a Living Museum, based on primary and secondary sources, to which Ash is invited.

### Hook

Ash, a Stone-Age boy is lost in time! He ends up in school, distressed and anxious as he doesn't know where to go. Can we help him get back to his home? Children are set the challenge to find out all the details about prehistoric times and how people lived, so that they can help Ash enjoy being here in 2017, before returning to his own life long ago.

### Outcome

A living museum will re-create life in prehistoric times and invite the visitor to get a 'taste' for its simple life. Artifacts reveal tools, utensils, and weapons found alongside cave art, chalk carvings and stories of animal hunts and prehistoric adventures. The museum will enable the visitors to be transported back in time to the first footprints of man.

### Collaboration

- In a structured situation, negotiate and accept the need to compromise and respond in an acceptable way.
- Know that a compromise is needed to arrive at an amicable outcome.
- Be aware that each person needs to take part and make a valued contribution.

### Thinking

- Give reasons, explain and justify their ideas and opinions, using precise language.
- Seek meaning through reflecting on their experiences and feelings, asking philosophical questions and challenging their own ideas.

### Focus Subject - History

Create a series of time lines using BCE/CE (Before Common Era/Common Era) showing the development of prehistoric man through stone, bronze and iron ages. Use to identify similarities and differences, with a focus on the duration of each age e.g the wheel.

Track the development of the hunter-gatherer and their nomadic life style through to becoming a settled farmer living in a community, with specific reference to Skara Brae and, using a range of 'primary' and secondary sources (evaluate the reliability of the sources).

Explore how the discovery of bronze and iron had a significant impact on

### Focus Subject - English

#### Main writing tasks

Imitate, innovate and invent a narrative, based on Ash, using historical vocabulary and knowledge to develop description, setting, characterisation and plot.

Explore a variety of historical texts left by the stone-age boy e.g excerpts and accounts to locate the stone age in time and to gain an initial understanding of his way of life and what he might expect. Present written summaries structured by sub-headings and headlines.

Present findings from own enquiry in a chosen format e.g. audio guide, PowerPoint, report ensuring style is appropriate to the purpose.

#### Other writing tasks

Write a diary of a stone-age boy, using conjunctions of time, place and cause,

### Focus Subject - Art

Explore pastel, charcoal and chalk in white, sepia and black and create 'cave paintings' which depict aspects of everyday life.

Use clay to create an artifact for the museum- a pot, utensil, animal, jewellery or 'story tile'.

<p>everyday living in prehistoric times, especially on farming, and how these discoveries have impacted on our lives today.</p> <p>Investigate the religious beliefs of prehistoric people and what burial practices existed, through understanding how archaeology has provided the answers, including evidence found today in our local area.</p> <p>Create an enquiry to investigate changes over the last 2000 years from beginnings in prehistoric times to the present day by following a line of personal interest (weaponry, homes, jewellery, farming, travel). Focus the enquiry by taking a snapshot at four different times between then and now.</p> <p>Design and create a 'living museum' of prehistoric times to share the findings of historical research with others and create a familiar setting for our stone age man, so that he does not feel lost or out of place.</p>	<p>detailing what happens as he travels the country following his herds for food.</p> <p>Write a letter to Ash, the stone-age boy, using causal conjunctions to recognise how the discovery of bronze and iron have impacted on modern day.</p> <p>Model and construct a report for the local History Society on prehistoric religious beliefs and practices as illustrated by the findings at Stonehenge and Hengistbury Head.</p> <p>Publish the enquiries, letters and diaries for presentation at the Living Museum, alongside the oral re-telling of Ash's story, using appropriate tone, intonation and volume.</p> <p><b>Writing skills to cover</b>  Revise organisational features of an information text.  Purpose and organisational devices of non-fiction text  e.g. bullet points, sub-headings</p> <p><b>Spelling, Punctuation and Grammar</b>  Common exception words 3/4  Prefix 'anti'  Suffix 'ian'  Spellings with silent letters  Present -perfect tense  Begin to organise paragraphs around a theme, e.g. use of topic sentence in non-narrative.  Express time, place and cause using:  •conjunctions (when, before, after, while, so, because etc.)  •adverbs (then, next, soon, therefore, finally)  Prepositions (before, after during, in, because of)  In narrative create settings, characters and plot.</p> <p><b>Talk 4 Writing strategies</b>  Story Mountain  Boxing up  Imitate, innovate, invent  Text mapping  Tool Kit</p>	
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**Application Subject- ICT**

Use (Book Creator) to create a 'virtual tour' of Stonehenge using images, voice-overs and sounds, linking each side with provocative questions to ignite curiosity.

**Application Subject - Geography**

Use an OS map of Southern England and identify prehistoric burial sites and antiquities. Draw a map and locate these places using symbols, a key and four figure grid references.

**Home Learning**

Research the clothing of people from the prehistoric period and present your finding in an interesting way for a special exhibition within the Living Museum. Create stone age own clothing to wear at the Living Museum.