



Portfields Primary School Medium Term Plan



Year Group – 3

Subject - **History**

Topic –Local History

Term – **Summer 1**

National Curriculum	Key Questions		Substantive Knowledge	Key Vocabulary	Real-Life Links
2.5.1 Address and devise historically valid questions about significance. 2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	<ul style="list-style-type: none">● What makes a building/site special?● What makes a building or site special enough to be listed and preserved?● Can we find a listed building of the future?● Why should we preserve our locality?● Can we plan a campaign to save our building?		Explain the meaning of a listed building. Identify a listed building in your area. Identify and describe changes in your locality that have affected the use of buildings.	Campaign Migration Leisure Worship Heritage Significant Architecture Architectural terms	Local walk of Newport Pagnell Visit to Willen Lake
	Technical Questions				
	Do you think we should preserve old buildings? <i>A thought provoking question to encourage looking at buildings and making an opinion on what is what is not preserving. There are many viable reasons why buildings should not be preserved – land is scarce, old buildings are not eco-friendly as expected today, they do not necessarily meet the needs of the locality they are in.</i>	Do you think anyone would oppose a building being listed? If so, who and why? Who should decide which sites should be saved? <i>There are categories in which buildings are listed and Historic England are strict not just on the listings but what can and should be done to the building to ensure its listed state.</i>			
	What makes a building or site special enough to be listed and preserved? <i>A building is listed when it is of special architectural or historic interest considered to be of national importance and therefore worth protecting.</i>	Can we find out about any of the people that lived in, worked in or visited the building? <i>Listed buildings can reveal little known facts from the past especially in local areas. Therefore, opportunities for research into the history of a building can increase knowledge of a topic more than was expected, and encourage the deeper questioning of a buildings relevance.</i>	Disciplinary Knowledge	Terms related to time periods listed Period names Names of features related to the buildings	Key figures / significant events Building of Milton Keynes as a city Newport Pagnell as a significant local town and impact of Milton Keynes and it's development – past, present and future.
		Can we find out about any of the people that lived in, worked in or visited the building? <i>Listed buildings can reveal little known facts from the past especially in local areas. Therefore, opportunities for research into the history of a building can increase knowledge of a topic more than was expected, and encourage the deeper questioning of a buildings relevance.</i>			

Lesson Breakdown

Lesson 1	Lesson 2	Lesson 3	Lesson 4 & 5	
Flashback Four	Flashback Four	Flashback Four	Flashback Four	Flashback Four
<u>Last Lesson</u> The people in Iron Age Britain lived in clans led by warrior kings. Why was this dangerous? <i>Rival tribes often fought each other with deadly iron weapons.</i> <u>Last Topic</u> Why is bronze better material to use for a tool than stone? <i>Bronze was much better because it is harder, stiffer, more durable and non-corrosive.</i> <u>Last Year</u> Who is Leah Williamson? <i>A woman's footballer, known locally as a hero and captain of the England women's national team.</i> <u>Last Key Stage</u> Who created the first aeroplane in 1903? <i>The Wright Brothers.</i>	<u>Last Lesson</u> Can a listed building be changed by the owner? <i>Yes, but they do need to get permission.</i> <u>Last Topic</u> Why do Historians now think that the Amesbury Archer was a metal worker? <i>Because he was buried with a cushion stone - used for placing metal on as it was hammered.</i> <u>Last Year</u> Who was Walter Tull? <i>He was the first black man to achieve two things - to become a footballer with Tottenham Hotspur and to become an infantry officer in the British Army.</i> <u>Last Key Stage</u> Name one difference between the Wright Brothers's Flyer and aeroplanes today. <i>Pupils may state: The Wright Brothers's Flyer had an engine propeller/It was made from wood. Modern aeroplanes have</i>	<u>Last Lesson</u> What are the three methods through which we can find out why a special building has been preserved? <i>Photographs, census and visits to sites.</i> <u>Last Topic</u> Why do less Iron Age objects exist today than Bronze Age objects? <i>Because iron rusts and is less durable than bronze.</i> <u>Last Year</u> Why is it helpful to see photos from the past when you're looking at that period of history? <i>You can see what things were like, such as clothing, people and events.</i> <u>Last Key Stage</u> Can you name the 4 ways that aeroplanes are used today? <i>Travel, transporting food, trade and warfare.</i>	<u>Last Lesson</u> Why might someone want to demolish a listing building? <i>Property developers might want to change the use of the building (e.g. into flats) to make more money. The building might also be too expensive or difficult to repair.</i> <u>Last Topic</u> Bronze Age and Iron Age houses both had fires but only Bronze Age houses had chimneys. What happens to the smoke in Iron Age houses? <i>The smoke dispersed through the thatched roof.</i> <u>Last Year</u>	<u>Last Lesson</u> Can you give an example of how the usage of buildings can change over time? <i>A place of worship may become a cinema; an old bank becoming a restaurant, barns becoming wedding venues and shops converted into houses.</i> <u>Last Topic</u> The people in Iron Age Britain lived in clans led by warrior kings. Why was this dangerous? <i>Rival tribes often fought each other with deadly iron weapons.</i> <u>Last Year</u> Why is talking to someone who experienced an event a good historical source? <i>You can ask them lots of questions to find out exactly what you want.</i> <u>Last Key Stage</u> What is the main use of trains today? <i>Transporting goods to be sold in shops.</i>

	<i>engines, no propellers and are made from metal and plastic.</i>		Can you give an example of a document that could be used as a historical source? <i>A newspaper.</i> <u>Last Key Stage</u> What were the Rainhill Trials? <i>An 1829 competition to find an engine for the passenger railway.</i>	
<u>Learning Objective</u> LO: To understand what makes a building special. <u>Success Criteria</u> <ul style="list-style-type: none"> I can explain why some of the buildings in my area are special. I can observe and describe architectural features. I can make links between a building and the history of the locality (or country). <u>Star Knowledge</u> The older the building, the more likely it is to be listed. Grade 1 buildings are those of exceptional interest. Some Grade 2 buildings do have special status as being more special, but most Grade 2 buildings are standard listing. When a building is listed, it does get some protection, as permission needs to be obtained before any changes can be made that will affect its special interest. Listed buildings can be altered and even demolished if they can no longer be preserved, or if a change is felt to be vital.	<u>Learning Objective</u> LO: To understand that there are a diverse range of reasons why buildings are listed. <u>Success Criteria</u> <ul style="list-style-type: none"> I understand why different sites may be preserved. I understand there are differing viewpoints as to whether a site should be preserved. I can explain why I believe a site should or should not be preserved. <u>Star Knowledge</u> Although the local area of Newport Pagnell has changed greatly over recent years, there are still buildings within the town that are old and have significance in the town's history. By examining photographs, census and possible visit to site(s), consideration can be given to who has used the building, why it was designed in a particular way and whether it is still a special building and why it may be preserved.	<u>Learning Objective</u> LO: To reach a decision on whether a building is worth saving. <u>Success Criteria</u> <ul style="list-style-type: none"> I can recognise the features that make a building worth saving. I can understand that people may have differing viewpoints. I can present my viewpoint on whether a building should be saved. <u>Star Knowledge</u> Many buildings are at risk of deterioration and being demolished and in turn, there are buildings within the local area that should be listed. Anyone can be involved in a campaign to preserve a building but some people may oppose a listing particularly property developers who want to make money out of changing the use of a building or property owners wanting to avoid making expensive improvements to a building.	<u>Learning Objective</u> LO: To plan a campaign for an 'at risk' building. <u>Success Criteria</u> <ul style="list-style-type: none"> I know about my 'at risk' building and why it should be saved. I can devise a range of historically valid questions (and their answers) as part of my campaign. I can plan a campaign to save my 'at risk' building. I can make links between my building and the history of the locality. <u>Star Knowledge</u> The usage of buildings can change over time - a place of worship may become a cinema; an old bank becoming a restaurant, barns becoming wedding venues and shops converted into houses. Once research has been done to establish whether a building deserves being saved, a campaign can be set up to promote local interest and support for preserving a chosen local building.	

If, after completing the orange paper assessment, you find a large amount of your pupils lack understanding of one particular star knowledge, you should adapt the flashback four questions for "Last Topic" in the next topic, in order to give you time to re-visit this. Please speak to the subject lead to discuss how to do this before editing the questions.