



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
<p>2.5.1 Address and devise historically valid questions about significance.</p> <p>2.6.1 Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<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? 		<p>Explain the meaning of a listed building.</p> <p>Identify a listed building in your area.</p> <p>Identify and describe changes in your locality that have affected the use of buildings.</p>	<p>Campaign Migration Leisure Worship Heritage Significant Architecture Architectural terms</p>	<p>Local walk of Newport Pagnell Visit to Willen Lake</p>
<p>Orange Paper Questions</p> <p>1. True or false - the newer the building is, the more likely it will be listed. <i>False.</i></p> <p>2. What might someone do to help them decide if a building should be listed or not? <i>By looking at photographs, reading old records and visiting a site.</i></p> <p>3. Why might someone oppose a building becoming listed? <i>They might want to change the use of a building or avoid making expensive improvements to a building.</i></p> <p>4. Which building have exceptional interest - Grade 1 or Grade 2? <i>Grade 1.</i></p> <p>5. Always, sometimes or never: Thorough research needs to be done to establish whether a building deserves being saved. <i>Always.</i></p> <p>6. What is the benefit or campaigning for a local building? <i>To promote local interest and support.</i></p>	<p>Technical Questions</p> <p>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></p> <p>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></p>	<p>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></p> <p>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></p> <p>Do any changes to the building reflect changes in the culture of the locality? <i>As society changes and the needs of society change, so too do the needs of buildings. Developing research skills and selecting the correct key information to answer historical questions can answer the given question</i></p>	<p>Disciplinary Knowledge</p> <p>I can explain what a listed building is and name the categories.</p> <p>I can identify a listed building in my area and provide facts about it.</p> <p>I can Identify and describe changes in my locality that have affected the use of buildings.</p>	<p>Technical Vocabulary</p> <p>Terms related to time periods listed Period names Names of features related to the buildings</p>	<p>Key figures / significant events</p> <p>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.</p>

Lesson Breakdown

Lesson 1	Lesson 2	Lesson 3	Lesson 4 & 5	
<p>Flashback Four</p> <p><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></p> <p><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></p> <p><u>Last Year</u></p>	<p>Flashback Four</p> <p><u>Last Lesson</u> Can a listed building be changed by the owner? <i>Yes, but they do need to get permission.</i></p> <p><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></p> <p><u>Last Year</u></p>	<p>Flashback Four</p> <p><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></p> <p><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></p> <p><u>Last Year</u></p>	<p>Flashback Four</p> <p><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></p> <p><u>Last Topic</u></p>	<p>Flashback Four</p> <p><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></p> <p><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></p> <p><u>Last Year</u></p>

<p>Who is Leah Williamson? <i>A woman's footballer, known locally as a hero and captain of the England women's national team.</i></p> <p><u>Last Key Stage</u> Who created the first aeroplane in 1903? <i>The Wright Brothers.</i></p>	<p>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></p> <p><u>Last Key Stage</u> Name one difference between the Wright Brothers' 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 engines, no propellers and are made from metal and plastic.</i></p>	<p>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></p> <p><u>Last Key Stage</u> Can you name the 4 ways that aeroplanes are used today? <i>Travel, transporting food, trade and warfare.</i></p>	<p>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></p> <p><u>Last Year</u> Can you give an example of a document that could be used as a historical source? <i>A newspaper.</i></p> <p><u>Last Key Stage</u> What were the Rainhill Trials? <i>An 1829 competition to find an engine for the passenger railway.</i></p>	<p>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></p> <p><u>Last Key Stage</u> What is the main use of trains today? <i>Transporting goods to be sold in shops.</i></p>
<p><u>Learning Objective</u> LO: To understand what makes a building special.</p> <p><u>Success Criteria</u></p> <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). <p><u>Star Knowledge</u> The older the building, the more likely it is to be listed. Grade 1 buildings have exceptional interest. Grade 2 buildings - some have special status but most are standard listing.</p>	<p><u>Learning Objective</u> LO: To understand that there are a diverse range of reasons why buildings are listed.</p> <p><u>Success Criteria</u></p> <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. <p><u>Star Knowledge</u> By looking at photographs, reading old records and visiting a site, we can understand the use of a building, why it was designed in a particular way, whether it is still a special building and why it may be preserved.</p>	<p><u>Learning Objective</u> LO: To reach a decision on whether a building is worth saving.</p> <p><u>Success Criteria</u></p> <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. <p><u>Star Knowledge</u> Some people may oppose a listing, particularly those who want to change the use of a building or those wanting to avoid making expensive improvements to a building.</p>	<p><u>Learning Objective</u> LO: To plan a campaign for an 'at risk' building.</p> <p><u>Success Criteria</u></p> <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. <p><u>Star Knowledge</u> <u>Lesson 4</u> Thorough research needs to be done to establish whether a building deserves being saved as a building's usage can change over time.</p> <p><u>Lesson 5</u> 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.</p>	

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.