



LEADERSHIP • ORGANISATION • RESILIENCE
INITIATIVE • COMMUNICATION • KINDNESS

HISTORY

MEDIUM TERM PLANS

*Inspiring curiosity. Understanding the past.
Shaping the future.*

FROM *Tiny Footsteps* TO **GIANT LEAPS**

LAUGHING & LEARNING ALL THE WAY



LEGACY

*Learning from the past
to shape the future.*



INVASIONS

*Understanding conflict
and its impact.*



HIERARCHY & POWER

*Exploring leadership,
authority and influence.*



SETTLEMENTS

*Investigating where people
live and why.*

OUR THREADS

Year 3 History Medium Term Plans

Year 3	<u>Why has Dover always been important?</u> <u>Dover through time</u>	<u>How does the Earth shape human life?</u> <u>Stone age to iron age</u>	<u>Changing Landscapes</u> <u>Romans</u>
Prior knowledge	Know that Dover has been an important place for many years. Know that castles were built to protect important places. Use simple timelines to order events and periods. Know that historians use photographs, artefacts and other sources to learn about the past. Compare life in the past with life today.	• Know that history can be divided into different periods. • Use a timeline to place important people and events in order. • Compare how people lived in the past with today. • Know that historians use evidence to find out about the past. • Use historical vocabulary such as past, present, chronology, timeline and significant.	• Know that different periods of history happened in chronological order. • Understand that people, places and events can change over time. • Know that Dover has been important because of its location. • Know that evidence helps us learn about the past. • Know that significant people and events have shaped Britain's history.
	How has Dover changed through time? Covers: ✓ Chronology ✓ Local history ✓ Historical evidence ✓ Cause and consequence ✓ Change and continuity ✓ Interpretation	How did life in Britain change from the Stone Age to the Iron Age? Covers: ✓ Chronology ✓ Change and continuity ✓ Historical evidence ✓ Cause and consequence ✓ Comparison ✓ Historical interpretation	Why were the Romans so powerful, and how did they change Britain? Covers: ✓ Chronology ✓ Ancient civilisations ✓ Empire and invasion ✓ Cause and consequence ✓ Resistance and significance ✓ Legacy and historical evidence
Question 1	Why is Dover important? WALT: understand why Dover is historically important. Children: Explore: • where Dover is • why Dover became important • Dover as the gateway to Britain	When was the Stone Age, and where does it fit in British history? WALT: place the Stone Age within British history. Children: Explore: • prehistory • before written records • timeline of Britain	Where do the Romans fit in British and world history? WALT: place the Romans within a historical timeline. Children: Explore: • what came before the Romans • where the Romans fit in British history • where Rome was in the world

	Use: • maps • photographs • local landmarks Skills: ✓ Understands local history ✓ Uses geographical and historical evidence ✓ Asks historical questions Vocabulary: local, history, port, coast, settlement, gateway, significance Children might say: <i>"Dover became important because people could travel through it."</i>	Sequence: Stone Age → Bronze Age → Iron Age Skills: ✓ Uses chronology ✓ Places periods on a timeline ✓ Understands passing of time Vocabulary: prehistory, chronology, timeline, period, ancient, past Children might say: <i>"The Stone Age came before the Bronze Age."</i>	Sequence: Stone Age → Bronze Age → Iron Age → Romans Use: • timelines • maps • world history comparisons Skills: ✓ Uses chronology ✓ Places periods on a timeline ✓ Makes links between Britain and the wider world Vocabulary: empire, civilisation, chronology, timeline, ancient, period Children might say: <i>"The Romans came after the Iron Age."</i>
Question 2	How has Dover changed over time? WALT: place key periods of Dover's history on a timeline. Children: Sequence: Roman → Medieval → Tudor → Victorian → WW2 → Present Create: • class timeline • chronology cards Skills: ✓ Uses chronology ✓ Places periods in order ✓ Understands passing of time Vocabulary: timeline, century, period, chronology, past, present Children might say: <i>"The Romans came before the medieval period."</i>	What was life like in the Stone Age? WALT: understand how people lived in the Stone Age. Children: Explore: • Palaeolithic • Mesolithic • Neolithic Compare: • homes • food • tools • hunting • farming Skills: ✓ Describes daily life ✓ Identifies similarities and differences ✓ Uses historical vocabulary Vocabulary: hunter-gatherer, cave, settlement, farming, tools, tribe	How did the Roman Empire become so powerful? WALT: understand why the Roman Empire expanded. Children: Explore: • Roman army • roads • trade • leadership • expansion across Europe Use maps to track the empire. Skills: ✓ Understands empire and expansion ✓ Uses maps and evidence ✓ Identifies cause and consequence Vocabulary: empire, army, conquer, invade, trade, expansion Children might say: <i>"The Romans became powerful because they had a strong army."</i>

		Children might say: <i>"Stone Age people first hunted for food, then later started farming."</i>	
Question 3	What did the Romans change in Dover? WALT: understand the impact of the Romans. Children: Explore: • Roman lighthouse • roads • settlements • trade Use: • artefacts • pictures • maps Skills: ✓ Uses historical sources ✓ Identifies cause and consequence ✓ Studies civilisation impact Vocabulary: Roman, settlement, trade, lighthouse, invasion, evidence Children might say: "The Romans built things that are still in Dover today."	How do we know about the Stone Age? WALT: understand how historians learn about prehistory. Children: Explore: • artefacts • cave paintings • skeletons • tools • archaeological evidence Skills: ✓ Uses historical sources ✓ Interprets evidence ✓ Asks historical questions Vocabulary: artefact, evidence, archaeology, fossil, source, excavate Children might say: "We know about the Stone Age because archaeologists find clues."	Why did the Romans want to invade Britain? WALT: understand why Rome invaded Britain. Children: Study: • Julius Caesar's attempts • resources • land • power Explore why early invasions failed. Skills: ✓ Identifies cause and consequence ✓ Studies significant individuals ✓ Uses historical sources Vocabulary: invasion, conquest, resources, leader, army, Britain Children might say: "The Romans wanted Britain for land, power and resources."
Question 4	Why was Dover Castle built? WALT: understand why Dover Castle was important. Children: Explore: • defence • monarchy • power • location	How did life change in the Bronze Age? WALT: understand how Britain changed in the Bronze Age. Children: Explore: • bronze tools • farming • settlements • burial practices	How did Rome finally conquer Britain? WALT: understand the successful Roman invasion. Children: Study: • Claudius • Roman army tactics • conquest of Britain Could link locally to: Dover as an entry point.

	Compare with modern defence. Skills: ✓ Understands cause and consequence ✓ Interprets local evidence Vocabulary: castle, defence, king, power, protect, invade Children might say: "Dover Castle was built to protect England."	• Trade – Bronze age boat Dover Compare with Stone Age life. Skills: ✓ Identifies change over time ✓ Compares periods ✓ Understands development Vocabulary: bronze, metal, trade, settlement, burial, farming Children might say: "Bronze tools were stronger than stone tools."	Skills: ✓ Understands conquest ✓ Uses chronology and evidence Vocabulary: emperor, conquer, army, invasion, battle Children might say: "Claudius brought a bigger army to Britain."
Question 5	How did people live in Dover in the past? WALT: compare everyday life in the past and present. Children: Compare: • homes • jobs • food • travel • family life Focus: Medieval Dover or Victorian Dover Skills: ✓ Identifies change and continuity ✓ Uses empathy ✓ Compares periods Vocabulary: medieval, daily life, jobs, home, compare, continuity Children might say: "People worked and lived differently in the past."	How did life change in the Iron Age? WALT: understand how Britain changed in the Iron Age. Children: Explore: • iron tools • hill forts • tribes • roundhouses Compare with earlier periods. Skills: ✓ Identifies continuity and change ✓ Makes comparisons ✓ Uses evidence Vocabulary: iron, tribe, roundhouse, hill fort, defence, community Children might say: "Iron Age people built forts to protect themselves."	Why did some Britons resist Roman rule? WALT: understand resistance to Roman rule. Children: Study: Boudica Explore: • rebellion • leadership • fairness • consequences Skills: ✓ Studies significant individuals ✓ Understands resistance and significance ✓ Uses empathy and interpretation Vocabulary: rebellion, resistance, warrior, queen, leadership Children might say: "Boudica fought back against the Romans."

Question 6	How has Dover changed through time? WALT: explain how Dover has changed and what has stayed the same. Children: Explore: • WW2 Dover • evacuation • defence tunnels • oral histories • photographs Create: • presentations • reports • floorbook pages Skills: ✓ Interprets sources ✓ Identifies change and continuity ✓ Constructs informed responses How has Dover changed through time? Vocabulary: local history, chronology, continuity, change, evidence, artefact, source, significance Children might say: "Dover has changed over time, but it has always been important because of its location."	How did life in Britain change from the Stone Age to the Iron Age? WALT: explain how Britain changed over time. Children: Use: • timelines • artefacts • comparison charts • writing • floorbook pages Analyse: • homes • food • tools • settlements • communities Skills: ✓ Analyses trends over time ✓ Makes connections ✓ Constructs historical explanations How did life in Britain change from the Stone Age to the Iron Age? Vocabulary: chronology, prehistory, continuity, change, evidence, settlement, technology, civilisation Children might say: "Life changed because people learned to farm, build stronger homes and use better tools."	How did the Romans change Britain? WALT: understand the Roman legacy. Children: Explore: • roads • towns • baths • religion • writing • engineering Local link: Dover Roman remains and the Roman lighthouse. Richborough fort Use: • artefacts • archaeology • written sources Skills: ✓ Identifies change and continuity ✓ Understands legacy ✓ Uses historical evidence Why were the Romans so powerful, and how did they change Britain? Vocabulary: empire, civilisation, invasion, conquest, rebellion, legacy, archaeology, evidence Children might say: "The Romans changed Britain by building roads, towns and new buildings that still influence life today."
Assessment	Enquiry Question: <i>"How has Dover changed through time?"</i> Children will demonstrate understanding by: • Explaining key changes in Dover's history.	Enquiry Question: <i>"How did life in Britain change from the Stone Age to the Iron Age?"</i> Children will demonstrate understanding by: • Describing key features of each period.	Enquiry Question: <i>"Why were the Romans so powerful, and how did they change Britain?"</i> Children will demonstrate understanding by:

	- Identifying aspects that have remained the same. - Using evidence from historical sources. - Explaining why Dover has always been important.	- Explaining developments in homes, tools, food and settlements. - Using archaeological evidence to support explanations. - Identifying change and continuity over time.	- Explaining how the Roman Empire became powerful. - Describing reasons for the invasion of Britain. - Explaining the impact of Roman rule. - Identifying examples of Roman legacy that remain today. - Using historical evidence to support their conclusions.
End Point	By the end of this unit, children will understand why Dover has been an important settlement throughout history. They will know how Dover's location has influenced its development from Roman times to the present day and will be able to explain how the town has changed whilst maintaining its importance as a gateway to Britain. Children will use a range of historical sources to investigate local history and identify change and continuity over time.	By the end of this unit, children will understand how life in Britain changed from the Stone Age to the Iron Age. They will know how developments in tools, farming, settlements and technology transformed everyday life and will be able to explain how historians use evidence to learn about prehistoric Britain.	By the end of this unit, children will understand how the Romans built a powerful empire and how their invasion changed Britain. They will know about key events, significant individuals and the lasting legacy of Roman civilisation. Children will be able to explain why the Romans were successful and evaluate their impact on Britain using historical evidence.
Substantive Knowledge (What children need to remember)	Children will know: - Dover's location on the coast has made it strategically important throughout history. - The Romans, medieval rulers, Tudors, Victorians and people during World War II all used Dover for defence, trade and travel. - Dover Castle was built to protect England and control access to the country.	Children will know: - The Stone Age, Bronze Age and Iron Age occurred before written records. - The Stone Age is divided into the Palaeolithic, Mesolithic and Neolithic periods. - Early humans were hunter-gatherers before developing farming. - Bronze tools were stronger and more effective than stone tools. - Trade, settlements and farming developed during the Bronze Age.	Children will know: - The Romans lived after the Iron Age and built a vast empire. - The Roman Empire became powerful through its army, leadership, trade and organisation. - Julius Caesar attempted to invade Britain before Claudius successfully conquered it. - Some Britons resisted Roman rule, including Boudica. - The Romans introduced roads, towns, baths, engineering, writing and new ways of life.

	- The Romans influenced Dover through roads, trade, settlements and the Roman lighthouse. - Dover played an important role during World War II and the evacuation of Dunkirk. - Some aspects of Dover have changed significantly, whilst others have remained the same. - Local history helps us understand how our community has developed over time.	- Iron Age communities built hill forts and lived in organised settlements. - Life became increasingly settled and technologically advanced over time. - Archaeological evidence helps historians understand prehistoric Britain.	- Roman influence can still be seen in Britain today. - Dover was an important location during the Roman occupation. - The Roman legacy continues to shape modern Britain.
Disciplinary Knowledge (Thinking like a historian)	Children will: - Use timelines to place periods of history in chronological order. - Investigate local history using maps, photographs, artefacts and oral histories. - Identify change and continuity over time. - Use evidence to answer historical questions. - Compare different interpretations of local history. - Use historical vocabulary such as <i>chronology, significance, continuity, change</i> and <i>evidence</i>. - Construct informed responses using a range of historical sources.	Children will: - Place historical periods on a timeline. - Use archaeological evidence such as artefacts, tools and cave paintings. - Ask questions about evidence and reliability. - Compare similarities and differences between historical periods. - Identify patterns of change and continuity. - Use historical vocabulary such as <i>prehistory, archaeology, chronology, settlement</i> and <i>evidence</i>. - Construct explanations using historical evidence.	Children will: - Use timelines to place the Romans within British and world history. - Study maps to understand empire and invasion. - Investigate artefacts, archaeology and written sources. - Explore different viewpoints and interpretations. - Examine cause and consequence. - Use historical vocabulary such as <i>empire, civilisation, invasion, conquest, rebellion</i> and <i>legacy</i>. - Use evidence to construct historical explanations.
Adaptive Teaching	Support Visual timelines and sequencing activities.	Support - Illustrated timelines. - Artefact photographs and replicas.	Support Timelines and visual maps.

	- Local photographs and maps. - Vocabulary mats and knowledge organisers. - Adult-guided source analysis. - Structured comparison activities. Challenge - Explain why Dover remained important throughout different historical periods. - Evaluate the significance of different events and people. - Use multiple sources to support conclusions. - Compare Dover's development with other settlements.	- Vocabulary support and visual prompts. - Structured comparison grids. - Adult-supported discussion and source analysis. Challenge - Explain why life changed over time. - Analyse the impact of farming and technology. - Compare the significance of developments across the three periods. - Draw conclusions using evidence from multiple sources.	- Artefact and source analysis with scaffolding. - Vocabulary mats and knowledge organisers. - Structured discussion and writing frames. - Adult-guided enquiry activities. Challenge - Evaluate why the Roman Empire was successful. - Compare Roman Britain with earlier periods. - Explain the significance of Boudica and Roman leaders. - Analyse the lasting impact of Roman innovations.
Assessment for Learning	Throughout the unit, teachers will assess understanding through questioning, timeline activities, source analysis, retrieval quizzes, discussion and written explanations.	Throughout the unit, teachers will assess understanding through questioning, retrieval activities, timeline work, source investigations and comparison tasks.	Throughout the unit, teachers will assess understanding through questioning, source analysis, map work, retrieval activities, discussions and written explanations.



HISTORY TIMELINE GRAPHICS

Whole School History Progression



EYFS

Me, My Family and Special Times



Stories from the Past



Toys and Everyday Life



People Who Help Us



YEAR 1



Animals, Ages and Adventure! (Dinosaurs)

YEAR 2

Dover: Castles and Coastlines (Castles)



Queens and the United Kingdom (Famous Queens)

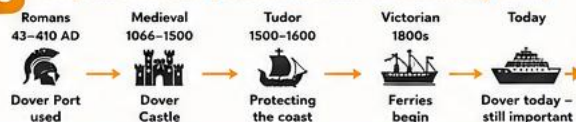


Why do people visit different places? (Seaside)

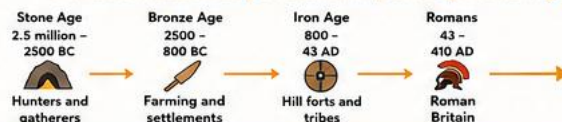


YEAR 3

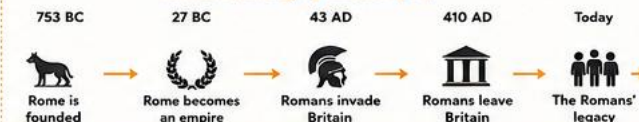
Why has Dover always been important? (Dover through time)



How does the Earth shape human life? (Stone Age to Iron Age)



Romans (Changing Landscapes)



YEAR 4

Anglo Saxons - Vikings (Vikings: Migration and Settlement)



Tudors, Trade and Towns (Tudors)



Life Along the Nile (Egypt)



YEAR 5

Who were the Ancient Greeks? (Ancient Greece)



Terror, Treason and Triumph (Stuarts)



Do we learn from the past? (Crime and Punishment)

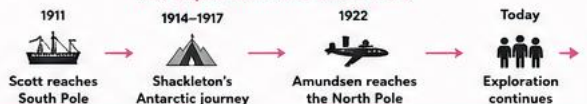


YEAR 6

WW2



Ice, Exploration and Endurance



Kingdom of Benin



OUR AIM

To inspire curiosity, develop knowledge and understanding of the past and build a sense of identity, empathy and responsibility.



Curiosity



Knowledge



Empathy



Respect



Resilience



Communication

OUR HISTORY VALUES



THROUGHOUT OUR JOURNEY WE...

✓ Ask questions • Explore evidence • Make connections
Understand change • Share our ideas • Think historically