



## History Unit Plan Year 3 – Summer 1

Year 3 Sum 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
1	Chronological understanding of events, people and changes in time.	I am learning to use an increasing range of historical terms.	I know how to use words such as: modern, recent, long ago, older etc. to talk about Nottingham Caves throughout History.	<p><b>Lesson 1</b> <u>How can we describe what has changed in the City of Caves throughout time?</u> Ask children what sites can they think of around Nottingham that make Nottingham famous? Show children historical sites around Nottingham (Old Market Square, The Lace Market, Nottingham Castle, Nottingham City Caves, National Justice Museum, Highfields Park, Green's Windmill and Science Centre, D.H Lawrence Birthplace Museum, The Great Central Railway, Sherwood Forest). See if the children can name these places and why they are of historical importance to Nottingham. Show the following video about the cave system in Nottingham. <a href="https://www.youtube.com/watch?v=Nu_Ef7g8yOE">https://www.youtube.com/watch?v=Nu_Ef7g8yOE</a> With the IPADS, see what research children can come up with in 10 minutes. Feedback to the rest of the class and write a list of these on flipchart paper. Children receive a timeline and pictures with dates on with a description of what the caves were used for at the time.</p> <p><b>Lesson 2</b> <u>What vocabulary can I use to show how long ago an event happened or how long it lasted for?</u> Show children the following video of the city of caves tour. <a href="https://www.youtube.com/watch?v=PoecmQ8_-jo">https://www.youtube.com/watch?v=PoecmQ8_-jo</a> Ask the children to think of some words to describe how long ago these events took place at the caves. Take these and put them on a flip chart. Once the video is finished, go through each of these and ask the children what each of them mean. Show the children the following word without the titles for each. Language relating to the passage of time: Here, now, then, yesterday, last week, last year, x years ago, a long time ago Language connected to the measuring of time: hours, weeks, years, decades, centuries, millennia, eras, AD, ACE, BC, BCE, time period, past, present Can we sort these under the following headings? Language related to the passing of time and Language connected to the measuring of time. Explain that the difference that the passing of time means how long ago something was and measurement of time shows how long something lasted. Sort these with the children. Children will sort these into 2 different columns in their books (This can be found on the server)</p> <p><b>Lesson 3</b> <u>How can I compare the different section of Nottingham Caves using historical vocabulary?</u> Ask the children, can we remember what the Nottingham caves have been used for in the present and the past. Ask them to write a sentence using the vocabulary they learned yesterday on a whiteboard about one of the historical events from the caves. Show children the following video. What do we know about the caves so far into our history journey? <a href="https://www.youtube.com/watch?v=laBrPws8LMo">https://www.youtube.com/watch?v=laBrPws8LMo</a> The caves have been used for and made up of the following things throughout history (tannery, place to hide for illegal gambling (The cave with a hole in the roof – this was used for illegal gambling and alcohol smuggling. When the police were around a look out would drop a penny down to the hole to warn people the police were near and to hide) , accommodation for the poor, air raid shelters, a street names Drury Hill, public tours, a tourist attraction. Show the children a picture of Drury Hill underneath Broad marsh centre (Broad marsh was a place in Nottingham that was by Narrow marsh and was lived in by poorer people – hence where the name broad marsh came from) and the WW2 shelters from the cave. Children will have to choose pictures into their books and write a description of them using the historical vocabulary they have used in the previous days and IPADS to help them to research what each one was used for/when it was used.</p> <div data-bbox="1675 244 2139 625"> <p>City of Caves key dates and events</p> <p>893AD – Kind Alfred describes the caves as Tigguo Cobauc (Place of caves)</p> <p>410-1066AD – Monastery</p> <p>1250AD – Caves were cut out to create a tannery</p> <p>1400 – Tannery was destroyed by rockfall</p> <p>1500 – Tannery was reopened which included circular pits to hold barrels</p> <p>1600 – 1845 – The caves were inhabited with people until the St Mary's Enclosure Act banned the renting of cellars and caves as homes for the poor.</p> <p>1941 – Caves were used as air raid shelters</p> <p>1978 – Tours are opened to the public in 1978</p> <p>2004 – The city of caves was opened as a tourist attraction</p> </div> <div data-bbox="620 772 1753 893">  </div> <p>Tannery      Smugglers circle (horseshoe cave)      Dwellings for the poor      WW2 Air Raid shelter      Drury Hill      City of Caves</p> <p><b>Lesson 1</b> <u>Can I use the internet to find out how Nottingham Caves have changed over time?</u> Explain to the children that the city of caves isn't the only cave underneath the streets of Nottingham. Show children the map (below) Go through each part and explain what each cave shows. Children will have the map that they see on the board without the information (but keep the names of the places at the top). Children will research about those places using IPADS and laptops (please keep an eye on their research – some of the search engines do not provide appropriate information such as Mortimer's hole) Then write the information as labels (as they won't be able to fit the information in the boxes) Please also take photos of the different IPADS/laptops they use and put these on the page also. Map can be found here: <a href="https://www.visit-nottinghamshire.co.uk/dbings/Nottingham%20Caves%20fold%20out%20map%20LR%20UPDATED.pdf">https://www.visit-nottinghamshire.co.uk/dbings/Nottingham%20Caves%20fold%20out%20map%20LR%20UPDATED.pdf</a></p> 
2	Historical Interpretation	I am learning to apply my knowledge of a historical site.	Using my knowledge about Nottingham Caves, I know how the Caves could be used today in my lifetime.	<p><b>Lesson 1</b> <u>What is my opinion on what the caves should be used for today?</u> Show the children the following video: <a href="https://www.youtube.com/watch?v=L1mheBWymOk">https://www.youtube.com/watch?v=L1mheBWymOk</a> Ask the children if they recognised any of the places they have looked at over the last few days. Did we know any of them? What does the video (explain to them it is called a survey) show us about the different caves in Nottingham? Ask children to feedback about what they thought about what the caves could be turned into. Children to choose one of the pictures from week 1 lesson 3 and draw underneath what they would choose as the function today with labels.</p> <p><b>Lesson 2, 3 &amp; 4</b> <u>How can I use my knowledge of the Nottingham Caves to justify the choices made for my design?</u> Explain that for the next 2 days children will be creating their own modern city of caves! Children creating a paper mache version of their own caves with a placard. The placard should explain what their cave is, what is being used for, which cave inspired them for their own. It would be really fun for children for teachers to put a City of Caves banner on the door, admittance fare etc. Post its and photos over these 2 days.</p>

## Vocabulary

### Chronological Understanding

Now, After, Before, Then, Days, Weeks, Months, Years, Era, A long time ago, Long ago, Present, Past, Timeline, Chronology, Calendar, Memory, Time Period, Older

### Historical Enquiry

Artefact, Evidence, Source, Fact/Opinion, First-hand account, Question starters: Why, When, Where, Who, How, What, Memory, Conjunctions: Because, If/So, Similarity, Difference, Global, Impact, Significant, Result

### Historical Interpretation

Continue, Difference, Similarity, Evidence, Cause, Change, Result, Fact/Opinion, Discovery, Historian, Museum, Newer, Observe, Older, Source

### Unit Vocabulary

Here, Now, Then, Yesterday, Last Week, Last Year, x Years Ago, A Long Time Ago, Hours, Weeks, Years, Decades, Centuries, Millennia, Era, AD, ACE, BC, BCE, Time Period, Past, Present, City of Caves, Nottingham, Sandstone, Tannery, Public House Cellar, Air Raid, Drury Hill, Broadmarsh, Tiggua Cobauc, King Alfred,

## Resources

Timelines, Videos, Books, Pictures, Photographs, Sources, maps

