

## Being an Historian at Tanners Brook Primary School

### **EYFS – The foundations of becoming an Historian**

The foundations of History starts in the Early Years through Understanding the World as a key area of learning and the Early Learning Goal (ELG) Past and Present. Children can reach this goal in many learning opportunities, but it is likely to see:

- Children beginning to make sense of their own life-story and family history
- Talk about the lives of the people around them and their roles in society
- Know some similarities & differences between things in the past & now
- Role play for special events, for example the Coronation
- The use of language connected with the passing of time

These foundations support our children's growing knowledge and understanding of the world, getting them ready to study the National Curriculum for History as they move into KS1.

### **KS1 National Curriculum**

#### **Being an Historian**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

#### **Historical Content**

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

### **KS2 National Curriculum**

#### **Being an Historian**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

#### **Historical Content**

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

|                                      | Autumn One  | Autumn Two | Spring One   | Spring Two  | Summer One  | Summer Two |
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| Early Years                          | <b>Area of Learning - Understanding the World</b><br><b>Development Matters</b><br>Begin to make sense of their own life-story and family's history by talking about their families.<br>Home visits, PSED and role play in discovery time.  |            | <b>Area of Learning - Understanding the World</b><br><b>Development Matters</b><br>Comment on images of familiar situations in the past – where we live, looking at old photographs.<br>Compare and contrast characters from stories, including figures from the past including traditional tales and books featuring key figures from the past.<br>Changes since we were born – timeline  |   | <b>Area of Learning - Understanding the World</b><br><b>Early Learning Goal: Past and Present</b><br>Talk about the lives of the people around them and their roles in society.<br>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read and explored in class.<br>Understand the past through settings, characters and events encountered in books read in class and storytelling.  |            |
| Year One Curriculum Content Criteria | <b>A Year One Historian:</b> <ol style="list-style-type: none"> <li>I know about many of the changes that have happened since I was born.</li> <li>I know how to ask and answer questions about old and new objects.</li> <li>I use words and phrases like: old, new and a long time ago.</li> <li>I spot old and new things from pictures and objects.</li> <li>I use words and phrases like: before, after, past, present, then and now.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I explain what some objects from the past were used for.</li> <li>I know about a significant event that happened before I was born.</li> <li>I recount some of the details of a significant historical event.</li> <li>I sequence a set of events in chronological order and give reasons for their order.</li> <li>I know the names of significant individuals from an historical event and can recount some details about their significance.</li> </ol> |            |  |   |   |            |
| Year One Units of Study              |   |            | <b>Then and Now - Toys</b><br><i>National Curriculum: Changes within living memory.</i><br><br><b>Knowledge and context:</b><br>In the past, children played with different games and toys (1, 4, 6 & 7)<br>Old toys (grandparents) were usually made from wood and metal (2, 4, 6 & 7)<br>Some toys have been used across generations to play with, such as scooters or teddy bears. They are the same toys, but just look different (2, 3 & 5) | <b>Then and Now - Homes</b><br><i>National Curriculum: Changes within living memory.</i><br><br><b>Knowledge and context:</b><br>In the past houses were different and built using different materials (1, 2, 3)<br><b>Tudor</b> houses (more than 500 years ago) were built in black and white 'half-timber frame' style. The spaces between frames were filled with small sticks and wet clay called wattle and daub. They also had glass in their windows (2, 3, 4, 5 & 7) | <b>Great Fire of London</b><br><i>National Curriculum: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]</i><br><br><b>Knowledge and context:</b><br>The fire of London started on Sunday 2 <sup>nd</sup> September 1666 and lasted for 5 days (8, 9 & 10)<br>The fire started in Thomas Farynor's bakery on Pudding Lane in the middle of the night. The fire probably came from the oven (8, 9, 10 & 11)<br>Samuel Pepys started to write about the fire in his diary (11)<br>People tried to put the fire out using buckets of water and then by pulling down houses with fire hooks. They hoped this would make a fire break, but the fire kept on spreading. Even St Paul's Cathedral burned down. (8, 9 & 10) |            |

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|   |  |   | <p>Many modern toys are made using plastic, need batteries or use electricity to work like computers, consoles and tablets (3, 4, 5 &amp; 6)</p> <p><b>Skills:</b><br/><b>Identify</b> similarities and differences.<br/><b>Discuss</b> reasons for changes in materials used to make toys and which old toys are still played with today.<br/><b>Order</b> toys in chronological order.</p> <p><b>Enhancements:</b><br/>Wonder Box</p> | <p><b>Victorian</b> houses (about 180 years ago) were built from brick or stone with slate roofs (2, 3, 4, 5 &amp; 7)<br/><b>Modern</b> houses today are designed to be energy efficient, with better insulation, lots of living space and environment friendly (1, 2, 3, 4, 5 &amp; 7)</p> <p><b>Skills:</b><br/><b>Identify</b> and <b>discuss</b> similarities and differences between different houses.<br/><b>Discuss</b> reasons for changes in materials used to make toys.<br/><b>Order</b> houses on a timeline in chronological order.</p> <p><b>Enhancements:</b><br/>Wonder Box</p> | <p>Why it spread so quickly - in 1666, the buildings in London were very close together and many were made of wood and had straw roofs. (3 &amp; 9)<br/>The Fire of London finally stopped but many people were left homeless because their houses burnt down (8, 9 &amp; 10)<br/>After the fire, many buildings were rebuilt. King Charles II ordered that those buildings were built further apart. New rules were put in place that said buildings had to be made of stone and brick (5, 8, 9, 10 &amp; 11)<br/>The London Fire Brigade was set up (8 &amp; 9)</p> <p><b>Skills:</b><br/><b>Identify</b> similarities and differences between different buildings<br/><b>Discuss why</b> the materials from which houses were built changed after the Great Fire of London.<br/><b>Order</b> the events on a timeline in chronological order.<br/><b>Discuss</b> and explore historical sources and the impact The Great Fire of London had on people.</p> <p><b>Enhancements:</b><br/>Wonder Box<br/>Re-enactment</p> |
| <b>Year Two Curriculum Content Criteria</b> | <p><b><u>A Year Two Historian:</u></b></p> <ol style="list-style-type: none"> <li>1. I know how some people have helped us to have better lives.</li> <li>2. I know the names of significant individuals from the past and can recount some details about their significance.</li> <li>3. I know about what they did to make the world a better place.</li> <li>4. I know about the life of a famous person from the past because I know how to research.</li> <li>5. I know how to use books and the internet to find out more information about the past.</li> <li>6. I compare life today with life in the past.</li> <li>7. I know about significant events, people and places that happened before I was born.</li> <li>8. I recount most of the details of a significant historical event.</li> <li>9. I sequence a set of events in chronological order and give reasons for their order.</li> <li>10. I accurately use words and phrases like: old, new, a long time ago, before, after, past, present, then and now.</li> </ol> |   |   |   |   |
| <b>Year Two Units of Study</b>              |  | <p><b>Significant Individual – Florence Nightingale</b><br/><i>National Curriculum: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, <b>Mary Seacole</b></i></p> |   |   | <p><b>Titanic</b><br/><i>National Curriculum: Significant historical events, people and places in their own locality.</i></p> <p><b>Knowledge and Context:</b><br/>Titanic was the world’s biggest and most luxurious</p>   |

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|                                     |  | <p><i>and/or Florence Nightingale and Edith Cavell]</i></p> <p><b>Knowledge and Context:</b><br/>         Florence Nightingale was a Victorian nurse who helped make hospitals better (1, 2, 3, 4, 5 &amp; 9)<br/>         Key events in Florence Nightingale’s life (2, 9)<br/>         The differences between Victorian and modern-day hospitals and the reasons for changes (6)<br/>         The life of a soldier in the Crimean war (1 &amp; 6)<br/>         The life of Mary Seacole (1, 2, 3, 4 &amp; 5)</p> <p><b>Skills:</b><br/> <b>Ask</b> questions about the past.<br/> <b>Identify</b> similarities and differences<br/> <b>Discuss</b> significant historical events<br/> <b>Order</b> events on a timeline in chronological order.<br/> <b>Find out</b> information from a range of sources</p> <p><b>Enhancements:</b><br/>         Wonder Box</p> |  |  | <p>transatlantic liner (boat) of the time (7 &amp; 8)<br/>         It took over 3 years to build and it was declared unsinkable and a marvel of British engineering (7 &amp; 8)<br/>         Titanic set sail from Southampton intended to reach New York (7 &amp; 8)<br/>         The Titanic hit an iceberg and sank nearly 3 hours later (7 &amp; 8)<br/>         On board there were 3 types of the passengers: first, second and third class (7 &amp; 8)<br/>         The titanic carried 20 lifeboats, which was only enough to carry half of the passengers (7 &amp; 8)<br/>         The Carpathia answered the distress call but was 58 miles away and did not get there in time (7 &amp; 8)<br/> <b>Order the events in chronological order and discuss (9 &amp; 10)</b></p> <p><b>Skills:</b><br/> <b>Identify</b> similarities and differences<br/> <b>Discuss</b> how this event relates to our own locality<br/> <b>Order</b> events on a timeline in chronological order.</p> <p><b>Enhancements:</b><br/>         Wonder Box<br/>         Titanic Day</p> |  |
| <p><b>Year Three Curriculum</b></p> | <p><b><u>A Year Three Historian:</u></b></p> <ol style="list-style-type: none"> <li>1. I place the historical period on a timeline showing key historical events or lives of significant people.</li> <li>2. I know about how Stone Age people hunted for their food and what they ate.</li> <li>3. I know about many of the differences between the stone, bronze and iron ages.</li> </ol> |  |  |  |  |  |

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| <p><b>Content Criteria</b></p>          | <p>4. I know what people learnt from stone aged paintings.<br/> 5. I am able to describe what a typical day would have been like for a stone age man, woman or child.<br/> 6. I know and can give examples of things that the Romans did for our country.<br/> 7. I know what Roman settlements were like and why they built them.<br/> 8. I know why the Roman army were successful.<br/> 9. I know about the lives of famous Romans and explain their significance.</p>   |  |  |  |  |
| <p><b>Year Three Units of Study</b></p> | <p style="text-align: center;"><b>Stone Age to Iron Age</b></p> <p><i>National Curriculum: Changes in Britain from the Stone Age to the Iron Age</i></p> <p><b>Knowledge and Content:</b><br/> When the Stone Age happened (1)<br/> How people in the Stone Age lived (2 &amp; 5)<br/> What cave art can tell us about the Stone Age (4)<br/> The changes that took place in the Stone Age (1)<br/> What tools early people used (1 &amp; 5)<br/> How early farming developed and why was this important (1 &amp; 5)<br/> What early art and jewellery tell us about early people (4)<br/> The major changes that took place from the Stone Age to the Iron Age (3)</p> <p><b>Skills:</b><br/> Use a range of sources to <b>research</b> what life was like in the Stone Age and Iron Age<br/> <b>Describe</b> events <b>using appropriate vocabulary</b></p> <p><b>Enhancements:</b><br/> Stone Age Day<br/> Clay fossils and Jewellery from Stone Age<br/> Wonder box</p> |  |  |  | <p style="text-align: center;"><b>Roman Britain</b></p> <p><i>National Curriculum: The Roman Empire and its impact on Britain</i></p> <p><b>Knowledge and Content:</b><br/> Who the Romans were (1)<br/> Why the Roman’s invaded (8)<br/> Key features of the Roman army (8)<br/> The differences in settlements before and after the Romans (7)<br/> The Boudicca revolt and why it happened (9)<br/> The legacy and technology of the Roman invasion (6 &amp; 8)</p> <p><b>Skills:</b><br/> I can <b>use artifacts</b> to inform my responses.<br/> I can <b>use research</b> to create connections.<br/> I can <b>scrutinise a</b> range of sources.<br/> <b>Describe</b> events and periods from the past <b>using dates</b> when things happened and appropriate vocabulary.</p> <p><b>Enhancements:</b><br/> Roman Day<br/> Water Bombs<br/> Shield formations</p> |

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| <p><b>Year Four Curriculum Content Criteria</b></p> | <p><b>A Year Four Historian:</b></p> <ol style="list-style-type: none"> <li>1. I know where the Anglo-Saxons came from.</li> <li>2. I use a timeline to show when the Anglo-Saxons were in England.</li> <li>3. I know the link between Anglo-Saxons and Christianity.</li> <li>4. I know that Britain was invaded on more than one occasion.</li> <li>5. I know famous figures from points in History and can explain their significance.</li> <li>6. I know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>7. I know how to use a timeline to show when the Vikings raids started.</li> <li>8. I know why the Vikings often overpowered the Anglo-Saxons.</li> <li>9. I show on a map where the Vikings came from and where they invaded our country.</li> <li>10. I know about the lives of the Anglo-Saxons and the Vikings.</li> <li>11. I know how historic items and artefacts have been used to help build up a picture of life in the past.</li> <li>12. I know about the impact that these periods of history had on modern Britain.</li> <li>13. I research and can explain the achievements of an early civilisation.</li> <li>14. I know how to locate Egypt on a map and other important places and features.</li> <li>15. I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>16. I know that many of the early civilizations gave much to the world.</li> </ol> |  |  |   |
| <p><b>Year Four Units of Study</b></p>              | <p style="text-align: center;"><b>Ancient Egypt</b></p> <p><i>National Curriculum: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i></p> <p><b>Knowledge and Content:</b><br/>         What Hieroglyphics were (13)<br/>         The Egyptian gods (13)<br/>         The legacy of Ancient Egypt (15 &amp; 16)<br/>         The mummification process (13)<br/>         What Ancient Egypt was like over 5,000 years ago (13 &amp; 14)<br/>         Why the Nile was crucial to Egypt (14)<br/>         Where the Ancient Egyptians lived (14)<br/>         Who Tutankhamun was (5)<br/>         Why the Pyramids were built (13 &amp; 14)<br/>         Who built the pyramids (13)</p> <p><b>Skills:</b><br/>         Use a range of sources to <b>research</b> Ancient Egypt.<br/> <b>Scrutinise</b> sources to conclude who built the pyramids.<br/> <b>Explain</b> how evidence tells us about Ancient Egypt.</p> <p><b>Enhancements:</b></p>  |  |  | <p style="text-align: center;"><b>Anglo-Saxons and Vikings</b></p> <p><i>National Curriculum: Britain’s settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p> <p><b>Knowledge and Content:</b><br/>         Who the Anglo-Saxons were and where they came from (1)<br/>         When and why the Anglo-Saxons invaded Britain (2 &amp; 4)<br/>         How the Anglo-Saxons and Vikings lived and travelled (10 &amp; 11)<br/>         How Christianity was introduced to Britain (3)<br/>         How King Alfred became known as Great (5)<br/>         Who the Vikings were and where they came from (7 &amp; 9)<br/>         Why the Vikings invaded Britain and where (8 &amp; 9)<br/>         How Christianity was introduced to the Vikings by the Anglo-Saxons (3)<br/>         Know why the Anglo-Saxon and Vikings were often in conflict (6)<br/>         The impact of Danelaw and creation of England and Scotland (12)<br/>         1066 and the impact on the Vikings (12)<br/>         Identify and understand the influences the Anglo-Saxons and Vikings have had on our lives in modern Britain today (12)</p> |

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|   | <p>Wonder Box<br/>Ancient Egyptian Museum</p>  |  |  | <p><b>Skills:</b><br/> <b>Place</b> the Saxon events in narrative chronological order.<br/> <b>Identify</b> the key reasons for invasion.<br/> <b>Explore connections and contrasts</b> between then and now.<br/> <b>Scrutinise</b> a range of sources.<br/> <b>Place</b> Viking events within Anglo Saxon chronology.<br/> <b>Compare and contrast</b> Viking lives to Anglo-Saxon and the present.<br/> <b>Explore</b> the significance of the Vikings on modern Britain.</p> <p><b>Enhancements:</b><br/> Wonder Box</p>  |
| <p><b>Year Five Curriculum Content Criteria</b></p> | <p><b>A Year Five Historian:</b></p> <ol style="list-style-type: none"> <li>1. I know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>2. I know about some of the things that the Greeks gave the world.</li> <li>3. I know that the Greeks were responsible for the birth of the Olympics.</li> <li>4. I know that the Greek Gods were an important part of Greek culture.</li> <li>5. I know how to locate Greece on a map and other important places.</li> <li>6. I describe events from the past using dates when things happened.</li> <li>7. I know how an event from the past has shaped our life today.</li> <li>8. I place the historical period on a timeline showing key historical events or lives of significant people.</li> <li>9. I appreciate how historical artefacts help us understand more about lives in the present and past.</li> <li>10. I know how Britain has had a major influence on the world.</li> <li>11. Describe a key event from Britain's past using a range of evidence from different sources to make inferences.</li> <li>12. Appreciate that significant events in history have helped shape the country we have today.</li> <li>13. Understand the causes and consequences of war.</li> <li>14. I know how our locality today has been shaped by what happened in the past.</li> <li>15. I research what it was like for children in a given period of history.</li> </ol> |  |  |   |
| <p><b>Year Five Units of Study</b></p>              | <p style="text-align: center;"><b>Ancient Greece</b></p> <p><i>National Curriculum: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i></p> <p><b>Knowledge and Content:</b><br/> When the Ancient Greek times were in history (8)<br/> Where Greece, Athens and Sparta (as it was known) are (5)<br/> Differences between life in Athens and Sparta (1 &amp; 9)<br/> How Spartan society was divided (1)<br/> Facts about Greek battles (1 &amp; 9)</p>   |  |  | <p style="text-align: center;"><b>World War 2 and the impact on Southampton</b></p> <p><i>National Curriculum: A study of an aspect or theme in British history that extends pupils' <b>chronological knowledge beyond 1066</b> (a significant turning point in British history, e.g. the Battle of Britain).</i></p> <p><i>Local study - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i></p> <p><b>Knowledge and Content:</b><br/> What WW2 was and who fought in it (6, 10 &amp; 13)<br/> Major events in WW2 (6, 11 &amp; 13)<br/> Reasons for the war starting (6 &amp; 13)</p> |

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|  | <p>Ancient Greek religion (4 &amp; 9)<br/>How democracy and the Olympics from Ancient Greece have influenced our lives today (2, 3 &amp; 7)</p> <p><b>Skills:</b><br/><b>Explore</b> and <b>scrutinise</b> evidence from a range of sources to discover facts about Greek life.<br/><b>Order</b> events on a timeline in chronological order.<br/><b>Explore</b> connections and contrasts between then and now.<br/><b>Know and use</b> dates and historical language in work.</p> <p><b>Enhancements:</b><br/>Wonder Box<br/>Ancient Greek Day</p>  |   |  | <p>What happened during the Blitz (11)<br/>How the Battle of Britain affected Southampton (12 &amp; 14)<br/>What happened to children in Southampton during the war (12, 14 &amp; 15)<br/>How Southampton took part in D-Day (12 &amp; 14)</p> <p><b>Skills:</b><br/><b>Place</b> the WW2 events in narrative chronological order.<br/><b>Explore</b> the significance of the key nations in WW2.<br/><b>Identify</b> the key causes <b>and consequences</b> of war.<br/><b>Explore</b> connections and contrasts between then and now and the significance of the Blitz.<br/><b>Scrutinise</b> a range of sources.<br/><b>Use a range of sources to understand the impact</b> on Southampton.<br/><b>Explain the differences and similarities</b> for children then and now.<br/><b>Explore how a national event effected our locality</b><br/><b>Know and use dates and historical language in their work.</b></p> <p><b>Enhancements:</b><br/>Wonder box</p> |  |  |
| <p><b>Year Six Curriculum Content Criteria</b></p> | <p><b><u>A Year Six Historian:</u></b></p> <ol style="list-style-type: none"> <li>1. I research in order to find similarities and differences between two or more periods of history.</li> <li>2. I know where a period of history fits on a timeline.</li> <li>3. I know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>4. I know about the main events from a period of history, explaining the order of events and what happened.</li> <li>5. I research what it was like for children in a given period of history.</li> <li>6. I know how the lives of wealthy people were different from the lives of poorer people.</li> <li>7. I research and can explain the achievements of a civilisation.</li> <li>8. I know that many of the early civilizations gave much to the world.</li> <li>9. I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>10. I know about the impact that one of these periods of history had on the world.</li> </ol> |   |  |   |  |  |
| <p><b>Year Six Units of Study</b></p>              |   | <p><b>The Victorians</b><br/><i>National Curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history).</i></p> <p><b>Knowledge and Content:</b></p> |  |   | <p><b>The Maya</b><br/><i>National Curriculum: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900;</b> Benin (West Africa) c. AD 900-1300.</i></p> |  |



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|  |  | <p>The place of the Victorians in history (2 &amp; 3)<br/> Significant events in the Victorian period (4)<br/> Rich and poor in Victorian times (6)<br/> Know when certain laws were set, EG - factory acts (4)<br/> What child labour was like – the jobs involved and the working conditions (1, 4 &amp; 5)<br/> Key inventions from the Victorian era and how they have impacted on our lives today (1, 4 &amp; 9)<br/> What Victorian school days were like and compare them with life today (1, 4 &amp; 5)</p> <p><b>Skills:</b><br/> <b>Order</b> events on a timeline in chronological order.<br/> Use a range of sources to <b>Research</b> what life was like in Victorian times<br/> <b>Identify</b> differences between rich and poor<br/> <b>Compare</b> life today with that of this period in History</p> <p><b>Enhancements:</b><br/> Wonder Box<br/> Victorian Day</p> |  |  | <p><b>Knowledge and Content:</b><br/> Who the Maya were (7 &amp; 8)<br/> Where the Maya lived (7 &amp; 8)<br/> What Maya society was like (7 &amp; 8)<br/> Maya inventions and architecture <b>and the impact this has had on the world (7, 8, 9 &amp; 10)</b><br/> Maya religions (7)<br/> Reasons for the Maya empire’s collapse (7)<br/> <b>Compare the similarities and differences of inventions between the Maya and the Victorians (1 &amp; 9)</b></p> <p><b>Skills:</b><br/> <b>Place</b> the Maya events in narrative chronological order in contrast to Britain.<br/> <b>Explore trends</b> between Maya and other empires we have learned about.<br/> <b>Scrutinise</b> a range of sources to explore Maya society.<br/> <b>Weigh and sift</b> sources to create an informed response.</p> <p><b>Enhancements:</b><br/> Wonder box</p> |  |
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