

History



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
EYFS		Personal History		Pirates
1	Strand	Significant People		
	Termly Focus	<p>Changes within living memory</p> <p>Myself and my family- (looking at themselves and their family and the changes that have taken place)</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Significant people in history- pre 1900s</p> <p>Marvellous Nurses- Florence Nightingale Mary Seacole</p>	<p>Significant people in history- post 1900s</p> <p>Rosa Parks</p> <p>Martin Luther King</p>
2	Strand	Significant Events		
	Termly Focus	<p>Significant events (post 1900s)</p> <p>The Moon Landing</p> <p>The Space Race</p>	<p>Significant events (pre 1900s)</p> <p>Great fires of Britain</p>	<p>Local historical significant events</p> <p>Proud to be a Potter</p> <p><i>Development of the Potteries</i></p>
3	Strand	Comparing invaders to Britain post AD (Cycle B)		
	Termly Focus	Romans in Britain	Saxons in Britain	Comparison of Roman / Saxon Britain & local links
4	Strand	Comparing BC civilisations – stone age, Bronze age, Egyptians (Cycle A)		
	Termly Focus	Stone Age through to Iron Age	Ancient Egypt	Comparison study
5	Strand	World War II (Cycle B 2021-22)		
	Termly Focus	Timelines/Events	Impact on Daily life	Local Study
6	Strand	Life under the rule of female monarchs in British History (Tudors and Victorians focus) cycle A		
	Termly Focus	Tudors	Victorians	Comparison big questions



Crucial Knowledge overview

EYFS:

Autumn 1				
Curriculum Area	Focus	Crucial Knowledge	Development Matters	Key Vocab
UTW – History	My timeline. My family tree. My memories.	I was a baby and I've grown. I've got a mum/dad/nan/grandad, etc.	Comment on familiar situations in the past. Understand the past through settings, characters and events in books. Know some similarities and differences between things in the past and now. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Grow Change Past Timeline Family Memory

Summer 2				
Curriculum Area	Focus	Crucial Knowledge	Development Matters	Key Vocab
UTW – History	Pirates Seaside	Pirates travel on boats Pirates steal Pirate characteristics Seaside now and in the past	Know some similarities and differences between things in the past and now. Understand the past through settings, characters and events in books.	Pirate Ship Eye patch Hook Parrot Boat Now Then Past Seaside

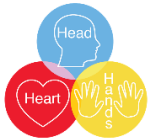
HISTORY (Year 1): Strand of learning – Significant people from the past

Crucial Knowledge- (Myself and my family) Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Understand how a timeline works Know the difference between the past and present. Put key events of their lives in the order in which they happened (chronological order). Know that their family will stretch back through generations so older people will have had different experiences (toys/fashion/jobs) than they have. Know that images (photographs/drawings) of objects can be matched to different time periods in their lives and the lives of their immediate family. Know there have been a lot of changes since parents/ grandparents were young. Old toys were often made of wood. Modern (new) toys are often made of plastic. Old toys were moved by hand. Modern (new) toys often use batteries Old toys were often made by hand whereas modern toys are often made by a machine 	<ul style="list-style-type: none"> Understand the word Chronological Understand that some things we take for granted today did not exist in the past e.g phones, televisions etc... Compare the types of clothes their grandparents wore compared to their parents and themselves Compare the types of toys their grandparents played with compared to their parents and themselves. Know the types of jobs that grandparents had. 	<ul style="list-style-type: none"> Sequence a timeline of their lives Create a family history through an immediate family tree and then trying to extend this by talking to family members Interview/ talk to family members and ask what life like was like when they were young.

Crucial Knowledge (Significant people in History Pre 1900's- Marvellous Medicine)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Know that Florence Nightingale was famous for being a nurse and helping to change how nurses looked after people. Know that Florence Nightingale had the name 'The lady with the lamp'. Know that Florence Nightingale helped soldiers during the Crimean war. 	<ul style="list-style-type: none"> Understand that lots of what we know today about how to keep hospitals clean and organised places is due to the hard work and research of Florence Nightingale. Understand that because of her, thousands (possibly even millions) of lives have been 	<ul style="list-style-type: none"> Timeline of Florence Nightingales life with key events Understand when in time Florence Nightingale existed in comparison to

<ul style="list-style-type: none"> • Know that Florence Nightingale was a famous British nurse who lived between 1820 and 1910. • Know that she helped to make hospitals cleaner, safer places, and wrote books about how to be a good nurse. • Know that Mary Seacole was also a nurse at the time of Florence Nightingale. • Know that people didn't want her to become a nurse in the war but she went to help the soldiers anyway. • Know that she gave soldiers shelter and food and took care of the injured. 	<p>saved, - she found ways to stop many infections and diseases from spreading.</p> <ul style="list-style-type: none"> • Know that the Nightingale hospitals during the covid pandemic were named after her as she was seen as so important. • Know that Mary Seacole lived at a time when women, particularly women with black skin were not treated the same. • Know that the soldiers called her Mother Seacole. 	<p>them (historical context timeline)</p> <ul style="list-style-type: none"> • Answer questions using historical resources. • Make comparisons between the life of Florence Nightingale and Mary Seacole.
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Crucial Knowledge (Post 1900's- Black Lives)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> • Rosa Parks grew up in the South in America. • She was African- American. • She lived in a city called Montgomery with her husband that was split in schools, churches, shops etc for white people and people of colour. • When she rode on the bus she would have to ride at the back where people of colour would have to sit, even if there were spare seats at the front of the bus. Sometimes she would have to stand. • Rosa wanted all people to be treated the same. • On December 1, 1955 that Rosa had settled in her seat on the bus after a hard day's work. All the seats on the bus had filled up when a white man boarded. The bus driver told Rosa and some other African-Americans to stand up. Rosa refused. • The bus driver said he would call the police. Rosa didn't move. Soon the police showed up and Rosa was arrested 	<ul style="list-style-type: none"> • African- American leaders decided to not use the buses altogether (which was difficult as not many people had cars). • After 381 days of not using the buses the Supreme court said that the segregation law was wrong. • What is meant by a 'protest'. • Civil rights act- meant that nobody should be treated differently based on their race, colour of their skin, if they were male or female or because of their religion. 	<ul style="list-style-type: none"> • Understand when in time Parks and MLK Jr existed in comparison to them (historical context timeline) • Answer questions using historical resources. • Understand what sources of historical information are e.g. diaries, books, artefacts, photographs, paintings etc.. • Timelines • Fact files. • Use information to explore why people did things, why events happened and what happened as a result.



<p>and then she was fined 10 dollars, which she refused to pay.</p> <ul style="list-style-type: none">• Rosa said the law was wrong and shouldn't treat people like this.• Martin Luther King Jr also stood up for people's rights and thought everyone should be treated the same.• He was of the people who organized the 'boycott' of the buses. MLK's house was bombed and he was arrested for standing up.• He organized a march to Washington where he wanted to show that people should have equal rights.• He gave a special 'I have a dream speech'.• A year later, the government came up with a special 'act' to say that people should not be treated differently because of the colour of their skin.		
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HISTORY (Year 2): Strand of learning – Significant events

Crucial Knowledge (Post 1900's moon landing)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none">• Russia and the USA were involved in the Space Race.• Animals were sent up into space and this included Arthur the monkey and Laika the dog.• On July 16th 1969 the Apollo 11 team's rocket was launched from the United States. On board Apollo 11 was Neil Armstrong, Michael Collins and Edwin "Buzz" Aldrin.	<ul style="list-style-type: none">• Russia and the USA sent satellites to space.• Russia sent a man into space called Yuri Gagarin.• Once they were orbiting the moon, Armstrong and Aldrin climbed into the Eagle Lunar	<ul style="list-style-type: none">• Timelines• Fact files.• Role play and drama.• News broadcasts.• Find answers to questions using resources.

<ul style="list-style-type: none"> It took 4 days to reach the moon. On July 20th 1969 Armstrong became the first human to step on the moon. When he stepped on the moon, Armstrong famously said “That’s one small step for man, one giant leap for mankind.” Armstrong and Aldrin did the following activities on the moon: practiced walking in different ways, put the U.S flag on the moon, collected moon rock for experiments, set up a laser to beam down to earth to check the distance. Michael Collins did not step on the moon – he was in a spacecraft waiting for his crew to return to him. They arrived in the Pacific Ocean on 24th July. An amazing woman called Katherine Johnson carried out the calculations that made the mission to the moon possible and got the astronauts home again. Black History link – lesson needed to include this in. WCR focus at the time should be Counting On Katherine. 	<p>Module (small space craft) to set off to the moon’s surface.</p> <ul style="list-style-type: none"> The first words said on the moon were “The Eagle has landed.” The footprints made by Armstrong and Aldrin are still on the surface of the moon. After 22 hours on the moon, the crew made their way back to Earth. The Apollo 11 Moon landing was one of the most watched event in the history of TV. Nearly 600 million people watched the moon landing. Across the U.S, people had moon parties, wrote letters and took family photos. Katherine’s incredible achievement made it possible for other women and people of colour to follow in her footsteps, breaking down barriers of race and gender. 	<ul style="list-style-type: none"> Make links between the past and their own lives Understand what sources of historical information are e.g. TV broadcasts, books, artifacts, photographs etc.. Use information to explore why people did things, why events happened and what happened as a result. Spider diagrams.
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Crucial Knowledge (Pre 1900’s- The Great fires of England – London and Nantwich)	Expanded Knowledge	Intent/Prove
<p><u>The Great Fire of London:</u></p> <ul style="list-style-type: none"> Know that the Great Fire of London was a huge fire which destroyed large parts of London. It started in Pudding lane on the 2nd September 1666. It started in a bakery as the baker had left the ovens on. The fire spread quickly because houses were close together and most houses were made from things that burned really quickly. There was no fire brigade in 1666 so the fire could only be put out by the people who lived in the area. 	<ul style="list-style-type: none"> Know that King Charles II was the king of England at the time of the fire. Know what houses were made of in 1666 (wattle and daub/thatched roofs) compared to now. Understand the impact of this fire lead to the formation of the fire service. Know that Samuel Pepys diary is a ‘historical account’ which helps us understand what happened in the fire. 	<ul style="list-style-type: none"> When the event occurred in relation to them and others they have learnt about. Look at a range of information sources about the fire and discuss them – how reliable are they. Compare the fire then with a possible fire in London now – would it have the same effect – why not? What is different?

<ul style="list-style-type: none"> Samuel Pepys was a man who watched the fire and wrote a diary about what he saw. <p><u>The Great Fire of Nantwich:</u></p> <ul style="list-style-type: none"> The Great Fire of Nantwich took place in 1583 before the Great fire of London. The Fire destroyed most of the town of Nantwich. The fire began in a house owned by John Crewe, where local man Nicholas Brown was illegally brewing beer. Know that the fire spread because of a strong wind. Know that four bears were set free from one of the public houses, further adding to the panic. <p>Know that the fire lasted for 20 days.</p>	<ul style="list-style-type: none"> Know that Elizabeth the 1st was the queen at the time and that the town was rebuilt the following year with the help of Elizabeth I who donated £1000 and local timber to aid with the rebuilding. Understand that the houses in Nantwich were also houses like those in London at the time of the Great Fire (link back to previous unit), so were close together and made of wattle, daub and thatch and burnt quickly. 	<ul style="list-style-type: none"> Compare events of the Great Fire of London and the Great Fire of Nantwich and look for similarities. Answer questions about the past by talking to local historians (museum visit).
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Crucial Knowledge (local events – Proud to be a Potter)	Expanded Knowledge	Intent/Prove
<ul style="list-style-type: none"> Know that Stoke-on-Trent is also known as the potteries because it's famous around the world for making pottery. Pottery is a thing made of clay (pots, plates, cups etc..) Many people in Stoke used to work in pot banks (place where pottery is made). Josiah Wedgewood was responsible for the development of Pottery in stoke. Clarice Cliff was famous for her pottery and art work in the 1930's, based in Burslem. Emma Bridgewater is famous for her pottery designs and still has a factory in Hanley. 	<ul style="list-style-type: none"> Know the origins of pottery, what is it and where did it come from. Know the different jobs in the pot banks were. Know how canals were used in the pottery industry. 	<ul style="list-style-type: none"> Find answers to questions using resources Make links between the past and their own lives Understand what sources of historical information are e.g. living memory, books, artifacts, photographs, paintings etc..

HISTORY (Year 3/4 Cycle A): Strand of learning – comparing BC Civilisations

Autumn Term – Stone age		
Crucial knowledge	Extended Knowledge for unit	Intent/Prove
<ul style="list-style-type: none"> The Stone Age, Bronze Age and Iron Age lasted from 10,000BC – 43AD in Britain. Our knowledge of history is based on the discoveries of archaeologists and different historical sources. When we discover new things our knowledge of history changes. Stonehenge and Skara Brae are stone age sites in Britain. Historians and archaeologists disagree about when exactly the Stone Age started and ended in Britain, however according to evidence it began around 8-10,000 BC and lasted until 4000BC. Stone Aged people used tools and weapons made of stone. According to evidence it began in 2300BC and lasted until 800BC. Bronze aged people used tools and weapons made of bronze. According to evidence it began in 2300BC and lasted until 800BC. Iron aged people used tools and weapons made of iron. 	<ul style="list-style-type: none"> Ancient Egyptian civilisation was taking place in Egypt at the same time as the Stone Age, Bronze Age and Iron Age were in Britain. A primary source is something that was made or created during the time of study such as a diary, photographs and artefacts. A secondary source is something created after the time of study such as a books or documentary. Skara Brae is a Stone Age village located off the coast of Scotland which was discovered by William Watt. Stone Age food varied over time and from region to region, but included the foods typical of hunter gatherers: meats, fish, eggs, grasses, tubers, fruits, vegetables, seeds and nuts. Metal tools make it easier to farm crops. People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks. People changed from living in caves during the Stone Age to small farms and hill forts in the Iron Age. 	<ul style="list-style-type: none"> Sequence key periods of time on a timeline. Make inferences about what an artefact is and what it was for. Children make deductions about life in Skara Brae through answering questions such as how do we know that people living there were fishermen? Compare how Stone Age people got their food and the foods they ate to what we eat now. Write a diary entry from the point of view of a Bronze Age child. Draw an image of Iron Age fort and Iron Age life. End of Unit Big Question- When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

	<ul style="list-style-type: none"> • People changed from being hunter gatherers in the Stone Age to eating cooked meals in the Iron Age. • The population of Britain grew from about 50,000 to over 1 million by the end of the Iron Age. 	
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Spring Term – Ancient Egypt		
Crucial knowledge	Extended Knowledge for unit	Intent/Prove
<ul style="list-style-type: none"> • Ancient Egypt lasted from 3100BC to 30BC. • An Egyptologist is a type of historian who specifically studies Ancient Egypt. • Howard Carter is a famous Egyptologist. • The River Nile was really important to Ancient Egyptians. It provided them with food and trade. • Ancient Egyptian rulers (the person in charge) were called 'Pharaohs'. • According to evidence it began in 2300BC and lasted until 800BC. • Bronze aged people used tools and weapons made of bronze. • The Ancient Egyptians were one of the first groups of people to write things down. Their style of writing is called 'hieroglyphics'. • When important people died in Ancient Egypt, their bodies were 'mummified' by removing the insides and wrapping them in cloth. 	<ul style="list-style-type: none"> • Ancient Egyptian civilisation was taking place in Egypt at the same time as the Stone Age, Bronze Age and Iron Age were in Britain. • A primary source is something that was made or created during the time of study such as a diary, photographs and artefacts. • A secondary source is something created after the time of study such as a books or documentary. • They grew their crops near the banks of the Nile River where the rich black soil was good for crops. • They grew barley to make beer, wheat for bread, vegetables such as onions and cucumbers, and flax to make into linen. • Tutankhamun was an Egyptian Pharaoh who ruled from the age of 9 – 18. He was called 'the boy king'. • The Ancient Egyptians invented lots of things we still use today such as: paper, pens, locks and keys 	<ul style="list-style-type: none"> • Sequence key periods of time on a timeline comparing stone age through to bronze age and Ancient Egypt. • Retell the story of Howard Carter discovering Tutankhamun's tomb. • Identify and give reasons as to how the Nile was used and why it was so important to them. • Pupils find out about the different groups in society from the highest to lowest ranked. They then reflect on who they believe to have been the most important part of Egyptian society in a diamond 9 ranking activity. • Create a mandala of everyday life. Pupils reflect on how their life is

	<ul style="list-style-type: none"> • Ancient Egyptians built pyramids that were made of stone and they were built for the Pharaohs. • Ancient Egyptians had lots of Gods and Goddesses that they worshipped. • The Ancient Egyptians were one of the first groups of people to write things down. Their style of writing is called 'hieroglyphics'. • In the Egyptian religion, the body was needed in order for the soul or "ba" of the person to unite with the "ka" of the person in the afterlife. The body was an important part of the afterlife and they wanted to preserve it forever. 	<p>different to that of the ancient Egyptians.</p> <ul style="list-style-type: none"> • Children to decode hieroglyphic messages and deduce what this tell us about the life of Egyptian people. • Storyboard mummification of Egyptians. Explain why this ritual is important to Egyptians.
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Summer term – BC Civilisations		
Crucial knowledge	Extended Knowledge for unit	Intent/Prove
<ul style="list-style-type: none"> • <i>Recap all crucial knowledge from both units prior (See Autumn and Spring term)</i> • Stonehenge was a man made site – the large stones had to be moved into place • Stone Age food varied over time and from region to region, but included the foods typical of hunter gatherers: meats, fish, eggs, grasses, tubers, fruits, vegetables, seeds and nuts. • Metal tools make it easier to farm crops. • People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks. • People changed from living in caves during the Stone Age to small farms and hill forts in the Iron Age. 		<p>Unit is designed to recap knowledge and allow the children time to compare. They will answer the following key questions:</p> <p><u>*Who were the best builders?</u></p> <p>Compare Stonehenge to a Pyramid. Look at where the materials were sourced from, how they were transported, how they were moved into position. Pupil's reflect on which buildings were the most advanced giving their opinion with reasons to support.</p>

<ul style="list-style-type: none"> • People changed from being hunter gatherers in the Stone Age to eating cooked meals in the Iron Age. • Ancient Egyptians built pyramids that were made of stone and they were built for the Pharaohs. • Ancient Egyptians grew their crops near the banks of the Nile River where the rich black soil was good for crops. • They grew barley to make beer, wheat for bread, vegetables such as onions and cucumbers, and flax to make into linen. • Ancient Egyptians had lots of Gods and Goddesses that they worshipped. • The Ancient Egyptians were one of the first groups of people to write things down. Their style of writing is called 'hieroglyphics'. 		<p><u>*Which civilization was the most advanced?</u> Children to sort and rank technology that Stone Age people and Ancient Egyptians used. They then are to reflect on which was the most advanced and give their opinion with reasons to support this.</p> <p><u>*Would I prefer to have lived in Stone age, bronze age or Ancient Egyptian times?</u> Children gather information from sources and their learning and present daily life in the Stone Age and daily life in Ancient Egypt. They then reflect on which they would prefer and why.</p>
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History (Year 5/6): Strand of learning – life under rule of female monarch's in British history

Autumn Term –		
Crucial knowledge (individual lessons)	Extended Knowledge for unit	
<ul style="list-style-type: none"> • There were 5 Tudor Monarchs (Kings & Queens) during the Tudor period. • They were: Henry VII, Henry VIII, Edward VI, Mary I & Elizabeth I. • Elizabeth I was the last Tudor Monarch. • Elizabeth I's rule was seen as a 'Golden Age'. • Queen Elizabeth I encouraged exploration and during her reign many sailors went off in search of unknown lands. 	<ul style="list-style-type: none"> • Henry VII won a battle to become the King of England. • The rest of the Tudor monarchs gained this through being born into the family. • Henry VIII had 6 wives. We remember them with the rhyme (divorced, beheaded & died, divorced, beheaded, survived). • Henry VIII had three children Mary I, Elizabeth I and Edward VI. 	<ul style="list-style-type: none"> • Place key events during Tudor ruling on a timeline. • Create a family tree showing the Tudor Monarchs and their reign. • Identify differences between world maps from before and during the Tudors.

<ul style="list-style-type: none"> • Knowledge of the rest of the world increased and maps became more accurate. • During Elizabeth's I reign, England and Spain were rivals and there was constant unrest between the two countries. • King Philip II of Spain sent 130 ships to invade Britain. • Sir Francis Drake led the fleet which beat the Spanish Armada. • There were different classes and a strict hierarchy in Tudor times. • These were: Monarch, Nobility, Gentry, Merchants/Craftsmen, Labourers. • Poor Tudor children would have had to gone to work, whereas. rich Tudor children would have been given an education. • If children became ill during these times they were less likely to survive than children today. • All classes would play card games and visit the theatre. • Children would play hide and seek, blind man's buff and leap frog. • The Elizabethan Era was known as the 'Golden Era'. • Achievements include: • The exploration of the world leading to more detailed maps and discovery of new places. • The defeat of the Spanish Armada. • The rise of popularity in the arts such as theatre. 	<ul style="list-style-type: none"> • New foods were introduced to England as a result of the discoveries made during various explorations. • Explorers discovered new countries like America. • Sir Francis Drake travelled the world on a ship and he captured slaves from Africa. • Partly, because of religious differences, and partly, because of English interference in Spanish affairs in the New World and the Netherlands, King Philip of Spain decided to invade England and attempt to overthrow Elizabeth. • Monarch- Ruling Queen or King. • Nobility- highest class of people, with titles such as 'Duke', 'Earl', and 'Baron'. • Gentry- Wealthy landowners living off rents paid by tenants. • Merchants/Craftsmen-traders or makers of goods/services. • Laborer's-unskilled workers. • Rich children would learn Latin, Greek, Mathematics and Religion. • Card games were mostly played by men as it was considered inappropriate for women to gamble. • Shakespeare was a famous playwright from this time. • The execution of Mary Queen of Scots for Treason. • The Poor law was introduced in 1601. • England becoming a protestant country again. 	<ul style="list-style-type: none"> • Write a victory speech from Elizabeth's perspective • Compare the life of a rich and poor person. • Write a diary entry from the perspective of a Victorian child. • Use sources/ library and internet for research to find out about leisure and entertainment during the Tudor times. Reflect how it is different to what they spend their time doing today. • Rank the achievements of the era and hold a class debate on their merit.
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Spring Term – life under the rule of female Monarch's in British History.		
Crucial knowledge	Extended Knowledge for unit	
<ul style="list-style-type: none"> 1838 -Queen Victoria crowned aged 18. 1901 Queen Victoria dies and Edward VII becomes King. Queen Victoria was Queen of Britain for this entire time. During the Victorian Era, the British Empire (countries owned by Britain) covered 1/3 of all land on Earth. During the Victorian Era, there was the Industrial Revolution. During the Industrial Revolution, many factories were built and laborers began making large numbers of things using machines powered by engines. There were local mines at Apedale and Silverdale. The coal from these mines was used to help make pottery in Stoke. Wealthy Victorians enjoyed a good and easy life. Poor Victorians had a rough and hard life, often ending up in the workhouse or early death. Children under 12 were stopped from working in dangerous conditions and school became free and compulsory for all children in 1891. Victorians liked to make good use of their leisure time by playing games and sports and going on day trips and holidays. During the Victorian Era there was many new inventions. Inventions include: Railway network, photography, telephone, light bulb, petrol motor car, x-rays 	<ul style="list-style-type: none"> During her 63 year reign, Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions. The empire was vital for trade and during the reign of Queen Victoria. At the height of the British Empire, British ports were full with ships arriving from far and wide carrying the goods that were processed and sold making Britain a wealthy nation. People would migrate to the towns attracted by reliable work and pay from the factories. Houses for workers were built closer to the factories. Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. The pottery industry developed in Stoke as the resources they needed were close by. Canals were built to transport these resources to the pot banks. Children worked very hard for far less pay than adults. Public holidays were introduced. People visited the seaside, watched Punch and Judy and went to the circus. 	<ul style="list-style-type: none"> Create a biography about Queen Victoria. Identify countries that were part of the Victorian Empire, their capital city and what they exported. Use sources to find out about the growth of different industries in the industrial revolution. Create a mandala with facts and images about the different industries Create a non-chronological report or poster about local Victorian Industries. Use sources Write a diary entry from the perspective of either the rich or poor. Compare daily life of children then to now by graphing time spent on different activities. Create an advert for a leisure activity during the Victorian era. Diamond 9 ranking activity about the most successful achievements.

Summer Term –		
Crucial knowledge (individual lessons)	Extended Knowledge for unit	
<ul style="list-style-type: none"> Recap all crucial knowledge from both units prior (See Autumn and Spring term) There were different classes and a strict hierarchy in Tudor times. These were: Monarch, Nobility, Gentry, Merchants/Craftsmen, Labourers. Poor Tudor children would have had to go to work, whereas rich Tudor children would have been given an education. If children became ill during these times they were less likely to survive than children today. All classes would play card games and visit the theatre. Children would play hide and seek, blind man's buff and leap frog. New foods were introduced to England as a result of the discoveries made during various explorations. Explorers discovered new countries like America. Sir Francis Drake travelled the world on a ship and he captured slaves from Africa. During the Industrial Revolution, many factories were built and laborers began making large numbers of things using machines powered by engines. Wealthy Victorians enjoyed a good and easy life. Poor Victorians had a rough and hard life, often ending up in the workhouse or early death. Children under 12 were stopped from working in dangerous conditions and school became free and compulsory for all children in 1891. Victorians liked to make good use of their leisure time by playing games and sports and going on day trips and holidays. 		<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>*How was life in the Tudor period different to life in the Victorian Era?</u></p> <p>Compare elements of Tudor life to Victorian life. Reflect back on how these periods are similar/different.</p> <p><u>*Would you prefer to have lived as a Tudor child or Victorian child?</u></p> <p>Children gather information from sources and their learning and present daily life in the Tudor times and daily life in Victorian times. They then reflect on which they would prefer and why.</p> <p><u>*Which monarch was the most successful?</u></p> <p>Rank the successes Elizabeth and Victoria. Pupil's hold a class vote over who they believe is the most successful and hold a class debate. Pupils reflect on who they believe was the most successful monarch and why.</p>

Expanded Curriculum Documents

Y3/4

Strand of learning: BC Civilizations			
Autumn Stone age/bronze age	<p><u>Skills to be developed in this unit:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> * Place the time studied on a time line. * Use dates and terms related to the study unit and passing of time. * Sequence several events or artefacts. <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> * Find out about everyday lives of people in time studied. * Compare with our life today. * Identify reasons for and results of people's actions. * Understand why people may have wanted to do something. <p><u>Interpretations of the past:</u></p> <ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Look at representations of the period – museum, cartoons etc. <p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> * Use a range of sources to find out about a period. * Observe small details – artefacts, pictures. * Select and record information relevant to the study. * Begin to use the library and internet for research. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> * History is the study of human events from the past * Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ. * Learning about the past from physical remains such as human bones, pots and buildings is called archaeology. * An archaeologist is a person who studies those physical remains. • The Stone Age, Bronze Age and Iron Age lasted from 10,000BC – 43AD in Britain. * This period was called 'Pre-History' • 'Pre-History' was the period before writing was used to record things. 	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>CK: Develop an understanding of chronology.</u></p> <p>* Sequence key periods of time on a timeline.</p> <p><u>CK: Develop an understanding of how we know about the past and what sources are.</u></p> <p>* Make inferences about what an artefact is and what it was for.</p> <p><u>CK: Use a range of sources to find out about Stone Age Life on Skara Brae.</u></p> <p>* Children make deductions about life in Skara Brae through answering questions such as how do we know that people living there were fishermen?</p>
	<p><u>Crucial Knowledge for individual lessons</u></p> <p><u>CK: Develop an understanding of chronology:</u></p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>CK: Develop an understanding of chronology.</u></p>	

	<p>*The Stone Age, Bronze Age and Iron Age lasted from 10,000BC – 43AD in Britain.</p> <p><u>CK: Develop an understanding of how we know about the past and what sources are.</u></p> <p>*Our knowledge of history is based on the discoveries of archaeologists and different historical sources.</p> <p>*When we discover new things our knowledge of history changes.</p> <p><u>CK: Use a range of sources to find out about Stone Age Life on Skara Brae.</u></p> <p>*Stonehenge and Skara Brae are stone age sites in Britain.</p> <p><u>CK: know about the everyday lives of Stone Age people</u></p> <p>*Historians and archaeologists disagree about when exactly the Stone Age started and ended in Britain, however according to evidence it began around 8-10,000 BC and lasted until 4000BC.</p> <p>*Stone Aged people used tools and weapons made of stone.</p> <p><u>CK: Know about everyday lives of Bronze Age people</u></p> <p>*According to evidence it began in 2300BC and lasted until 800BC.</p> <p>*Bronze aged people used tools and weapons made of bronze.</p> <p><u>CK: know about everyday lives of Iron Age people</u></p> <p>*According to evidence it began in 2300BC and lasted until 800BC.</p> <p>*Iron aged people used tools and weapons made of iron.</p> <p><u>CK: compare the everyday lives of people in the Stone Age, Bronze Age and Iron Age.</u></p> <p>*Recap all previous CK for this unit.</p>	<p>*Ancient Egyptian civilisation was taking place in Egypt at the same time as the Stone Age, Bronze Age and Iron Age were in Britain.</p> <p><u>CK: Develop an understanding of how we know about the past and what sources are.</u></p> <p>*A primary source is something that was made or created during the time of study such as a diary, photographs and artefacts.</p> <p>*A secondary source is something created after the time of study such as a books or documentary.</p> <p><u>CK: Use a range of sources to find out about Stone Age Life on Skara Brae.</u></p> <p>*Skara Brae is a Stone Age village located off the coast of Scotland which was discovered by William Watt.</p> <p><u>CK: know about the everyday lives of Stone Age people.</u></p> <p>Stone Age food varied over time and from region to region, but included the foods typical of hunter gatherers: meats, fish, eggs, grasses, tubers, fruits, vegetables, seeds and nuts.</p> <p><u>CK: Know about everyday lives of Bronze Age people.</u></p> <p>Metal tools make it easier to farm crops.</p> <p><u>CK: know about everyday lives of Iron Age people.</u></p> <p>People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks.</p> <p><u>CK: compare the everyday lives of people in the Stone Age, Bronze Age and Iron Age.</u></p> <ul style="list-style-type: none"> • People changed from living in caves during the Stone Age to small farms and hill forts in the Iron Age. • People changed from being hunter gatherers in the Stone Age to eating cooked 	<p><u>CK: know about the everyday lives of Stone Age people</u></p> <p>*Compare how Stone Age people got their food and the foods they ate to what we eat now.</p> <p><u>CK: know about the everyday lives of Bronze Age people</u></p> <p>*Write a diary entry from the point of view of a Bronze Age child.</p> <p><u>CK: know about the everyday lives of Iron Age people</u></p> <p>*Draw an image of Iron Age fort and Iron Age life.</p> <p><u>CK: compare the everyday lives of people in the Stone Age, Bronze Age and Iron Age.</u></p> <p>*End of Unit Big Question- When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>
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		meals in the Iron Age. • The population of Britain grew from about 50,000 to over 1 million by the end of the Iron Age.	
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Strand of learning: BC Civilizations			
Spring term Ancient Egypt	<p><u>Skills to be developed in this unit:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> * Place the time studied on a time line. * Use dates and terms related to the study unit and passing of time. * Sequence several events or artefacts. <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> * Find out about everyday lives of people in time studied. * Compare with our life today. * Identify reasons for and results of people's actions. * Understand why people may have wanted to do something. <p><u>Interpretations of the past:</u></p> <ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Look at representations of the period – museum, cartoons etc. <p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> * Use a range of sources to find out about a period. * Observe small details – artefacts, pictures. * Select and record information relevant to the study. * Begin to use the library and internet for research. <p><u>Crucial Knowledge for individual lessons:</u></p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> * History is the study of human events from the past. * Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ. * Learning about the past from physical remains such as human bones, pots and buildings is called archaeology. * An archaeologist is a person who studies those physical remains. * Ancient means it happened a long time ago. • Ancient Egypt lasted from 3100BC to 30BC. <p><u>Extended Crucial Knowledge for this unit:</u></p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>CK: Develop an understanding of chronology:</u></p> <ul style="list-style-type: none"> * Sequence key periods of time on a timeline comparing stone age through to bronze age and Ancient Egypt. <p><u>CK: Develop an understanding of how we know about the past and what sources are:</u></p> <p>Retell the story of Howard Carter discovering Tutankhamun's tomb.</p> <p><u>CK: Understand the importance of the Nile for Egyptians.</u></p> <p>Identify and give reasons as to how the Nile was used and why it was so important to them.</p> <p><u>CK: Use a range of sources to understand</u></p>

	<p><u>CK: Develop an understanding of chronology:</u> * Ancient Egypt lasted from 3100BC to 30BC.</p> <p><u>CK: Develop an understanding of how we know about the past and what sources are.</u> *An Egyptologist is a type of historian who specifically studies Ancient Egypt. *Howard Carter is a famous Egyptologist.</p> <p><u>CK: Understand the importance of the Nile for Egyptians.</u> *The River Nile was really important to Ancient Egyptians. It provided them with food and trade.</p> <p><u>CK: Use a range of sources to understand the Structure of Society in Ancient Egypt.</u> * Ancient Egyptian rulers (the person in charge) were called 'Pharaohs'.</p> <p><u>CK: Find out about everyday lives of people in Ancient Egypt.</u> *Most people were farmers or crafts people. *Their diet consisted mainly of bread vegetables and lamb or goat. *They wore white linen clothes. *They lived in flat roofed mud huts.</p> <p><u>CK: understand how hieroglyphs help us to understand about life in Ancient Egypt.</u> * Hieroglyphs were an early form of writing using symbols.</p> <p><u>CK: identify how and the reasons why the Egyptians mummified their bodies.</u> When important people died in Ancient Egypt, their bodies were 'mummified' by removing the insides and wrapping them in cloth.</p>	<p><u>CK: Develop an understanding of chronology:</u> *Ancient Egyptian civilisation was taking place in Egypt at the same time as the Stone Age, Bronze Age and Iron Age were in Britain.</p> <p><u>CK: Develop an understanding of how we know about the past and what sources are.</u> *A primary source is something that was made or created during the time of study such as a diary, photographs and artefacts. *A secondary source is something created after the time of study such as a books or documentary.</p> <p><u>CK: Understand the importance of the Nile for Egyptians.</u> *They grew their crops near the banks of the Nile River where the rich black soil was good for crops. *They grew barley to make beer, wheat for bread, vegetables such as onions and cucumbers, and flax to make into linen.</p> <p><u>CK: Use a range of sources to understand the Structure of Society in Ancient Egypt.</u> • Tutankhamun was an Egyptian Pharaoh who ruled from the age of 9 – 18. He was called 'the boy king'.</p> <p><u>CK: Find out about everyday lives of people in Ancient Egypt.</u> *The Ancient Egyptians invented lots of things we still us today such as: paper, pens, locks and keys * Ancient Egyptians built pyramids that were made of stone and they were built for the Pharaohs. * Ancient Egyptians had lots of Gods and Goddesses that they worshipped.</p> <p><u>CK: understand how hieroglyphs help us to understand about life in Ancient Egypt.</u> *The Ancient Egyptians were one of the first groups of people to write things down. Their style of writing is called 'hieroglyphics'.</p>	<p><u>the Structure of Society in Ancient Egypt.</u> Pupils find out about the different groups in society from the highest to lowest ranked. They then reflect on who they believe to have been the most important part of Egyptian society in a diamond 9 ranking activity.</p> <p><u>CK: Find out about everyday lives of people in Ancient Egypt.</u> Create a mandala of everyday life. Pupils reflect on how there life is different to that of the ancient Egyptians.</p> <p><u>CK: understand how hieroglyphs help us to understand about life in Ancient Egypt.</u> Children to decode hieroglyphic messages and deduce what this tell us about the life of Egyptian people.</p> <p><u>CK: identify how and the reasons why the Egyptians mummified their bodies.</u> Storyboard mummification of Egyptians. Explain why</p>
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Strand of learning: BC Civilizations			
<p>Summer term</p> <p>Ancient Civilizations</p>	<p><u>Skills to be developed in this unit:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> * Place the time studied on a time line. * Use dates and terms related to the study unit and passing of time. * Sequence several events or artefacts. <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> * Find out about everyday lives of people in time studied. * Compare with our life today. * Identify reasons for and results of people's actions. * Understand why people may have wanted to do something. <p><u>Interpretations of the past:</u></p> <ul style="list-style-type: none"> * Identify and give reasons for different ways in which the past is represented. * Distinguish between different sources – compare different versions of the same story. * Look at representations of the period – museum, cartoons etc. <p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> * Use a range of sources to find out about a period. * Observe small details – artefacts, pictures. 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> * History is the study of human events from the past. * Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ. * Learning about the past from physical remains such as human bones, pots and buildings is called archaeology. * An archaeologist is a person who studies those physical remains. * The Stone Age, Bronze Age and Iron Age lasted from 10,000BC – 43AD in Britain. * This period was called 'Pre-History'. * 'Pre-History' was the period before writing was used to record things. * Ancient means it happened a long time ago. * Ancient Egypt lasted from 3100BC to 30BC. 	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>*Who were the best builders?</u></p> <p>Compare Stonehenge to a Pyramid. Look at where the materials were sourced from, how they were transported, how they were moved into position. Pupil's reflect on which buildings were the most advanced giving their opinion with reasons to support.</p> <p><u>*Which civilization was the most advanced?</u></p> <p>Children to sort and rank technology that Stone Age people and Ancient Egyptians used. They then are to reflect on</p>

	<p>* Select and record information relevant to the study. *Begin to use the library and internet for research.</p> <p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> Recap crucial knowledge from previous terms to reinforce learning and support comparisons for applications of knowledge/skills. Stonehenge was a man made site – the large stones had to be moved into place Stone Age food varied over time and from region to region, but included the foods typical of hunter gatherers: meats, fish, eggs, grasses, tubers, fruits, vegetables, seeds and nuts. Metal tools make it easier to farm crops. People in Iron Age Britain lived in clans that belonged to tribes led by warrior kings. Rival tribes fought with deadly iron weapons. Many people lived in hill forts to keep safe from attacks. People changed from living in caves during the Stone Age to small farms and hill forts in the Iron Age. People changed from being hunter gatherers in the Stone Age to eating cooked meals in the Iron Age. Ancient Egyptians built pyramids that were made of stone and they were built for the Pharaohs. Ancient Egyptians grew their crops near the banks of the Nile River where the rich black soil was good for crops. They grew barley to make beer, wheat for bread, vegetables such as onions and cucumbers, and flax to make into linen. Ancient Egyptians had lots of Gods and Goddesses that they worshipped. 		<p>which was the most advanced and give their opinion with reasons to support this.</p> <p><u>*Would I prefer to have lived in Stone age or Ancient Egyptian times?</u> Children gather information from sources and their learning and present daily life in the Stone Age and daily life in Ancient Egypt. They then reflect on which they would prefer and why.</p>
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	<ul style="list-style-type: none"> The Ancient Egyptians were one of the first groups of people to write things down. Their style of writing is called 'hieroglyphics'. 		
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Y5/6

Strand of learning: Comparing life under the rule of female Monarch's in British History.			
Autumn term	<p><u>Skills to be developed in this unit:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> * Know and sequence key events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> * Study different aspects of different people - differences between men and women * Examine causes and results of great events and the impact on people * Compare life in early and late 'times' studied * Compare an aspect of life with the same aspect in another period <p><u>Interpretations of the past:</u></p> <ul style="list-style-type: none"> * Compare accounts of events from different sources – fact or fiction * Offer some reasons for different versions of events <p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> * Begin to identify primary and secondary sources * Use evidence to build up a picture of a past event * Select relevant sections of information * Use the library and internet for research with increasing confidence 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> * History is the study of human events from the past * Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ. * A monarch is a king or queen. * The Tudors ruled England from 1485 - 1603. * Tudor was the reigning families surname. 	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>CK- Who were the Tudors?</u> Place key events during Tudor ruling on a timeline.</p> <p><u>CK: The last Tudor Monarch</u> Create a family tree showing the Tudor Monarchs and their reign.</p> <p><u>CK: Exploring the world</u> Identify differences between world maps from before and during the Tudors.</p> <p><u>CK: Spanish Armada</u> Write a victory speech from Elizabeth's perspective</p>
Tudors			

	<p><u>Crucial Knowledge for individual lessons</u></p> <p><u>CK- Who were the Tudors ?</u> *There were 5 Tudor Monarchs (Kings & Queens) during the Tudor period. *They were: Henry VII, Henry VIII, Edward VI, Mary I & Elizabeth I. <u>CK : The last Tudor Monarch</u> *Elizabeth I was the last Tudor Monarch. *Elizabeth I's rule was seen as a 'Golden Age'. <u>CK: Exploring the world</u> *Queen Elizabeth I encouraged exploration and during her reign many sailors went off in search of unknown lands. *Knowledge of the rest of the world increased and maps became more accurate. <u>CK: Spanish Armada</u> *During Elizabeth's I reign, England and Spain were rivals and there was constant unrest between the two countries. *King Philip II of Spain sent 130 ships to invade Britain. *Sir Francis Drake led the fleet which beat the Spanish Armada. <u>CK: Daily life of the rich and poor in Tudor times.</u> *There were different classes and a strict hierarchy in Tudor times. *These were: Monarch, Nobility, Gentry, Merchants/Craftsmen, Labourers. <u>CK: Daily life of children in Tudor times</u> *Poor Tudor children would have had to go to work, whereas, rich Tudor children would have been given an education. *If children became ill during these times they were less likely to survive than children today. <u>CK: Leisure and entertainment.</u> *All classes would play card games and visit the theatre.</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>CK- Who were the Tudors ?</u> *Henry VII won a battle to become the King of England. *The rest of the Tudor monarchs gained this through being born into the family. <u>CK : The last Tudor Monarch</u> *Henry VIII had 6 wives. We remember them with the rhyme (divorced, beheaded & died, divorced, beheaded, survived). *Henry VIII had three children Mary I, Elizabeth I and Edward VI. <u>CK: Exploring the world</u> *New foods were introduced to England as a result of the discoveries made during various explorations. *Explorers discovered new countries like America. *Sir Francis Drake travelled the world on a ship and he captured slaves from Africa. <u>CK: Spanish Armada</u> *Partly because of religious differences, and partly because of English interference in Spanish affairs in the New World and the Netherlands, King Philip of Spain decided to invade England and attempt to overthrow Elizabeth. <u>CK: Daily life of the rich and poor in Tudor times.</u> *Monarch- Ruling Queen or King. *Nobility- highest class of people, with titles such as 'Duke', 'Earl', and 'Baron'. *Gentry- Wealthy landowners living off rents paid by tenants. *Merchants/Craftsmen- traders or makers of goods/services. *Labourers- unskilled workers. <u>CK: Daily life of children in Tudor times</u></p>	<p><u>CK: Daily life of the rich and poor in Tudor times.</u> Compare the life of a rich and poor person.</p> <p><u>CK: Daily life of children in Tudor times.</u> Write a diary entry from the perspective of a Victorian child.</p> <p><u>CK: Leisure and entertainment.</u> Use sources/ library and internet for research to find out about leisure and entertainment during the Tudor times. Reflect how it is different to what they spend their time doing today.</p> <p><u>CK: The achievements of the Era.</u> Rank the achievements of the era and hold a class debate on their merit.</p>
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	<p>*Children would play hide and seek, blind man's buff and leap frog.</p> <p>CK: The achievements of the Era.</p> <p>*The Elizabethan Era was known as the 'Golden Era'.</p> <p>*Achievements include:</p> <p>*The exploration of the world leading to more detailed maps and discovery of new places.</p> <p>* The defeat of the Spanish Armada.</p> <p>*The rise of popularity in the arts such as theatre.</p>	<p>*Rich children would learn Latin, Greek, Mathematics and Religion.</p> <p>CK: Leisure and entertainment.</p> <p>*Card games were mostly played by men as it was considered inappropriate for women to gamble.</p> <p>*Shakespeare was a famous playwright from this time.</p> <p>CK: The achievements of the Era.</p> <p>Additional achievements:</p> <p>*The execution of Mary Queen of Scots for Treason.</p> <p>*The Poor law was introduced in 1601.</p> <p>*England becoming a protestant country again.</p>	
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Strand of learning: life under the rule of female Monarch's in British History.			
Springterm	<p>Skills to be developed in this unit:</p> <p>Chronological understanding:</p> <p>*Know and sequence key events of time studied</p> <p>* Use relevant terms and period labels</p> <p>* Make comparisons between different times in the past</p> <p>Historical Knowledge:</p> <p>* Study different aspects of different people - differences between men and women</p> <p>*Examine causes and results of great events and the impact on people</p> <p>*Compare life in early and late 'times' studied</p> <p>* Compare an aspect of life with the same aspect in another period</p> <p>Interpretations of the past:</p> <p>* Compare accounts of events from different sources – fact or fiction</p> <p>* Offer some reasons for different versions of events</p>	<p>Background Crucial Knowledge for this unit:</p> <p>*History is the study of human events from the past.</p> <p>*Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ.</p> <p>*A monarch is a king or queen.</p> <p>*The Victorian Era lasted from 1837 - 1901.</p> <p>*The Victorian Era was named after Queen Victoria.</p>	<p>Application of skills/ proof I have learnt this crucial knowledge:</p> <p>CK: Who was Queen Victoria?</p> <p>Create a biography about Queen Victoria.</p> <p>CK: The British Empire</p> <p>Identify countries that were part of the Victorian Empire, their capital city and what they exported.</p> <p>CK: The Industrial Revolution.</p>
Victorians			

	<p><u>Historical enquiry:</u></p> <ul style="list-style-type: none">* Begin to identify primary and secondary sources* Use evidence to build up a picture of a past event* Select relevant sections of information* Use the library and internet for research with increasing confidence		Use sources to find out about the growth of different industries in the industrial revolution. Create a mandala with facts and images about the different industries		
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>CK: Who was Queen Victoria?</u></p> <p>*1838 -Queen Victoria crowned aged 18.</p> <p>*1901 Queen Victoria dies and Edward VII becomes King.</p> <p>*Queen Victoria was Queen of Britain for this entire time.</p> <p><u>CK: The British Empire</u></p> <p>*During the Victorian Era, the British Empire (countries owned by Britain) covered 1/3 of all land on Earth.</p> <p><u>CK: The Industrial Revolution</u></p> <p>*During the Victorian Era, there was the Industrial Revolution.</p> <p>*During the Industrial Revolution, many factories were built and laborers began making large numbers of things using machines powered by engines.</p> <p><u>CK: Exploring Local Victorian Industries</u></p> <p>*There were local mines at Apedale and Silverdale.</p> <p>*The coal from these mines was used to help make pottery in Stoke.</p> <p><u>CK: Daily life of the rich and poor in Victorian times.</u></p> <p>*Wealthy Victorians enjoyed a good and easy life.</p> <p>*Poor Victorians had a rough and hard life, often ending up in the workhouse or early death.</p> <p><u>CK: Daily life of children in Victorian times.</u></p> <p>*Children under 12 were stopped from working in dangerous conditions and school became free and compulsory for all children in 1891.</p> <p><u>CK: Leisure and entertainment in Victorians times.</u></p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>CK: Who was Queen Victoria?</u></p> <p>During her 63 year reign, Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions.</p> <p><u>CK: The British Empire.</u></p> <p>*The empire was vital for trade and during the reign of Queen Victoria.</p> <p>*At the height of the British Empire, British ports were full with ships arriving from far and wide carrying the goods that were processed and sold making Britain a wealthy nation.</p> <p><u>CK: The Industrial Revolution.</u></p> <ul style="list-style-type: none">• People would migrate to the towns attracted by reliable work and pay from the factories.• Houses for workers were built closer to the factories.• Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. <p><u>CK: Exploring Local Victorian Industries.</u></p> <p>*The pottery industry developed in Stoke as the resources they needed were close by.</p> <p>*Canals were built to transport these resources to the pot banks.</p> <p><u>CK: Daily life of the rich and poor in Victorian times.</u></p> <table><tr><td>Wealthy Victorians:</td><td>Poor Victorians:</td></tr></table>	Wealthy Victorians:	Poor Victorians:	<p><u>CK: Exploring Local Victorian Industries</u></p> <p>Create a non-chronological report or poster about local Victorian Industries.</p> <p><u>CK: Daily life of the rich and poor in Victorian times.</u></p> <p>Use sources Write a diary entry from the perspective of either the rich or poor.</p> <p><u>CK: Daily life of children in Victorian times.</u></p> <p>Compare daily life of children then to now by graphing time spent on different activities.</p> <p><u>CK: Leisure and entertainment in Victorians times.</u></p>
Wealthy Victorians:	Poor Victorians:				

	<p>Victorians liked to make good use of their leisure time by playing games and sports and going on day trips and holidays.</p> <p><u>CK: The achievements of the Era.</u></p> <p>During the Victorian Era there was many new inventions.</p> <p>Inventions include:</p> <table><tr><td>1800s-</td><td>1838-</td><td>1876-</td><td>1879-</td><td>1885-</td><td>1895-</td></tr><tr><td>Railway Network</td><td>Photography</td><td>Telephone</td><td>Electric Bulb</td><td>Petrol Motor Car</td><td>X-rays</td></tr></table>	1800s-	1838-	1876-	1879-	1885-	1895-	Railway Network	Photography	Telephone	Electric Bulb	Petrol Motor Car	X-rays	<table><tr><td>*usually well fed, clean and well clothed. *didn't need to work *lived in big houses with servants *children had expensive toys</td><td>*ate food they could afford to buy *worked long hours *lived in damp, filthy conditions. *Many children died of disease.</td></tr></table> <p><u>CK: Daily life of children in Victorian times.</u></p> <p>*Children worked very hard for far less pay than adults.</p> <p><u>CK: Leisure and entertainment in Victorians times.</u></p> <p>*Public holidays were introduced.</p> <p>*People visited the seaside, watched Punch and Judy and went to the circus.</p> <p><u>CK: The achievements of the Era.</u> Other Inventions :</p> <table><tr><td>1840</td><td>1843</td><td>1852</td><td>1852</td><td>1863</td><td>1872</td></tr><tr><td>Penny Black Stamp</td><td>Christmas Cards</td><td>British Pillar Post Box</td><td>Public Flushing Toilet</td><td>London Underground Railway</td><td>The Penny Farthing Bicycle</td></tr></table>	*usually well fed, clean and well clothed. *didn't need to work *lived in big houses with servants *children had expensive toys	*ate food they could afford to buy *worked long hours *lived in damp, filthy conditions. *Many children died of disease.	1840	1843	1852	1852	1863	1872	Penny Black Stamp	Christmas Cards	British Pillar Post Box	Public Flushing Toilet	London Underground Railway	The Penny Farthing Bicycle	<p>Create an advert for a leisure activity during the Victorian era.</p> <p><u>CK: The achievements of the Era.</u></p> <p>Diamond 9 ranking activity about the most successful achievements.</p>
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Strand of learning: life under the rule of female Monarch's in British History.			
<p>Summer term</p> <p>comparing</p>	<p><u>Skills to be developed in this unit:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> *Know and sequence key events of time studied * Use relevant terms and period labels * Make comparisons between different times in the past <p><u>Historical Knowledge:</u></p> <ul style="list-style-type: none"> * Study different aspects of different people - differences between men and women *Examine causes and results of great events and the impact on people *Compare life in early and late 'times' studied * Compare an aspect of life with the same aspect in another period 	<p><u>Background Crucial Knowledge for this unit:</u></p> <ul style="list-style-type: none"> *History is the study of human events from the past. *Dates are written as BC (Before Christ) or AD (Anno Domini) in relation to the Christian belief of the birth of Jesus Christ. *A monarch is a king or queen. *The Tudors ruled England from 1485 - 1603. *Tudor was the reigning families surname. *The Victorian Era lasted from 1837 - 1901. *The Victorian Era was named after Queen Victoria. 	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p><u>*How was life in the Tudor period different to life in the Victorian Era?</u></p> <p>Compare elements of Tudor life to Victorian life. Reflect back on how these periods are similar/different.</p>

	<p><u>Interpretations of the past:</u></p> <ul style="list-style-type: none"> * Compare accounts of events from different sources – fact or fiction * Offer some reasons for different versions of events <p><u>Historical enquiry:</u></p> <ul style="list-style-type: none"> * Begin to identify primary and secondary sources * Use evidence to build up a picture of a past event * Select relevant sections of information * Use the library and internet for research with increasing confidence 		<p><u>*Would you prefer to have lived as a Tudor child or Victorian child?</u></p> <p>Children gather information from sources and their learning and present daily life in the Tudor times and daily life in Victorian times. They then reflect on which they would prefer and why.</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <ul style="list-style-type: none"> • Recap crucial knowledge from previous terms to reinforce learning and support comparisons for applications of knowledge/skills. • There were different classes and a strict hierarchy in Tudor times. • These were: Monarch, Nobility, Gentry, Merchants/Craftsmen, Labourers. • Poor Tudor children would have had to gone to work, whereas. rich Tudor children would have been given an education. • If children became ill during these times they were less likely to survive than children today. • All classes would play card games and visit the theatre. • Children would play hide and seek, blind man's buff and leap frog. • New foods were introduced to England as a result of the discoveries made during various explorations. • Explorers discovered new countries like America. 	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p>Use extended crucial knowledge from previous units and sources in order to answer the following big questions:</p> <p><u>How was life in the Tudor period different to life in the Victorian Era?</u></p> <p><u>Would you have preferred to have lived as Tudor child or a Victorian child?</u></p> <p><u>Which monarch was the most successful?</u></p> <p>Recap all crucial knowledge from both units prior.</p>	<p><u>*Which monarch was the most successful?</u></p> <p>Rank the successes Elizabeth and Victoria. Pupil's hold a class vote over who they believe is the most successful and hold a class debate. Pupils reflect on who the believe was the most successful monarch and why.</p>



	<ul style="list-style-type: none">• Sir Francis Drake travelled the world on a ship and he captured slaves from Africa.• During the Industrial Revolution, many factories were built and laborers began making large numbers of things using machines powered by engines.• Wealthy Victorians enjoyed a good and easy life.• Poor Victorians had a rough and hard life, often ending up in the workhouse or early death.• Children under 12 were stopped from working in dangerous conditions and school became free and compulsory for all children in 1891.• Victorians liked to make good use of their leisure time by playing games and sports and going on day trips and holidays		
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