



Autumn 1:

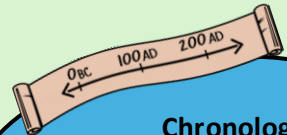
How can I use the **Historical Skills** to learn about the local area?

Key Vocabulary:

Before, After, Cause, Consequence, Link Similarities, Connection, Differences, Events, Impact

Key People:

Local historical figures of note (Nightingale, Arkwright, Royce, Chandi)



Chronology

Arranging dates, events and periods of time in the order that they happened.



Enquiry

I can ask appropriate questions to further my understanding of history.



Evaluate and Interpret

I can create/produce appropriate thoughts and conclusions about history based on what I've learned.



Recall:

I can recall key events and learning from my history topic or use relevant sources to help me.



Compare and Link

I can make comparisons between different parts of history and look at any similarities or differences. I can link different parts of history and understand how they might be significant.

Describe and Explain

I can describe different artefacts, impact of events and eras of history. I can describe the causes and explain the effects/consequences of events throughout history.



Autumn 2:

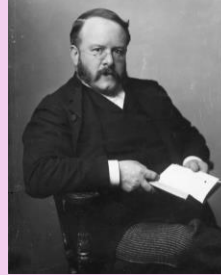
How was life different for people in Victorian times?

Queen Victoria



Key People

Thomas Barnardo



Mary Carpenter



Mary Seacole



Key Vocabulary

Workhouse



Slum



Chimney sweep



Labour



Factory



Ragged school



Cane



Punishment



Key Knowledge

Lesson 1: To look at the chronology of the Victorian era.

-The Victoria era began in 1837 when Queen Victoria was crowned. It lasted until 1901 when she passed away.

Lesson 2: To describe what Victorian schools were like.

-Many children did not have access to education. Some richer children may have had private tutors. Poorer children may have attended ragged schools. Teachers were very strict and there were a lot of punishments (cane, cage, stocks). There could be up to 60 children in a class at once.

Lesson 3: To compare housing in Victorian times and modern times.

-Some houses seen today around Pear Tree are Victorian and have the same features (large windows, coalshute, foot scraper). Poorer people in the Victorian era lived in slums, where it was dirty and there was a lot of disease.

Lesson 4: To describe the punishments for crime in the Victorian era.

-There was a lot of crime in the Victorian era. If someone was caught, they could be sent to prisons, workhouses or forced to do hard labour. Prisons became overcrowded and sometimes people were sent to Australia.

Lesson 5: To compare jobs in the Victoria era to modern day jobs.

-Children had to work as well in the Victorian era. Children as young as 4 could be made to work. Children worked as chimney sweeps, in factories, on farms and many more roles. These could often be dangerous jobs.

Lesson 6: To explain the impact of Thomas Barnardo and Mary Carpenter.

-Thomas Barnardo was a doctor who spent his life trying to help poor children that had no place to live, no education and hardly any food. He opened homes and schools for lots of young boys. Mary Carpenter was someone else who spent her life trying to help Victorian children have better lives.

Lesson 7: To evaluate life as someone living in the Victorian era.

-What have you learned about life in the Victorian era? Would you have survived it?

Spring 1:

How did Thomas Edison affect the world?

bulb

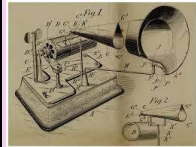
Key Vocabulary



Inventor



Invention



Incandescent



Phonograph



Telegraph



Filament



Patent



Thomas Edison

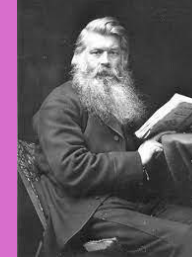


Key People

Lewis Latimer



Joseph Swan



Humphry Davy



Key Knowledge

Lesson 1: To look at the chronology of Thomas Edison and his life..

-Thomas Edison was an inventor, born in 1847 and died in 1931. He received his first patent in 1968. He created many inventions such as the stock ticker (1869), the phonograph (1877) and a version of the lightbulb (1879). He opened his laboratories in Menlo Park in 1876).

Lesson 2: To explain why Thomas Edison improved the lightbulb.

-Before lightbulbs, people used oil lamps and candles for lights. These gave off unhealthy fumes and were dangerous. Edison wanted to make a widely accessible, safer light for people to use.

Lesson 3: To compare Thomas Edison's lightbulb to other versions.

-Many other inventors had created versions of the lightbulb or an incandescent light. Edison's was different as he used a different material for the filament. His version of the lightbulb also lasted around 13 ½ hours.

Lesson 4: To describe Thomas Edison's inventions.

-Thomas Edison had over 1000 patents for different inventions and projects. He also created many different inventions, such as: a new telegraph system, a telephone transmitter, the alkaline battery, a version of a motion camera and a carbon microphone amongst many others.

Lesson 5: To enquire about why Thomas Edison is most associated with the lightbulb.

-While Edison wasn't the only person working on the lightbulb, his design was the most successful and practical. More people used his than other versions. His hard work and improvements made his lightbulb design the most popular and widely used.

Lesson 6: To evaluate the impact of Thomas Edison's inventions on the world.

-Thomas Edison created many inventions, often for the benefit of many people. Most people in the world will have used something that has been inspired by his inventions or is an improvement of them. Without him, the world might look very different today.

Spring 2:

How did Australia become the country it is today?

Key People

James Cook



Arthur Phillip



Eddie Mabo



Cathy Freeman



Key Vocabulary

Aboriginal



Outback



Colony



Convict



Gold rush



Indigenous



Bushfire



Conflict



Key Knowledge

Lesson 1: To look at the chronology of Australia

-(50,000 years ago) Aboriginals settled in Australia, (1770) James Cook arrived in Australia, (1788) The arrival of the first fleet of ships from Britain, (1851) Gold rush, (1900-1970) many Aboriginal children were removed from their families, (2008) Indigenous groups received an apology from the Australian government.

Lesson 2: To describe Australia before colonisation.

-Before it's discovery by James Cook, Australia was inhabited by indigenous groups and Torres Strait Islanders. These peoples had strong connections to the land and strong traditions.

Lesson 3: To explain why Britain came to Australia.

-Prisons became overcrowded in Britain, so convicts were sent on ships to Australia. They were also expanding their territories and wanted the land and resources (timber and minerals) that Australia had to offer.

Lesson 4: To compare life between settlers and convicts in Australia.

-Before colonisation, the indigenous groups lived in harmony and peace. There were no cities, towns or the division of lands. There was less farming and more hunting for resources. There were many clashes with settlers from Britain and there was lots of conflict around land and resources.

Lesson 5: To describe the consequences and impact of British people settling in Australia.

-Indigenous groups had cultural practices denied and stopped. Their language was also used less. Settlers brought diseases, violence and conflict which led to a lot of death, loss of property and land, and displacement from areas where they'd spent generations living. There were also new laws and an economy to deal with

Lesson 6: To enquire about Aboriginals in Australia.

-Choose from **diversity of indigenous groups**, **connection to the land** or **cultural practices of indigenous groups** to research and discover more about.

Summer 1:

How was life different in the Stone Age?

Key Vocabulary

Cave painting



Neanderthal



Hunter-gatherer



Flint



Nomadic



Knapping



Pelt



Megafauna



Stonehenge



Skara Brae



Key Places

Creswell Crags



Star Carr



Key Knowledge

Lesson 1: To look at the chronology of the Stone Age.

-The Stone Age began around 2.6 million years ago. It is split into 3 main eras beginning with the Palaeolithic Era, Mesolithic Era (beginning around 10,000 BCE – 8000 BCE) and Neolithic Era (beginning around 6000 BCE). Humans advanced throughout these periods of time.

Lesson 2: To explain how Stone Age people acquired food and resources.

-Stone Age people were nomadic hunter-gatherers. They moved around a lot following food sources (animals that moved throughout the seasons). They hunted animals for meat and gathered food (plants, berries) and resources (wood, flint) from the natural environment.

Lesson 3: To compare tools used in the Stone Age to modern times.

-In the Stone Age, tools were mostly made out of: wood, stone or animal bones and this meant they were more easily broken. Stone Age tools were often used for survival needs (hunting, fishing, cutting). Stone Age tools were handmade through processes like knapping, grinding and carving.

Lesson 4: To compare Stone Age homes to modern homes

-Stone Age shelters were often simple in design and creation, if created at all. Stone Age people often used caves (Palaeolithic), wigwams (Mesolithic) or huts (Neolithic) as shelters. These shelters were often made from natural materials (animal skins, wood, leaves, bones) and were often small and easily moved.

Lesson 5: To describe a Stone Age home (Skara Brae).

-Skara Brae was a Stone Age settlement, that had many different homes. These homes had stone walls and small wooden roofs. Evidence was found of beds, dressers, fire pits and doorways.

Summer 2:

How did civilisation evolve through the Bronze Age and Iron Age in the UK?

Key People and Places

Boudicca



Cunobeline



Stonehenge

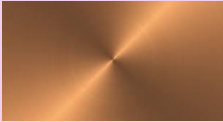


Carl Wark



Key Vocabulary

Bronze



Iron



Trade network



Copper



Weapons



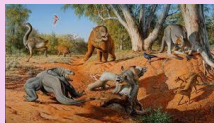
Tools



Forging



Megafauna



Key Knowledge

Lesson 1: To look at the chronology of the Bronze Age and Iron Age.

-The Bronze Age in the UK began around 2300 BC when people started using bronze to make tools and weapons.

The Iron Age followed around 800 BC, marked by the use of iron for tools and weapons, lasting until the Roman invasion in AD 43. 1200 BC: Emergence of Hillforts – The first hillforts began to appear in Britain during the Late Bronze Age. 500 BC: Introduction of Celtic culture – Around this time, Celtic culture and influences began to spread throughout Britain.

Lesson 2: To describe Bronze and Iron Age tools and technology.

Bronze Age people made tools, weapons, and jewelry from bronze, an alloy of copper and tin, which was stronger than stone. Iron Age people used iron to create stronger and more durable tools and weapons, leading to improvements in farming and warfare.

Lesson 3: To compare Bronze and Iron Age settlements with other periods of time.

Bronze Age settlements often included roundhouses made of wattle and daub, and people lived in small farming communities. Iron Age settlements were larger, with fortified hillforts becoming common, offering better protection and a sense of community compared to earlier periods.

Lesson 4: To explain the consequences of the developments throughout the Bronze and Iron Age.

The introduction of bronze and later iron significantly improved farming techniques, which increased food production and supported larger populations.

These advancements led to more complex societies with specialized jobs and trade networks, and the construction of impressive structures.

Lesson 5: To compare society in the Bronze and Iron Ages.

Bronze Age society was organized into small farming communities with a focus on agriculture and metalworking.

Iron Age society saw the rise of powerful tribes and chiefs, increased trade, and more conflict, as communities defended their resources and territories.

Lesson 6: To enquire about the Bronze and Iron Ages.

Choose from: The crafting of tools and weapons throughout both periods, Religion and Faith during these times or Art and Craftsmanship throughout these times. Or the introduction of Celtic culture in Britain.