



HISTORY CLASS 4

Cycle B Autumn 1

Study of British History - Victorians and Housing

<p>Substantive Knowledge</p> <ul style="list-style-type: none"> To know some of the important changes and inventions of the Victorian period. To justify their opinions. To justify their opinions. To identify changes as being social, political, economic or technological. 	<p>Markers for Assessment</p> <ul style="list-style-type: none"> Can children place events from period studied on timeline? Can children evaluate the relative importance of the inventions and social changes and justify their opinions? Can children understand and sequence key events of time studied, using relevant terms and period labels? Can children evaluate the relative importance of the inventions and social changes ,and justify their opinions? 	Below	Above
<p>Disciplinary Knowledge</p> <ul style="list-style-type: none"> To use a range of secondary sources. To use text books/internet for research. To use evidence to build up a picture of a past event. To select relevant sections of information. 			
<p>Prior Substantive Knowledge</p> <ul style="list-style-type: none"> Children know some facts about famous Victorians, eg Florence Nightingale. Children know some facts about the life of children in Victorian Days, eg jobs, schools. Children use terms related to the period and begin to date events. 	<p>Vocabulary</p> <p style="text-align: center;">Bed warmer, carbolic soap, tin bath, washboard and tub, wash basin, candle snuffer, bed pan, changes (social, economic, political, technological), inventions, trade, empire.</p>		
<p>Prior Disciplinary Knowledge</p> <ul style="list-style-type: none"> Children identify differences between ways of life at different times. Children recognise why people did things, why events happened and what happened as a result. Children can identify reasons for and results of people's actions. 			
<p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> What do we know about the Victorians? How do we know about the Victorians? How did the Victorians spend their leisure time? What was it like to be a child in Victorian times? 	<p>Cross-Curricular/Enrichment</p> <p>Art: designs of William Morris. Create own designs based on observational drawings of flowers and plants. Create printing tiles.</p> <p>English: create posters or short plays to advertise important Victorian inventions; researching & presenting information, justifying opinions, dictionaries & glossaries.</p> <p>Computing: PowerPoint presentations about aspects of Victorian life.</p> <p>Science: inventions and improvements in technology.</p> <p>Geography:, maps and countries of the British Empire and trade relationships.</p>		
<p>Key Concepts</p> <p>Community & Culture Public Health Empire & Trade</p>			