

History – Victorians - Children's lives and working conditions

Topic Overview

We will learn about life as a child in Victoria times from working conditions to the formation of schools. We will study the work of Lord Shaftesbury and Dr Barnardo and research famous inventions and discoveries.



Key (sticky) Knowledge – History


- Sequence events of the Victorian era
- Know about children's working lives
- Identify the work of Dr Barnardo and Lord Shaftesbury
 - Have an understanding of what Victorian schools were like.
- Identify famous inventions/inventors during this period of history.

Key Vocabulary

Word	Definition
Chimney sweep	A person, often a small child, who would clean chimneys using a long brush.
Factory workers	Children worked long hours and had to carry out dangerous jobs working in factories. Children were made to clean machines while they were still running, leading to many accidents.
Pure Finder	A person who collected dog faeces from the streets of London to sell to tanners who used it in the leather making process.
Street Sellers	Old firewood, matches, buttons, boot-laces and flowers. They also polished shoes, ran errands and swept the streets
Industry	Factories and big employers
Agriculture	Farming
Invention	When something is first made/designed
Exploitation	Unfair treatment and conditions for workers, taking advantage
Reign	The period a king/queen rules for.
Industrial Revolution	A time period where industry boomed and became more popular.
Victorian era	The period Queen Victoria was Queen
Ragged Schools	School set up for the poor by Lord Shaftesbury
Dunce Cap	Punishment in school – wearing a cone shaped hat with a capital D
Cane	Form of punishment in school – thin stick used to slap hands etc.

The focus of this unit is:

- Choose the most appropriate way of communicating different historical findings.
- Describe the impact of historical events and changes.
- Recognise that some events, people and changes are judged as more significant than others.
- Use appropriate vocabulary when discussing, describing and explaining historical events.
- Choose relevant sources of evidence to support particular lines of enquiry.

Timeline						
Tudors (1465-1603)	Stuarts (1603-1714)	Georgian (1714-1837)	Victorian (1837-1901)	Edwardian (1901-1910)	1910- Onwards Eras became known by decades 20s, 30s etc. Windsor was the monarch surname.	

History – The Tudors

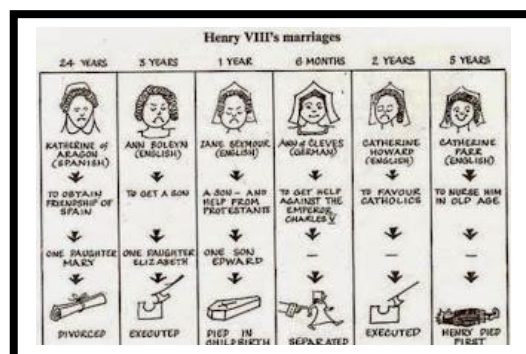
Timeline	Tudors (1465-1603)				
Henry VII 1485-1509 	Henry VIII 1509-1547 	Edward VI 1547-1553 	Jane Grey July 1553 	Mary I 1553-1558 	Elizabeth I 1558 – 1603 

Key Vocabulary

Word	Definition
Catholic	Member of the Roman Catholic Church who believes the Pope is the head of the church
Protestant	A Christian who does not follow the Catholic Church
Primogeniture	Rule that the first born son of the King or Queen would become King upon their death
Reformation	A division started by Martin Luther to reform the Catholic Church
Ex-communication	Official expulsion of a member of a religious group by the Religious leader.
Divorce	The end or termination of marriage by law
Monarch	Ruler or leader (King or Queen)
Explorer	Someone who travels to somewhere new in the world to discover what is there.
Galleon	A large sailing ship
Armada	A fleet of war ships
Circumnavigate	Travel all the way around something.
Execution	Being put to death.
Treason	To betray your country or
Beheading	A punishment which resulted in your head being chopped off with an axe
Gallows	A wooden structure where people were hung by a rope their neck their neck.
Stocks	A block of wood with two holes for your hands and a hole for your head to go in. Local people threw rubbish and rotten food at the people in the stocks.

Topic Overview

We will learn about the Tudor period, focusing on the reign of Henry VIII. We will study housing and food for both the rich and poor as well as investigate artefacts from the period. A study into the life of John Blanke (Only identified person of colour in Henry VIII's court) The topic will conclude with the events after Henry VIII's death.



The focus of this unit is:

- Construct (informed) responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
- Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.
- Choose the most appropriate way of communicating different historical findings.
- Use dates and a wide range of historical terms when sequencing events and periods of time.
- Develop chronically secure knowledge of the events and periods of time studied e.g. people, places and periods of time.

Key (sticky) Knowledge – History

- Who ruled during the Tudor era.
- How many wives did Henry VIII have and what happened to them and why?
- How did life differ for rich and poor people during Tudor life – in particular housing and food.
- Identify artefacts from this period in history.
- John Blanke was a royal trumpeter in the courts of Henry VII and Henry VIII.
- What happened between the Catholic church and Henry VIII leading to the formation of the Church of England

History – Ancient Greece

Topic Overview

We will study Ancient Greece, how cities interacted with each other and battles between them. Greek myths and legends will be investigated and Greek buildings, theatre and pottery will be examined.



Key Vocabulary

Word	Definition
BCE (BC)	Before Common Era (Before Christ)
CE (was AD)	Common Era (AD was Anno Domini – Year of our Lord)
Ancient	Something that was a long time ago.
Archaeologist	Someone who studies the past by exploring old artefacts and remains.
Democracy	A fair political system where all adults vote for a representative. This government make the decisions on how to rule the area.
Parthenon	A temple in Athens dedicated to the goddess Athena.
Polis	An ancient Greek state.
Trade	The action of buying, selling or exchanging goods to make a profit.
Mount Olympus	Highest mountain in Greece. Home to the Greek gods.
Myth	Story told to explain natural phenomena and Greek gods.

Key (sticky) Knowledge – History

- Life and battles in Athens & Sparta
- Greek myths and Legends
- Identify Greek pottery, art and sculptures
- Know about the first Olympic Games
- Know that some buildings have survived and can be used to understand what they originally looked like.
- Know about Greek religion and gods.



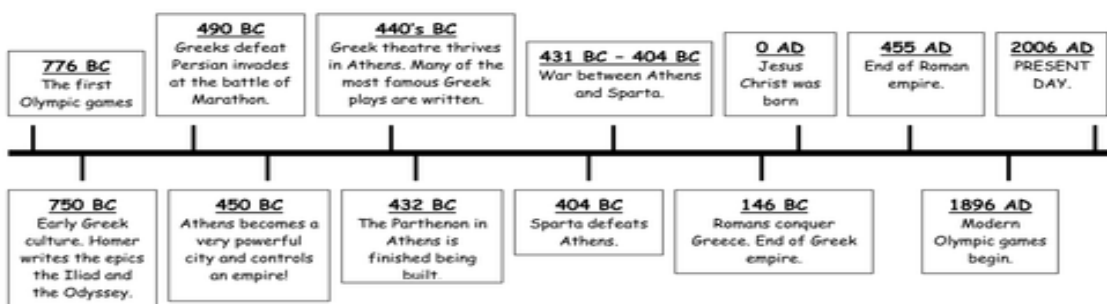
How was Greece ruled?

There was never one country called 'ancient Greece'. Instead, Greece was divided up into small **city-states**, like **Athens, Sparta, Corinth** and Olympia. Each city-state ruled itself. They had their own governments, laws and army. So, ancient Greeks living in Sparta considered themselves **Spartan** first, and Greek second. Famously, the city-states didn't get on very well and often fought each other. However, sometimes they joined together to fight against a bigger enemy, like the **Persian Empire**.

The focus of this unit is:

Choose the most appropriate way of communicating different historical findings.
 Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.
 Recognise how our knowledge of the past is constructed from a range of sources.
 Use appropriate vocabulary when discussing, describing and explaining historical events.

Greek timeline



History – Freckleton Air Disaster - World War II (Local History)

Country Leaders

UK		Germany	Italy	Russia	USA		Japan
							
							
Neville Chamberlain	Winston Churchill	Adolf Hitler	Benito Mussolini	Joseph Stalin	Franklin Roosevelt	Harry Truman	Isoroku Yamamoto

Topic Overview

We will learn about the start of World War II, the leaders of the main countries involved. We will investigate how life in England changed and focus on evacuation, rationing and work. We will research local history and how this area was affected by the war and study propaganda material used to enhance moral and portray a certain message.

Freckleton Air Disaster

On 23 August 1944, a United States Air Force plane crashed during a test flight into of the village of Freckleton, killing all three crewmen aboard the aircraft and 58 individuals on the ground, including 38 children aged four to six attending the local school.



Key (sticky) Knowledge – History

Know the countries and leaders of World War II
How lives of children were affected during the war – evacuation
How the local area was affected by the war
Jobs and life during the war and the Blitz
How propaganda was used to manipulate views

Key Vocabulary

Word	Definition
Allies	The name given to the countries fighting together – UK, France, America.
Evacuation	Leaving one area to go somewhere safer.
Rationing	Limiting the amount of something you are allowed.
Blitz	'Blitzkrieg' – lightning war – air raid attacks on towns and cities
Air Raids	Airplane attacks and bombing of towns and cities.
Propaganda	Twisting reality in media to show a message you want.
Alliance	A friendship between countries.
Nazi	A fascist regime in place in Germany during WWII.
Surrender	To give up.
Truce	Agree to stop.
Persecution	The continued bad treatment of a group of people.
Billeting Officer	Person responsible for finding housing for children evacuated.
Home Guard	The 'older' generation guarding Britain during the war.
Land Girl	Women working on the farms
Invasion	Moving into an area without permission

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Construct (informed) responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.
Choose the most appropriate way of communicating different historical findings.
Describe the impact of historical events and changes.
Recognise that some events, people and changes are judged as more significant than others.
Recognise how our knowledge of the past is constructed from a range of sources.
Use dates and a wide range of historical terms when sequencing events and periods of time.
Develop chronically secure knowledge of the events and periods of time studied e.g. people, places and periods of time.