

Key Objective and rationale

Children identify, explain change and continuity across periods of history, focusing on chronology. It builds on their prior learning from Year 2 and their understanding of history to allow them to compare and contrast their lives today with children's in the past.

Important things I will know, understand and do

[] To make observations and deductions from sources

[] Suggest how children's lives have changed.

[] Explain why children needed to work.

[] Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.

[] Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.

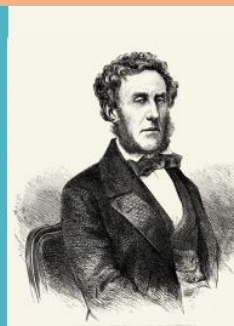
[] Use sources to identify leisure activities and compare them over time.

[] Identify diseases from the past and discuss how effective the treatments were.

Important people and events I will learn about

Lord Shaftesbury 1801-1885

Lord Shaftesbury was president of the Ragged School Union, which encouraged the establishment of schools to give working children an education outside working houses. He also publicised the poor working conditions of children and introduced the Ten Hour Act, reducing the number of hours children worked.



Apprentices

Children as young as seven left home in the Tudor and Victorian times to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, board and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



Disciplinary concepts

- [] Cause and consequence
- [] Historical significance
- [] Sources of evidence
- [] Historical interpretations
- [] Change and continuity
- [] Similarities and differences









Historical enquiry

- [] Posing historical questions
- [] gathering and organising and evaluating evidence
- [] Interpreting findings
- [] Analysing and making connections

Substantive concepts

- [] Civilisation (social and cultural)

Important vocabulary I will learn and use (Core)

Apprentice	A young person who learns a trade or occupation	 apprentice
Change	Things that have not remained the same over time	 change
Childhood	The time between infancy and adolescence	 childhood
Continuity	Things that remain the same over time	 continuity
Leisure Time	Free time spent relaxing and enjoying hobbies	 leisure time
Oath	A solemn promise	 oath
Parliament	Parliament presses laws and checks on the work of the Government	 Parliament
Poverty	Having insufficient money to pay for food, clothes and accommodation	 poverty
Primary Source	An original document that has not changed in any way	1 primary
Secondary Source	A document that was not written at the time of the event	2 secondary



Romans

55BC



Vikings

800 – 1000



Tudors

1485 – 1603

Important events (timeline)



Victorians

1837 – 1901



World War 1

19-14 – 1918



World War 2

1939 - 1945

