



'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.'  
 Deuteronomy 32:7

Year A

Topics covered:

What have we learned from the past? The Romans - Autumn Term

Why do we Remember People? Lord Shaftesbury and Dr Barnardo LKS2- Spring Term

National curriculum links	What have we learned from the past? The Romans - Autumn Term Why did the Romans invade Britain, and how did they change it?	Key Vocabulary
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> <li>• H2.1: Constructing the past - develop chronologically secure knowledge of Britain's past, including the Roman invasion, settlement, and withdrawal from Britain.</li> <li>• H2.2: Sequencing the past - place key events, people, and periods (e.g. Julius Caesar, Claudius' invasion, Boudicca's revolt, Roman withdrawal) in chronological order using BC/AD.</li> </ul>	<p>National Curriculum Objectives                      Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain, including:                             <ul style="list-style-type: none"> <li>○ Julius Caesar's invasions</li> <li>○ The power of the Roman army</li> <li>○ Claudius' successful invasion</li> <li>○ British resistance (e.g. Boudicca)</li> <li>○ Hadrian's Wall</li> </ul> </li> </ul> <p>Lesson 1 - When did the Romans invade Britain?                      Learning Objective                      To be able to place Roman invasions on a timeline using BC/AD.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• I know that Julius Caesar invaded Britain in 55 BC but was unsuccessful.</li> <li>• I know that a second invasion in 54 BC was more successful but short-lived.</li> <li>• I know that in AD 43, Emperor Claudius successfully invaded Britain.</li> <li>• I know that Britain remained under Roman control for nearly 400 years.</li> </ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> <li>• Emperor</li> <li>• Invade</li> </ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"> <li>• BC</li> </ul>	<p>Essential / Core Vocabulary (Must Know)                      Explicitly taught, revisited, and expected to be remembered</p> <ul style="list-style-type: none"> <li>• Empire: An empire is when one country takes control of many other places and rules them all together.</li> <li>• emperor: a ruler of an empire.</li> <li>• invade: to enter a place or country by force to take control.</li> <li>• legacy: something left behind that still affects us today</li> <li>• revolt: a fight against a ruler or government.</li> <li>• Roman army: the organised military force of the Romans.</li> <li>•</li> </ul>



<p><i>Knowledge and Interpretation</i></p> <ul style="list-style-type: none"> <li>• H2.5: <i>Significance and interpretations - ask historically valid questions about cause and consequence (e.g. reasons for Roman invasion, impact of Roman rule, resistance to Roman control).</i></li> <li>• H2.7: <i>Using sources as evidence - use archaeological evidence, artefacts, buildings, and written accounts to reconstruct life in Roman Britain and understand different viewpoints (Romans and native Britons).</i></li> </ul>	<ul style="list-style-type: none"> <li>• AD</li> <li>• Civilisation</li> <li>• Roman army</li> <li>• Settle</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• I can begin to date events.</li> <li>• I can understand more complex terms e.g. BC/AD</li> <li>• I can place the time being studied, artefacts and historical figures on a timeline using dates</li> <li>• I can sequence significant events, people and periods using some dates and time period labels.</li> </ul> <p>Enrichment (non-statutory)</p> <ul style="list-style-type: none"> <li>• The Roman Empire covered large parts of Europe, Africa, and Asia.</li> <li>• Romans used roads and ships to travel long distances across their empire.</li> </ul> <p><b>Expected Outcome by Year Group</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Identify key dates linked to the Roman invasion of Britain.</li> <li>• Place Roman events on a timeline using BC and AD.</li> <li>• Describe who Julius Caesar and Claudius were.</li> <li>• Explain that Roman rule lasted for nearly 400 years.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Explain the sequence of Roman invasions of Britain.</li> <li>• Use BC and AD confidently when discussing chronology.</li> <li>• Describe the significance of Julius Caesar and Claudius.</li> <li>• Place Roman Britain within a wider historical timeline.</li> </ul> <p>Lesson 2 - Why did the Romans invade Britain? Learning Objective To be able to explain why the Romans invaded Britain.</p>	<p><i>Wider Vocabulary (Exposure / Enrichment) - with Definitions</i></p> <p><i>Introduced through discussion and modelling; not expected to be memorised</i></p> <ul style="list-style-type: none"> <li>• aqueduct: a structure built to carry water.</li> <li>• Londinium: the Roman name for London.</li> <li>• Roman baths: buildings used for washing, relaxing, and socialising in Roman times.</li> <li>• civilisation: a group of people with organised society, culture, and laws.</li> <li>• source: something that tells us about the past (e.g. objects, pictures, writing).</li> <li>• legionary: a Roman soldier who was a citizen.</li> <li>• auxiliary: a Roman soldier from outside Rome.</li> <li>• settle: to establish a place to live or make a home.</li> <li>• weapons: tools used in fighting, such as swords and shields.</li> <li>• discipline: following rules and training so a group works effectively.</li> <li>• Boudicca: a queen who led a revolt against the Romans.</li> </ul>
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	<p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that the Romans wanted wealth, land, and power.</li><li>• I know that Britain had valuable resources such as gold, silver, and tin.</li><li>• I know that Britons supported the Gauls, which angered Caesar.</li><li>• I know that invasion helped Roman leaders gain power and reputation.</li></ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"><li>• Empire</li></ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Civilisation</li><li>• Revolt</li><li>• Resources</li></ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"><li>• I can describe causes of events.</li><li>• I can explain cause and consequence.</li><li>• I can use evidence to support explanations.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• The Romans often invaded places to expand their empire.</li><li>• Controlling more land made Rome more powerful.</li></ul> <p><b>Expected Outcome by Year Group</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• Identify reasons why the Romans invaded Britain.</li><li>• Describe the resources and wealth available in Britain.</li><li>• Explain simple causes of the invasion.</li></ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Explain the main causes of the Roman invasion.</li><li>• Describe how wealth, power and resources influenced Roman decisions.</li></ul>	<ul style="list-style-type: none"><li>• Hadrian's Wall: a wall built by the Romans to protect part of Britain.</li><li>•</li></ul>
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- Explain cause and consequence using historical evidence.
- Support explanations using relevant sources.

### Lesson 3 - Why was the Roman army so successful?

#### Learning Objective

To be able to explain why the Roman army was successful.

#### National Curriculum - Knowledge (I know that...)

- I know that the Roman army was disciplined and well-trained.
- I know that there were legionaries and auxiliaries.
- I know that soldiers used formations, shields, and short swords.
- I know that strict training made the army effective.

#### Essential / Core Vocabulary

- Roman army

#### Wider Vocabulary

- Legionary
- Auxiliary
- Weapons
- Discipline

#### Skills

- I can compare life then with our life today.
- I can find out about the everyday lives of people in time studied.
- I can use evidence to reconstruct life in time studied.
- I can offer a reasonable explanation for some events.
- I can give a broad overview of life within a given time period.

#### Enrichment (Non-statutory)

- Roman soldiers trained every day and followed strict routines.
- The Roman army built forts and roads as they travelled.

#### Expected Outcome by Year Group

##### Year 3

- Describe features of the Roman army.



- Identify legionaries and auxiliaries.
  - Explain how training helped Roman soldiers.
- Year 4
- Explain why the Roman army was successful.
  - Compare Roman military organisation with other groups studied.
  - Use evidence to explain how discipline and training contributed to success.
  - Describe how the Roman army helped expand the empire.

#### Lesson 4 - How did Britain change under Roman rule?

##### Learning Objective

To be able to describe how the Romans changed Britain.

##### National Curriculum - Knowledge (I know that...)

- I know that the Romans built towns such as Londinium.
- I know that they built roads to improve travel.
- I know that aqueducts carried water.
- I know that Roman rule changed how people lived and worked.

##### Essential / Core Vocabulary

- Legacy

##### Wider Vocabulary

- Aqueduct
- Roman baths
- Londinium

##### Skills

- I can compare life then with our life today.
- I can find out about the everyday lives of people in time studied.
- I can use a range of sources for research.
- I can use evidence to reconstruct life in time studied.
- I can offer a reasonable explanation for some events.
- I can give a broad overview of life within a given time period.



- I can choose relevant sources to answer historical enquiries.
- I can select and record relevant information from a range of sources.

Enrichment (Non-statutory)

- Many Roman roads are still used in Britain today.
- Roman baths were used for washing and socialising.

**Expected Outcome by Year Group**

**Year 3**

- Identify changes the Romans made to Britain.
- Describe Roman towns, roads and baths.
- Compare life in Roman Britain with life today.

**Year 4**

- Explain how Roman rule changed Britain.
- Describe the significance of Roman developments such as roads and Londinium.
- Use historical sources to investigate Roman life.
- Explain the concept of Roman legacy.

**Lesson 5 - Who was Boudicca and why is she important?**

**Learning Objective**

To be able to explain why Boudicca led a revolt.

**National Curriculum - Knowledge (I know that...)**

- I know that Boudicca was a queen of the Iceni tribe.
- I know that she led a revolt in AD 60 against Roman rule.
- I know that her army destroyed Roman towns.
- I know that the Romans defeated her.

**Essential / Core Vocabulary**

- Revolt

**Wider Vocabulary**

- Boudicca
- Tribe



	<ul style="list-style-type: none"><li>• Source</li></ul> <p>Skills</p> <ul style="list-style-type: none"><li>• I can describe some representations of a period in history e.g.. differing viewpoints through historical sources.</li><li>• I can describe causes and consequences of some main events in history.</li><li>• I can use a range of sources for research.</li><li>• I can distinguish between different sources and compare different versions of the same story.</li><li>• I can identify and give reasons for different ways in which the past is represented.</li><li>• I can select what events are most significant in a historical account.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Boudicca is remembered as a symbol of resistance.</li><li>• Different sources tell slightly different versions of her story.</li></ul> <p><b>Expected Outcome by Year Group</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• Identify who Boudicca was.</li><li>• Describe why she led a revolt against the Romans.</li><li>• Use sources to find information about Boudicca.</li></ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Explain why Boudicca's revolt was significant.</li><li>• Describe causes and consequences of the revolt.</li><li>• Compare different historical accounts of Boudicca.</li><li>• Use evidence to support conclusions about her importance.</li></ul> <p>Lesson 6 - Why did the Romans build Hadrian's Wall?</p> <p>Learning Objective</p> <p>To be able to explain why Hadrian's Wall was built.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that Emperor Hadrian ordered the wall to be built in AD 122.</li></ul>	
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	<ul style="list-style-type: none"><li>• I know that it was built to defend against northern tribes.</li><li>• I know that it controlled movement across Roman Britain.</li><li>• I know that parts still exist today.</li></ul> <p>Essential / Core Vocabulary No new core vocabulary introduced in this lesson.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Hadrian's Wall</li><li>• Source</li><li>• Defence</li></ul> <p>Skills</p> <ul style="list-style-type: none"><li>• I can use a range of sources for research.</li><li>• I can ask historically valid questions to find out about a period of time or historical figure.</li><li>• I can choose relevant sources to answer historical enquiries.</li><li>• I can select and record relevant information from a range of sources.</li><li>• I can select what events are most significant in a historical account.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Hadrian's Wall stretched across northern England.</li><li>• It included forts, gates, and watchtowers</li></ul> <p><b>Expected Outcome by Year Group</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• Describe what Hadrian's Wall was.</li><li>• Identify why it was built.</li><li>• Use sources to find information about Roman Britain.</li></ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Explain the purpose of Hadrian's Wall.</li><li>• Describe how it helped control and defend Roman Britain.</li><li>• Evaluate what Hadrian's Wall tells us about Roman priorities.</li><li>• Use historical evidence to support explanations.</li></ul>	
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Endpoint Assessment

Task: Historical News Report

Children act as reporters covering a key Roman event (e.g. invasion, Boudicca's revolt).

Must include:

- What happened
- When it happened
- Why it happened
- Impact on people

Format:

- Written, filmed, or performed

**Success Criteria**

- I can place key Roman events on a timeline.
- I can explain why the Romans invaded Britain.
- I can describe how Roman rule changed Britain.
- I can identify significant people from Roman Britain, including Claudius and Boudicca.
- I can use historical sources and evidence to support my ideas.
- I can use key historical vocabulary accurately.
- I can explain what the Romans left behind and why their legacy is important today.
- I can answer the enquiry question: **Why did the Romans invade Britain, and how did they change it?**

**Core Vocabulary Expected to Know**

- Empire
- Emperor
- Invade
- Roman army
- Revolt
- Legacy



**Expected Outcome by Year Group**

**Year 3**

- Describe key events from Roman Britain.
- Explain why the Romans invaded Britain.
- Identify important people such as Claudius and Boudicca.
- Use key vocabulary such as empire, emperor and revolt correctly.

**Year 4**

- Explain why the Romans invaded Britain and how they changed it.
- Use historical evidence to support conclusions.
- Describe causes, consequences and significance of key Roman events.
- Explain the lasting legacy of Roman Britain using historical vocabulary.

**Quiz Basket: Why Did the Romans Invade Britain, and How Did They Change It?**

**Vocabulary Retrieval**

1. What does *invade* mean?
  - To enter a country by force to take control of it.
2. What is an *emperor*?
  - The ruler of an empire.
3. What is an *empire*?
  - A group of countries or lands controlled by one ruler or government.
4. What was the *Roman army*?
  - The group of trained soldiers who fought for Rome.
5. What does *legacy* mean?
  - Something left behind that continues to have an effect today.



	<p>6. What is a <i>revolt</i>?</p> <ul style="list-style-type: none"><li>○ An uprising against a ruler or government.</li></ul> <p>7. What is a <i>source</i>?</p> <ul style="list-style-type: none"><li>○ Evidence that helps us learn about the past.</li></ul> <p>Knowledge Retrieval</p> <p>8. When did Emperor Claudius successfully invade Britain?</p> <ul style="list-style-type: none"><li>○ AD 43.</li></ul> <p>9. Why did the Romans invade Britain?</p> <ul style="list-style-type: none"><li>○ They wanted wealth, resources, land and power.</li></ul> <p>10. Why was the Roman army so successful?</p> <ul style="list-style-type: none"><li>○ It was well-trained, disciplined and used effective weapons and formations.</li></ul> <p>11. What changes did the Romans make to Britain?</p> <ul style="list-style-type: none"><li>○ They built towns, roads, aqueducts and baths.</li></ul> <p>12. Who was Boudicca?</p> <ul style="list-style-type: none"><li>○ The queen of the Iceni tribe who led a revolt against the Romans.</li></ul> <p>13. Why is Boudicca remembered today?</p> <ul style="list-style-type: none"><li>○ She became a symbol of resistance against Roman rule.</li></ul> <p>14. Why was Hadrian's Wall built?</p> <ul style="list-style-type: none"><li>○ To defend Roman Britain from northern tribes and control movement.</li></ul> <p>15. Name one Roman legacy that can still be seen in Britain today.</p> <ul style="list-style-type: none"><li>○ Roads, baths, towns or Hadrian's Wall.</li></ul> <p>16. How long did the Romans control Britain?</p> <ul style="list-style-type: none"><li>○ For nearly 400 years.</li></ul> <p>17. Why did the Romans invade Britain, and how did they change it?</p> <ul style="list-style-type: none"><li>○ The Romans invaded Britain for wealth, resources and power. They changed Britain by building towns, roads and other structures that influenced life for centuries afterwards.</li></ul>	
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	Why do we Remember People? Lord Shaftsbury and Dr Barnardo LKS2 - Spring Term "What impact did Lord Shaftsbury and Dr Barnardo have on the lives of children?"	Key Vocabulary
<p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> <li>• H2.1: Constructing the past - develop chronologically secure knowledge of a significant period in British history, focusing on the Victorian era (1837-1901).</li> <li>• H2.2: Sequencing the past - place key events, reforms, and individuals (e.g. Ten Hours Act, establishment of Barnardo's Homes) within a chronological framework.</li> <li>Knowledge and Interpretation</li> <li>• H2.5: Significance and interpretations - ask historically valid questions about cause and consequence (e.g. why reforms were</li> </ul>	<p>Lesson 1 - What was the Victorian period?</p> <ul style="list-style-type: none"> <li>• Learning Objective</li> <li>• To be able to describe the Victorian period and why it was a time of change.</li> <li>• National Curriculum - Knowledge (I know that...)</li> <li>• I know that the Victorian period lasted from 1837 to 1901.</li> <li>• I know that Queen Victoria was the monarch during this time.</li> <li>• I know that the Industrial Revolution caused major changes.</li> <li>• I know that factories were built and cities grew.</li> <li>• I know that many people moved to cities to find work.</li> <li>• I know that many children worked instead of going to school.</li> </ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> <li>• Victorian period</li> <li>• Child labour</li> </ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"> <li>• Industrial Revolution</li> <li>• Factory</li> </ul> <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"> <li>• Timeline</li> <li>• Change</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can begin to date events.</li> <li>• I can sequence events using dates and period labels.</li> <li>• I can give a broad overview of the Victorian period.</li> <li>• I can identify and describe people and events across the Victorian era.</li> <li>• I can use century and decade vocabulary accurately.</li> </ul>	<p><b>Core Vocabulary</b>  <i>(Using agreed whole-school definitions)</i></p> <ul style="list-style-type: none"> <li>• <b>Victorian</b> - relating to the time when Queen Victoria ruled.</li> <li>• <b>child labour</b> - when children worked instead of going to school.</li> <li>• <b>workhouse</b> - a place where poor people lived and worked.</li> <li>• <b>working conditions</b> - the environment and situation people work in.</li> <li>• <b>reform</b> - changes made to improve something.</li> <li>• <b>orphanage</b> - a home for children who do not have parents.</li> <li>• <b>legacy</b> - something left behind that still affects us today.</li> </ul> <p><b>Wider Vocabulary</b>  <i>(Using agreed whole-school definitions)</i></p> <ul style="list-style-type: none"> <li>• <b>Lord Shaftesbury</b> - a politician who worked to improve conditions for children.</li> <li>• <b>Dr Barnardo</b> - a man who helped poor and orphaned children by setting up homes and schools.</li> <li>• <b>campaign</b> - organised actions to bring about change.</li> <li>• <b>law</b> - rules made by a government that people must follow.</li> </ul>



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 Deuteronomy 32:7

<p><i>needed, how individuals influenced social change).</i>  <i>• H2.7: Using sources as evidence - use historical sources such as photographs, census data, reports, and written accounts to reconstruct life for Victorian children and understand differing viewpoints.</i></p>	<p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> <li>• Cities such as Manchester and London grew rapidly during this time.</li> </ul> <p>Lesson 2 - Who was Lord Shaftesbury?          Learning Objective          To be able to explain how Lord Shaftesbury improved children's lives.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"> <li>• I know that Lord Shaftesbury was a politician during the Victorian period.</li> <li>• I know that he investigated poor working conditions.</li> <li>• I know that children worked long hours in dangerous jobs.</li> <li>• I know that he introduced reforms to improve children's lives.</li> <li>• I know about the Factory Act (1833) and Coal Mine Act (1842).</li> </ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"> <li>• Reform</li> <li>• Working conditions</li> </ul> <p>Topic Vocabulary</p> <ul style="list-style-type: none"> <li>• Politician</li> </ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"> <li>• Campaign</li> <li>• Law</li> <li>• Philanthropist</li> <li>• Coal mine</li> </ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"> <li>• I can identify Lord Shaftesbury and his actions.</li> <li>• I can explain why his reforms were important.</li> <li>• I can confidently explain the significance of reform.</li> <li>• I can compare effects of change over time.</li> </ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"> <li>• Laws gradually improved working conditions for children.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>factory</b> - a building where goods are made using machines.</li> <li>• <b>coal mine</b> - a place where coal is dug from the ground.</li> <li>• <b>chimney sweep</b> - a person who cleans chimneys, often a child in the past.</li> <li>• <b>ragged school</b> - a school for poor children where they received free education.</li> <li>• <b>Industrial Revolution</b> - a time when machines and factories changed how people lived and worked.</li> <li>• <b>social change</b> - how society becomes different over time.</li> <li>• <b>philanthropy</b> - helping others, often by giving money or support.</li> <li>• <b>evidence</b> - information that helps us understand the past.</li> <li>• <b>source</b> - something that tells us about the past (e.g. objects, pictures, writing).</li> <li>• <b>significance</b> - how important something is in history.</li> </ul> <p><b>Topic Vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>politician</b> - a person involved in making decisions and laws for a country.</li> <li>• <b>scavenger</b> - a child worker who collected loose cotton from beneath machinery.</li> <li>• <b>piecer</b> - a child worker who repaired broken threads in textile mills.</li> <li>• <b>tenter</b> - a worker who watched machinery and repaired threads when they broke.</li> </ul>
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	<p>Lesson 3 - What was it like working in coal mines?</p> <p>Learning Objective</p> <p>To be able to describe working conditions for children in coal mines.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that many children worked in coal mines.</li><li>• I know that jobs included trappers, drawers and coal miners.</li><li>• I know that working conditions were dangerous and unhealthy.</li><li>• I know that children worked long hours with little pay.</li><li>• I know that coal mining could cause illness and injury.</li></ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"><li>• Working conditions (retrieval)</li><li>• Child labour (retrieval)</li></ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Danger</li><li>• Disease</li><li>• Punishment</li><li>• Coal mine</li></ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"><li>• I can describe working conditions in coal mines.</li><li>• I can distinguish between different sources.</li><li>• I can explain impacts on children's lives.</li><li>• I can evaluate usefulness and reliability of sources.</li><li>• I can explain why viewpoints differ.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Some children worked alone in the dark for long periods.</li></ul> <p>Lesson 4 - What was it like working in factories?</p>	<ul style="list-style-type: none"><li>• <b>trapper</b> - a child who opened and closed ventilation doors in a coal mine.</li><li>• <b>hurrier</b> - a child who pulled coal through underground tunnels.</li></ul>
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	<p>Learning Objective To be able to describe working conditions for children in factories.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that many children worked in textile factories.</li><li>• I know that jobs included scavengers, piecers and tenters.</li><li>• I know that factories were noisy, hot, and dangerous.</li><li>• I know that children worked long hours with few breaks.</li><li>• I know that machinery could cause serious injuries.</li></ul> <p>Essential / Core Vocabulary No new core vocabulary introduced in this lesson.</p> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Factory</li><li>• Machinery</li><li>• Industry</li><li>• Textile</li></ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"><li>• I can describe working conditions in textile factories.</li><li>• I can distinguish between different sources.</li><li>• I can explain impacts on children's lives.</li><li>• I can evaluate usefulness and reliability of sources.</li><li>• I can explain why viewpoints differ.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Factories were kept hot to stop cotton threads breaking.</li></ul> <p>Lesson 5 - What were workhouses like?</p> <p>Learning Objective To be able to explain what life was like in a workhouse.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that workhouses were for very poor people.</li></ul>	
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	<ul style="list-style-type: none"><li>• I know that children were often separated from their families.</li><li>• I know that life in workhouses was strict and harsh.</li><li>• I know that children had to work and follow strict rules.</li><li>• I know that food was limited and conditions were poor.</li></ul> <p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"><li>• Workhouse</li></ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Poverty</li><li>• Punishment</li><li>• Discipline</li><li>• Routine</li></ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"><li>• I can describe living conditions in workhouses.</li><li>• I can distinguish between different sources.</li><li>• I can explain impacts on children's lives.</li><li>• I can evaluate usefulness and reliability of sources.</li><li>• I can explain why viewpoints differ.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Some children received basic schooling in workhouses.</li></ul> <p>Lesson 6 - Who was Dr Barnardo?</p> <p>Learning Objective</p> <p>To be able to explain how Dr Barnardo helped children.</p> <p>National Curriculum - Knowledge (I know that...)</p> <ul style="list-style-type: none"><li>• I know that Dr Barnardo helped poor and orphaned children.</li><li>• I know that Dr Barnardo helped provide education through ragged schools.</li><li>• I know that he opened homes for children in need.</li><li>• I know that he promised never to turn a child away.</li><li>• I know that his work continues today through charity.</li></ul>	
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	<p>Essential / Core Vocabulary</p> <ul style="list-style-type: none"><li>• Orphanage</li><li>• Legacy</li></ul> <p>Wider Vocabulary</p> <ul style="list-style-type: none"><li>• Ragged school</li><li>• Philanthropy</li><li>• Social change</li></ul> <p>Previously Taught Vocabulary Retrieved</p> <ul style="list-style-type: none"><li>• Charity</li></ul> <p>Skills from Progression Document</p> <ul style="list-style-type: none"><li>• I can identify Dr Barnardo and his actions.</li><li>• I can explain why his reforms were important.</li><li>• I can confidently explain the significance of reform.</li><li>• I can compare effects of change over time.</li></ul> <p>Enrichment (Non-statutory)</p> <ul style="list-style-type: none"><li>• Barnardo's charity still helps children today.</li></ul> <p><b>Lesson 7 - Endpoint Assessment</b></p> <p><b>Learning Objective</b></p> <p>To be able to explain the impact Lord Shaftesbury and Dr Barnardo had on the lives of children.</p> <p><b>Statutory Knowledge</b></p> <ul style="list-style-type: none"><li>• Lord Shaftesbury campaigned to improve working conditions for children.</li><li>• Lord Shaftesbury helped bring about laws that protected children.</li><li>• Dr Barnardo helped care for vulnerable and orphaned children.</li><li>• Both individuals improved the lives of children during the Victorian period.</li></ul> <p><b>Enrichment Knowledge</b></p>	
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<ul style="list-style-type: none"><li>• Lord Shaftesbury supported reforms in factories, mines and education.</li><li>• Dr Barnardo established homes that supported thousands of children.</li></ul> <p><b>Progression of Skills</b></p> <ul style="list-style-type: none"><li>• To confidently explain why Lord Shaftesbury and Dr Barnardo were historically significant.</li><li>• To confidently explain the significance of causes and effects of Victorian reforms on children's lives.</li><li>• To use a range of historical sources to answer the enquiry question.</li><li>• To identify and describe changes in children's lives during the Victorian period.</li></ul> <p><b>Endpoint Outcome</b></p> <p>Children create a presentation, balanced argument, information poster or museum-style display answering the enquiry question: <b>"What impact did Lord Shaftesbury and Dr Barnardo have on the lives of children?"</b></p> <p><b>Success criteria:</b></p> <p><b>Children should:</b></p> <ul style="list-style-type: none"><li>• describe the lives of children during the Victorian period</li><li>• explain what child labour was</li><li>• explain how Lord Shaftesbury helped improve children's lives</li><li>• explain how Dr Barnardo helped vulnerable children</li><li>• explain the legacy of Lord Shaftesbury and Dr Barnardo</li><li>• use historical evidence to support their ideas</li><li>• answer the enquiry question using historical vocabulary</li></ul> <p><b>Core Vocabulary Expected</b></p> <ul style="list-style-type: none"><li>• Victorian period</li><li>• child labour</li><li>• workhouse</li><li>• working conditions</li><li>• reform</li><li>• orphanage</li><li>• legacy</li></ul>	
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Quiz Basket: What Impact Did Lord Shaftesbury and Dr Barnardo Have on the Lives of Children?

Vocabulary Retrieval

1. What was the *Victorian period*?
  - o A period in history from 1837 to 1901 when Queen Victoria was monarch.
2. What is *child labour*?
  - o When children work instead of going to school.
3. What is a politician?
  - o A person who works in government and helps make decisions and laws.
4. What does reform mean?
  - o Changes made to improve something.
5. What are working conditions?
  - o The environment and situation people work in.
6. What is a *workhouse*?
  - o A place where very poor people lived and worked.
7. What is an orphanage?
  - o A home for children who do not have parents.
8. What does legacy mean?
  - o Something left behind that still affects us today.

Knowledge Retrieval

9. Who was Queen Victoria?
  - o The monarch during the Victorian period.
10. Who was Lord Shaftesbury?
  - o A politician who worked to improve the lives of children.
11. What laws did Lord Shaftesbury help introduce?
  - o The Factory Act (1833) and the Coal Mine Act (1842).
12. What was life like for children working in coal mines and factories?
  - o It was dangerous, unhealthy and involved long hours for little pay.
13. What was life like in a workhouse?
  - o Life was strict, children were often separated from their families, and conditions were poor.

The Saints Academies

St Peter's CE Academy Alton

Key Knowledge History - KS2 Year A

'Remember the days of old; consider the years of many generations; ask your father, and he will show you, your elders, and they will tell you.'

Deuteronomy 32:7



	<p>14. Who was Dr Barnardo?</p> <ul style="list-style-type: none"><li>○ A man who helped poor and orphaned children during the Victorian period.</li></ul> <p>15. How did Dr Barnardo help children?</p> <ul style="list-style-type: none"><li>○ He opened homes for children and set up ragged schools to provide education.</li></ul> <p>16. What does legacy mean?</p> <p>○ Something left behind that still affects us today.</p> <p>17. What impact did Lord Shaftesbury and Dr Barnardo have on the lives of children?</p> <ul style="list-style-type: none"><li>○ They improved children's lives through reforms, education and care, helping to reduce child labour and support vulnerable children.</li></ul>	
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