

Autumn 1 <b>A Victorian Education</b>	Autumn 2 <b>What Price Progress?</b>	Spring 1 <b>Our Place in Space</b>	Spring 2 <b>Highgate N6</b>	Summer 1 <b>Benin - An African Kingdom</b>
<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> <li>Consider what life was like for children in the past.</li> <li>Understand the range of conditions under which people lived, from the very wealthy to the very poor.</li> <li>Summarise the life of Queen Victoria and its parallels to the period.</li> <li>To identify important figures from British history: Thomas John Barnardo</li> <li>Name significant events and inventions</li> </ul> <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> <li>Writings of Thomas Barnardo, Charles Dickens, and other eyewitness accounts</li> <li>Victorian Poetry</li> <li>Works of William Morris</li> <li>Images and depictions of people in various classes</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place the Victorian period in relation to other British historical periods.</li> <li>Compare and contrast conditions of Victorian schools to present day</li> </ul> <p><u>Think analytically</u></p> <ul style="list-style-type: none"> <li>Infer information from a range</li> </ul>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> <li>Understand the extent and pace of change to British cities and countryside during the industrial revolution</li> <li>Know the impact of key discoveries and developments such as coal, steel, steam power</li> <li>Consider reactions to economic change including Luddism and social reform.</li> <li>Summarise the Factories Act – Lord Shaftesbury and enlightened employers and philanthropists Rowntree and Cadbury.</li> <li>Understand that changes in technology and working patterns affected many people in different ways</li> </ul> <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> <li>Images and maps</li> <li>Eyewitness accounts of workers</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Research Victorian inventions that changed the world including communication technology, railways and engineering.</li> </ul> <p><u>Think analytically</u></p> <ul style="list-style-type: none"> <li>Investigate the impact Victorian industrialisation had on the lives of men, women and children,</li> </ul>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> <li>Discuss the work of Galileo and his championing of Copernican theory (that the sun was at the centre of the solar system, when most people believed the Earth was in this central position).</li> <li>Understand the reaction of the Church, i.e. accusations of heresy and sentence to life imprisonment</li> <li>Place on a time-line the significant events in the history of space exploration.</li> </ul> <p><u>Primary sources of Information</u></p> <p><u>Vocabulary</u></p> <p><u>Visits</u></p> <ul style="list-style-type: none"> <li>Science Museum: space gallery</li> </ul>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> <li>Local Area Study: Children undertake a historical enquiry into how land use of Highgate has changed over time. Children compare maps of the locality from 1820, 1895 and today.</li> </ul> <p><u>Primary sources of Information</u></p> <ul style="list-style-type: none"> <li>Maps of the locality from the 1600s to today, with focus on 1820 and 1895</li> <li>Eyewitness accounts</li> <li>Photographs</li> <li>Highgate itself</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Highlight changes over time in Highgate pertaining to: Land use, transportation routes, significant historic buildings</li> <li>Understand Highgate's shift from rural to urban during the 1800s</li> </ul> <p><u>Think analytically</u></p> <ul style="list-style-type: none"> <li>Draw parallels between infrastructure and transport, and the growth of Highgate as a part of London</li> </ul> <p><u>Vocabulary</u></p> <p><u>Visits</u></p> <ul style="list-style-type: none"> <li>Highgate Cemetery</li> </ul>	<p><u>Enquire and explain</u></p> <ul style="list-style-type: none"> <li>Understand how the Kingdom of Benin was established.</li> <li>Understand how the Kingdom was ruled by a dynasty of kings called Ogisos.</li> <li>Learn about the daily life of the Igodomigodo, including farming and crafts, that ensured that the kingdom had high quality goods to trade with foreigners.</li> <li>Learn about the exile of Ogiso and his family, civil war and the rise of the Obas Dynasty.</li> <li>Have an understanding of the colonisation of Africa and the British invasion of Benin City.</li> </ul> <p><u>Chronology</u></p> <p>Place Benin's zenith and colonisation on a timeline alongside other periods of (namely European) history</p> <p><u>Think analytically</u></p> <ul style="list-style-type: none"> <li>Consider Benin's role in the transatlantic slave trade.</li> <li>Understand how primary sources have been used to find out about the history of the Kingdom of Benin.</li> <li>Analyse these sources and their interpretations to discern any intended 'story'</li> </ul>

<p>of primary sources</p> <ul style="list-style-type: none"> <li>• Conduct independent research using books and websites, discerning relevant information</li> </ul> <p><u>Vocabulary</u> Workhouse, destitute, charity, chimney sweep, mudlarker, labour, child labour, regulation, discipline, drill</p> <p><u>Visits</u></p> <ul style="list-style-type: none"> <li>• The Ragged School</li> </ul>	<p>and the differing reactions to change.</p> <ul style="list-style-type: none"> <li>• Consider the factory system and its impact on working life for men, women and children.</li> <li>• Discuss the “progress” made during the Industrial Revolution and consider advantages and drawbacks for groups of people, including us in the present day (climate change)</li> </ul> <p><u>Vocabulary</u> Steel, steam engine, coal, mill, spinning jenny, locomotive, pollution, sewer</p> <p><u>Visits</u> The Science Museum: Making the Modern World and the Engine Hall</p>			<p><u>Vocabulary</u></p> <p><u>Visits</u></p>
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