Local School and Victorian Children

Prior Learning	
This unit will build on the knowledge and skills learned in KS2 Prior learning will be knowledge of words used to describe the passage of time, describing of historical events, the use artefacts, pictures, stories, online sources and databases to find out about the past and the placing of events and artefacts in order on a time line.	
Key vocabulary for this unit	
Sources (Primary and Secondary) Evidence Chronological order Dictation Daily Drill Dunces Hat Open-ended Questions	Chimney Sweep Trapper/Drawer/Carrier Scullery Maid Bird Scarer Street Child Factory Acts
Learning Sequence	
To place historical events on a timeline using dates	• I know when the Victorian Age was in relation to other historical events. • I understand what chronological order means. • I can create an historical timeline
To find out the history of Walkington School	• I can place the important events of the history of the school in chronological order. • I know how and why the school has grown.
To explore the differences between modern and Victorian schools.	• I can use a variety of sources to find out the similarities and differences between modern and Victorian schools.

To understand how Walkington has changed since the Victorian times.	• I can describe changes that have happened in the locality of the school throughout history • I can think of appropriate questions to help describe changes that have happened in the locality of the school throughout history • I can use primary sources to explain how Walkington has changed since the Victorian times.
To understand the differences between rich and poor children.	• I can understand what life was like for a poor child in the Victorian times. • I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • I can use literacy skills to a good standard in order to communicate information about the past.

Assessment milestones	
Working Historically: • To understand the concept of change over time, representing this, along with evidence, on a time line. • To describe changes that have happened in the locality of the school throughout history. • Suggest suitable sources of evidence for historical enquiries.	**Historic Knowledge:** • To know the difference between modern and Victorian schools. • To understand that life was different depending on whether you were rich or poor.