

TERM: Autumn 1		YEAR GROUP: 4		SUBJECT: History	
WEEK 1 DATE: WB 2.9.24 What do sources tell us about how children's lives have changed?	WEEK 2 DATE: WB 9.9.24 Why did Tudor children work and what was it like?	WEEK 3 DATE: WB 16.9.24 What jobs did children have in Victorian England and what were they like?	WEEK 4 DATE: WB 23.9.24 How did Lord Shaftesbury help to change the lives of the children?	WEEK 5 DATE: 30.9.24 How and why has children's leisure time changed?	WEEK 6 DATE: 7.10.24 What were the diseases children caught and how were they treated?
<p>LO: To identify how children's lives have changed using a range of sources.</p> <p>Success criteria: I can make observations and deductions from sources. I can suggest how children's lives have changed. I can ask enquiry questions about children's lives.</p> <p>Main event: children will use the image to make observations and inferences about the child's life.</p> <p>Support: Could identify two continuities and changes using <i>Activity: Children's lives</i>.</p> <p>Challenge: Could order the changes into the most significant, significant and least significant using <i>Activity: Categorising change (extension)</i>.</p>	<p>LO: To understand why children worked in Tudor times and what working conditions were like.</p> <p>Success criteria: I can explain why Tudor children needed to work. I can identify the kinds of jobs Tudor children had. I can create questions to identify the working conditions of Tudor children.</p> <p>Main event: Display the link: Kapow Primary timeline. Match the job with the description on the Activity in the presentation.</p> <p>Support: Should use <i>Activity: Hot seat questions (support)</i>, which provides them with question starters to help structure their questions.</p> <p>Challenge: Could identify the key things children want to know about working conditions and research a job to answer these questions. They could be put in the hot seat as a character, using their research.</p>	<p>LO: To understand the types of jobs Victorian children had and their working conditions.</p> <p>Success criteria: I can identify and understand the different types of jobs Victorian children had. I can make observations and inferences about the jobs children had. I can write a letter explaining the conditions Victorian children experienced.</p> <p>Main event: research one of the four jobs contained in either the <i>Activity: Victorian jobs</i> or the <i>Presentation: Bird scarer</i>. Each child will then record their findings on the <i>Activity: Researching working conditions</i>.</p> <p>Support: Research and make notes on children working in coal mines whilst it is being teacher-modelled.</p> <p>Challenge: Research different jobs and find their own sources <i>Activity: Letter home (extension)</i> deepen their understanding of Victorian working conditions.</p>	<p>LO: To understand how Lord Shaftesbury changed children's lives</p> <p>Success criteria: I can identify how Lord Shaftesbury changed the lives of children. I can evaluate the impact of his work. I can explain which of his achievements was the most important.</p> <p>Main event: Display the <i>Presentation: Lord Shaftesbury</i>. Hand out the <i>Activity: The significance of Lord Shaftesbury</i> (one each) so that the children can make notes on the video. children will explore how significant Lord Shaftesbury was.</p> <p>Support: Use the <i>Activity: The significance of Lord Shaftesbury</i> - consider three ways in which Lord Shaftesbury changed children's lives.</p> <p>Challenge: Rank the most important working conditions for Victorian children; put themselves in the position of a Victorian factory owner and explain how they would respond to the Factory Act;</p>	<p>LO: To understand how and why children's leisure time has changed.</p> <p>Success criteria: I can use sources to identify historical leisure activities. I can compare leisure activities over time. I can explain the reasons for leisure activities changing.</p> <p>Main event: Display children's lives on the timeline. <i>Work in pairs complete activity each – worksheet: Comparing leisure time</i>. Give the children time to make observations from their source and record their ideas.</p> <p>Support: Could focus on one image from two different sources on the same theme, for example, holidays using <i>Activity: Victorian leisure time</i> and <i>Activity: Modern leisure activities</i>.</p> <p>Challenge: Could carry out additional research to provide a more in-depth explanation of why changes to leisure activities occurred.</p>	<p>LO: To understand which diseases children caught and how they were treated.</p> <p>Success criteria: I can identify some of the diseases from the past and their symptoms. I can identify how effective treatments for diseases were. I can explain why some treatments worked and others did not.</p> <p>Main event: Display the <i>Presentation: Plague doctor</i>. Put the children into 3 groups. <i>Activity: Disease cards</i> and <i>Activity: Treatment cards</i>, cut up and placed in separate piles. Lay out the <i>activity: Disease cards</i> and try to match disease cards to their corresponding historical treatments. Give the treatments a rating 1-5 and explain their rating.</p> <p>Support: Examine and discuss three disease cards to allow greater focus on each one.</p> <p>Challenge: Research the kind of treatments that are used for the diseases today and explain how treatments have changed.</p>

