



# High Bickington Church of England Primary Academy History: Lessons through Time





# History

## Vision

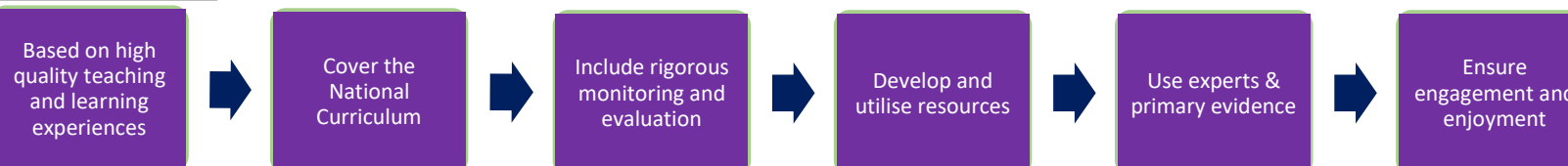
History plays a crucial role in helping students understand their own identity and sense of place in time. The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians). Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

## Intent

Children will:

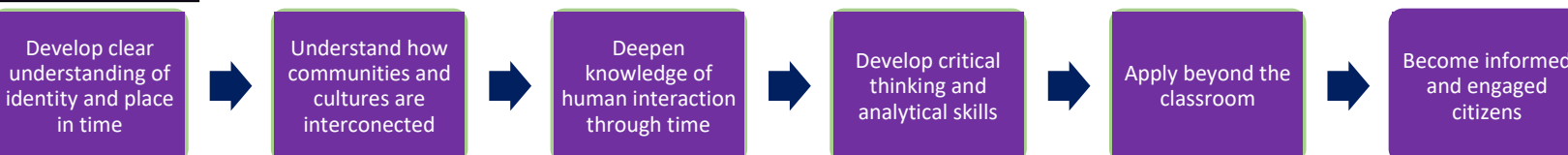


## Implementation



## Impact

Children will:



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

**Reviewing Prior Learning: Speak Like an Expert**  
**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions** Dedicated sessions reviewing the week's learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge & concepts.

## Chronology

Time	225 – 66 million years ago	10,000 BC – 4,000 BC	3,100 BC – 332 BC	1,600 BC – 1,046 BC	1,100 BC - 146 BC
Period	<b>Dinosaurs alive in pre-history</b>	<b>Stone Age</b>	<b>Ancient Egypt</b>	<b>Shang Dynasty</b>	<b>Ancient Greece</b>
Event	230 million years ago -dinosaurs appear 66 million years ago – dinosaurs become extinct	3,100 BC - Skara Brae 2,500 BC - Stonehenge built	2,500 BC - Pyramids built	1600 BC - Shang begins 206 BC - Han expands the Silk Road	776 BC - Olympics 507BC - democracy in Athens
Lives	<b>Mary Anning. Richard Owen. Jack Horner.</b>	<b>Cheddar Man. Amesbury Archer. Lindow Man.</b>	<b>King Narmer. Hatshepsut. Akhenaten. Tutankhamun. Rames II. Cleopatra VII.</b>	<b>Fu Hao. Qin Shi Huang. Confucius.</b>	<b>Socrates (470-399BC). Alexander the Great (356-323BC).</b>
Encountered in	Y1/2	Y3/4	Y3/4	Y5/6	Y5/6

Time	753 BC – 476 AD	750 BC – 900 AD	410 AD – 1066 AD	789 AD – 1066 AD	1066 - 1348
Period	<b>Roman Republic &amp; Empire</b>	<b>Mayan Civilisation</b>	<b>Saxons</b>	<b>Vikings</b>	<b>Norman – Medieval Britain</b>
Event	227BC - founding of Roman Empire 43BC - Emperor Claudius invades England & Wales 410 - Romans leave	300BC - Maya writing 250 - Mayan civilisation at peak 900 - Decline	500 - Battle of Mount Badon 537 - Battle of Camlann 878 - Battle of Edington 1066 - Battle of Hastings	793 - Raid on Lindisfarne 866 - Capture of York (York) 1066 - Battle of Stamford Bridge	1066 - Battle of Hastings
Lives	<b>Augustus / Julius Caesar. Claudius. Boudicca.</b>	<b>K'inich Janaab' Pakal. Lady Six Sky.</b>	<b>King Alfred. St Bede. King Harold.</b>	<b>King Guthrum. Leif Erikson.</b>	<b>William of Normandy.</b>
Encountered in	Y3/4	Y5/6	Y3/4	Y3/4	Y1/2

Time	1348 -1485	1485 - 1603	1603 - 1714	1500 - 1807	1760 - 1840
Period	<b>Medieval Britain</b>	<b>Tudors</b>	<b>Stuarts</b>	<b>Maafa - Atlantic Slave Trade</b>	<b>Industrial Revolution</b>
Event	1348 - Black Death 1381 - Peasants' Revolt	1485 - Battle of Bosworth end of Wars of the Roses 1534 - Establishment of CofE 1547 - Henry VIII dies	1665 - Great Plague 1666 - Great Fire of London	1441 - Portugal begins slave trade 1883 - End of slavery in British Empire	c1760 - IR beginning
Lives	<b>Richard II. Henry V. Richard III.</b>	<b>Henry VIII. Anne Boleyn. Thomas Cromwell.</b>	<b>King Charles II. Thomas Farrinor.</b>	<b>John Wesley. William Wilberforce. Olaudah Equiano.</b>	<b>George Stephenson IK Brunel.</b>
Encountered in	Y5/6	Y5/6	Y1/2	Y5/6	Y5/6

Time	1837 - 1901	1898 - 1926	1914 - 1945	1945 - Present
Period	<b>Victorians</b>	<b>Heroic Age of Antarctic Exploration</b>	<b>World Wars</b>	<b>Modern Age</b>
Event	1851 Great Exhibition 1870 Education Act	1914-17 - Imperial Transantarctic Expedition	Armistice 11.11.1914 WW2 1939-45	The Space Race 20.7.1969 Moon Landings
Lives	<b>Samuel Wilderspin. Joseph Paxton. Prince Albert.</b>	<b>Sir Ernest Shackleton RF Scott</b>	<b>Winston S Churchill</b>	<b>Neil Armstrong</b>
Encountered in	Y1/2 and Y5/6	Y1/2 and Y5/6	Y5/6	Y1/2 and Y5/6



# Lessons Through Time

Subject: History

Year: 1-2

Term: Spring 1

## National Curriculum Aims

### Key Objectives:

#### Lesson 1: What was life like at our school in the past?

**WALT:** Explore and describe important events in our school's history using photographs, artefacts, and first-hand accounts.

#### Lesson 2: What were toys like in the past?

**WALT:** Use historical sources to find out about toys from the past and compare them to toys today.

#### Lesson 3: What were schools like in Victorian times?

**WALT:** Investigate what life was like in a Victorian classroom and describe how it is different from classrooms today.

#### Lesson 4: How do Victorian schools compare with our school today?

**WALT:** Use primary sources to identify similarities and differences between Victorian schools and our school today.

#### Lesson 5: Who was Samuel Wilderspin, and why is he important?

**WALT:** Understand the significance of Samuel Wilderspin and explain how his ideas changed schools.

#### Lesson 6: What was our community like in Victorian times?

**WALT:** Use evidence from our museum visit to describe what life was like in our community during Victorian times.

## Key Elements

### Key Elements:

Local History, Everyday Life, Changes over Time, Artefacts and Sources, Significant People; Significant Events

## Key Questions

### Key Questions:

#### Lesson 1: What was life like at our school in the past?

**Key Question:** What can we learn about our school's history from events, photographs, and artefacts?

#### Lesson 2: What were toys like in the past?

**Key Question:** How are the toys our parents and grandparents played with different from the toys we play with today?

#### Lesson 3: What were schools like in Victorian times?

**Key Question:** How was life in a Victorian classroom different from classrooms today?

#### Lesson 4: How do Victorian schools compare with our school today?

**Key Question:** What can primary sources tell us about how our school has changed over time?

#### Lesson 5: Who was Samuel Wilderspin, and why is he important?

**Key Question:** How did Samuel Wilderspin's ideas change schools, and why are they still important today?

#### Lesson 6: What was our community like in Victorian times?

**Key Question:** What does visiting Tiverton Museum teach us about life in our community during the Victorian era?

**Building Learning Power and Building Futures**

The school's History curriculum is carefully designed to build children's learning power by fostering curiosity, critical thinking, and a deeper understanding of the past. Through a two-year rolling programme, children engage with key elements of the **National Curriculum**, such as understanding significant individuals, exploring changes within living memory, and investigating events beyond living memory. In Year A, topics like *Dinosaur Planet*, *Moon Zoom*, and *Great Scott!* introduce children to the lives and achievements of figures like Mary Anning, Neil Armstrong, and Robert Falcon Scott. Year B deepens this knowledge with a focus on local and national history through *Memory Box*, *Magnificent Monarchs*, and *Bright Lights, Big City*, providing opportunities to connect their learning to personal and community histories. These experiences help children develop chronological understanding, historical enquiry skills, and an appreciation of how the past shapes the present.

The school's curriculum equips children with essential skills to interpret and analyse the past, laying the foundation for future learning. By investigating topics such as *Castles*, *The Great Fire of London*, and *Kings and Queens*, children gain a rich understanding of significant periods in British history and explore themes like leadership, resilience, and innovation. Lessons focus on using primary and secondary sources, building children's ability to evaluate evidence and construct arguments—a key aspect of historical enquiry. Through comparisons between Britain and non-European countries, such as India in *Scented Garden*, children also develop a global perspective, preparing them for life in an interconnected world. This approach ensures children not only acquire knowledge but also develop transferable skills, enabling them to approach complex historical and social issues with confidence and curiosity.

**Vocabulary:** Today, modern, new, past, present, now, 21st century, century, describe, question, source, evidence, research, past, then, before, after, old, older, 20th century, materials, sources, artefacts. Victorian, past, slate, abacus, quill, blackboard. Victorian, education, significant, Samuel Wilderspin



Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p><b>Lesson Objective</b>  <b>WALT:</b> To explore changes within living memory by learning about toys today and discussing how we find out about the past.</p> <p><b>Lesson Content</b>  <b>Step 1: Setting the Scene – A Commission from the Museum (5 Minutes)</b></p> <p>Introduce the Mantle of the Expert role:            “You are museum curators working for the Toy Museum. The museum is creating a special exhibit to teach visitors about toys today and compare them to toys from the past. Your job is to explore modern toys and gather information for the exhibit.”</p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Children know that toys today are made from a range of materials, such as plastic, metal, and fabric.</li> <li>Children know that toys can work using batteries, springs, or pull mechanisms.</li> <li>Children understand that we can learn about the past by using artefacts, photographs, and stories from people who experienced it.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>Children know that toys today are often influenced by modern technology and materials.</li> <li>Children know that learning about toys today can help us compare with toys from the past.</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Children can explore and describe toys using simple observations and questions.</li> <li>Children can suggest ideas for how toys today are made or how they work.</li> <li>Children can name a few ways we can learn about the past.</li> </ul>

	<p>Display a Toy Museum logo or sign on the board to immerse the children in their roles.</p> <p><b>Step 2: Examining Toys Today (15 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Group Task – Toy Investigation (10 Minutes):</b> <ul style="list-style-type: none"> <li>○ Provide each group with a <b>modern toy</b> (e.g., a doll, building blocks, a remote-controlled car).</li> <li>○ Groups act as <b>curators</b> and examine the toy closely, answering these questions:           <ul style="list-style-type: none"> <li>▪ <i>What is it made of?</i></li> <li>▪ <i>How does it work?</i></li> <li>▪ <i>Who might play with it, and why?</i></li> </ul> </li> </ul> </li> <li>2. <b>Initial Sharing (5 Minutes):</b> <ul style="list-style-type: none"> <li>○ Groups discuss their findings briefly within their groups.</li> </ul> </li> </ol> <p><b>Step 3: Describing Toys for the Exhibit (15 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Whole-Class Sharing (10 Minutes):</b> <ul style="list-style-type: none"> <li>○ Each group describes their toy to the rest of the class, as if presenting to museum visitors:           <ul style="list-style-type: none"> <li>▪ <i>“This toy is called... It is made of... It works by...”</i></li> </ul> </li> <li>○ Encourage the use of <b>historical vocabulary</b> such as <i>modern, materials, play, describe.</i></li> </ul> </li> <li>2. <b>Building the Exhibit (5 Minutes):</b> <ul style="list-style-type: none"> <li>○ Display the toys and fact sheets in a “Toy Museum” area of the classroom.</li> </ul> </li> </ol> <p><b>Step 4: Linking to the Past (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Big Question – How Do We Learn About Toys from the Past?</b> <ul style="list-style-type: none"> <li>○ Ask children to think about what they would need to create an exhibit about old toys:           <ul style="list-style-type: none"> <li>▪ <i>“What could help us learn about toys from the past?”</i></li> <li>▪ <i>“Who might we ask?”</i></li> <li>▪ <i>“What clues could we look for?”</i></li> </ul> </li> </ul> </li> <li>2. <b>Recording Questions:</b> <ul style="list-style-type: none"> <li>○ Provide children with the <b>Question Activity Sheet</b> and ask them to write one question they would like to ask about toys from the past.</li> <li>○ These questions will be used in the next lesson as part of their museum research.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Children understand that sources of evidence, such as photos, interviews, and artefacts, help us understand changes over time.</li> </ul>	<p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Children can ask and answer questions about toys today, focusing on their features and functions.</li> <li>• Children can begin to explain the importance of different sources of evidence for learning about the past.</li> <li>• Children can write questions for further exploration, considering how modern toys differ from past ones.</li> </ul>
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	<p><b>Diving Deeper Challenge</b></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Write a <b>museum label</b> for a modern toy. Include: <ul style="list-style-type: none"> <li>○ What the toy is called</li> <li>○ Who it's for</li> <li>○ What makes it special or fun</li> </ul> </li> <li>• <b>Extension for Advanced Learners:</b> Compare the toy to a traditional toy from India, describing similarities and differences.</li> </ul> <p><b>SEND Adaptations</b></p> <ul style="list-style-type: none"> <li>• Provide pre-written fact sheets with simple options for children to choose answers (e.g., <i>This toy is made of... plastic/wood</i>).</li> <li>• Offer drawing instead of writing for recording findings.</li> <li>• Pair children with a buddy to support discussion and recording.</li> </ul> <p><b>Link to India</b></p> <ul style="list-style-type: none"> <li>• Include a traditional Indian toy (e.g., a wooden spinning top or clay figurine) in the investigation. Ask children to compare it to a modern toy: <ul style="list-style-type: none"> <li>○ <i>"What's the same? What's different?"</i></li> </ul> </li> <li>• Discuss how toys in different cultures reflect materials and traditions.</li> </ul> <p><b>Unicef Sustainable Development Goals (SDGs)</b></p> <ul style="list-style-type: none"> <li>• <b>Goal 4: Quality Education:</b> Reflect on how toys support learning and play for children globally.</li> <li>• <b>Goal 12: Responsible Consumption and Production:</b> Discuss the materials used in toys and the importance of making sustainable choices.</li> </ul> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• My Favourite Toy Activity Sheet (1 per child)</li> <li>• Question Activity Sheet (1 per child)</li> <li>• Modern toys (5–6 examples)</li> <li>• Drawing materials (pencils, crayons)</li> </ul> <p><b>Conclusion (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Recap the <b>Big Question:</b> <ul style="list-style-type: none"> <li>○ <i>"How can we learn about toys from the past?"</i></li> </ul> </li> <li>• Ask:</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ “What was the most interesting thing you found out about toys today?”</li> <li>○ “What do you think will be different about toys from the past?”</li> </ul>		
Lesson 2	<p><b>Lesson Objective</b>  <b>WALT:</b> To explore changes in everyday life by learning about toys from the past and comparing them to toys today.</p> <p><b>Lesson Content</b>  <i>Step 1: Five-Minute Review of Prior Learning (5 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. Recap Lesson 1: <ul style="list-style-type: none"> <li>○ “What did we learn about toys today?”</li> <li>○ “How do we find out about toys from the past?”</li> </ul> </li> <li>2. Discuss: <ul style="list-style-type: none"> <li>○ Review the questions children wrote in Lesson 1 to ask visitors about their childhood toys.</li> </ul> </li> </ol> <p><i>Step 2: Introducing Toys from the Past (10 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. <b>Toy Timeline:</b> <ul style="list-style-type: none"> <li>○ Display the <b>Toy Timeline</b> on the Lesson Presentation.</li> <li>○ Highlight that these toys were popular with parents and grandparents, reinforcing the idea of toys from the past.</li> </ul> </li> <li>2. <b>Discuss Sources:</b> <ul style="list-style-type: none"> <li>○ Explain that today, children will explore toys using two types of sources: <ul style="list-style-type: none"> <li>▪ Non-fiction books and online resources.</li> <li>▪ Visitors who played with toys from the past.</li> </ul> </li> </ul> </li> </ol> <p><i>Step 3: Exploring Toys Through Sources (25–30 Minutes)</i>  <b>Split into Two Groups:</b></p> <ol style="list-style-type: none"> <li>1. <b>Group A: Research Toys Using Non-Fiction Books and Computers (12–15 Minutes):</b> <ul style="list-style-type: none"> <li>○ Provide guidance on specific decades to look for toys (e.g., 1960s–1980s).</li> <li>○ Children use the <b>Notes Activity Sheet</b> to record key facts, such as the names of toys, what they were made of, and how they were played with.</li> <li>○ Ensure pre-marked pages in books and bookmarked websites to focus research.</li> </ul> </li> </ol>	<p><b>Substantive Knowledge</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>● Children know that toys from the past were often made from different materials, such as wood and metal, compared to modern toys made from plastic.</li> <li>● Children know that people in the past played with different types of toys, such as spinning tops, marbles, and dolls.</li> <li>● Children understand that asking questions can help us find out more about how people lived in the past.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>● Children know that toys from the past reflect the technology, materials, and culture of their time.</li> <li>● Children understand that toys and play were influenced by social and economic changes, such as those during the Victorian era.</li> <li>● Children know that different sources, such as books, artefacts, and oral accounts, provide evidence about the past.</li> </ul>	<p><b>Disciplinary Knowledge</b>  <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>● Children can observe and describe toys from the past, identifying key features such as materials and how they work.</li> <li>● Children can ask simple questions about toys, such as “What is it made of?” or “How did children play with it?”</li> <li>● Children can record their findings using words or pictures.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>● Children can use a range of sources, including oral accounts and books, to find out about toys from the past.</li> <li>● Children can ask more focused questions, such as “Why do you think children liked this toy?” or “What is different about toys today?”</li> <li>● Children can compare toys from different time periods and identify key similarities and differences.</li> </ul>

2. **Group B: Question Visitors About Toys from the Past (12–15 Minutes):**

- Children ask the visitors the questions they wrote in Lesson 1.
- Encourage them to listen carefully and write down what they learn on their **Notes Activity Sheet**.

**Switch Groups:** Allow 3 minutes to transition groups smoothly.

*Step 4: Sharing and Comparing (10 Minutes)*

1. **Partner Activity:**

- Children share what they learned with a partner. Use prompts, such as:
  - *“What was the most interesting toy you found out about?”*
  - *“How were toys from the past different from toys today?”*

2. **Whole-Class Discussion:**

- Gather children together to share their findings.
- Discuss:
  - *“What were toys from the past made of?”*
  - *“How did children play with these toys?”*
  - *“How are toys from the past similar to or different from toys today?”*

**Diving Deeper Challenge**

- **Task:** Children draw and label a toy from the past and write a short explanation of how it was played with.
- **Extension for Advanced Learners:** Compare two toys from different decades (e.g., a spinning top and an action figure) and write one similarity and one difference.

**SEND Adaptations**

- Provide pre-filled Notes Activity Sheets with simple prompts, such as *“This toy is called...”* or *“It is made of...”*.
- Pair children with a buddy to support writing or asking questions.
- Use large pictures of toys to help visual learners identify key features.

**Link to India**

	<ul style="list-style-type: none"> <li>Introduce a traditional Indian toy, such as a wooden spinning top or a clay figurine. <ul style="list-style-type: none"> <li>“Do you think children in India played with similar toys in the past? Why or why not?”</li> </ul> </li> <li>Compare materials and functions of Indian toys to toys from the UK during the same period.</li> </ul> <p><b>Unicef Sustainable Development Goals (SDGs)</b></p> <ul style="list-style-type: none"> <li><b>Goal 4: Quality Education:</b> Recognise the importance of play in children’s education and development.</li> <li><b>Goal 12: Responsible Consumption and Production:</b> Highlight how materials used in toys have changed over time, focusing on sustainability.</li> </ul> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>Toy Timeline</li> <li>Notes Activity Sheet (1 per child)</li> <li>Non-fiction books about toys</li> <li>Computers, laptops, or tablets</li> <li>Visitors with knowledge of childhood toys</li> </ul> <p><b>Conclusion (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Recap the <b>Big Question:</b> <ul style="list-style-type: none"> <li>“What did we learn about toys from the past?”</li> <li>“How are toys from the past different from toys today?”</li> </ul> </li> <li>Discuss what they enjoyed about asking questions and using sources.</li> </ul>		
Lesson 3	<p><b>Lesson Objective</b>  <b>WALT:</b> To investigate what school life was like during Victorian times and compare it to today.</p> <p><b>Lesson Content</b>  <i>Step 1: Five-Minute Review of Prior Learning (5 Minutes)</i></p> <ol style="list-style-type: none"> <li>Recap facts about Victorian life from the previous lesson: <ul style="list-style-type: none"> <li>“What do we already know about life in Victorian times?”</li> <li>“How do you think Victorian schools were similar to or different from schools today?”</li> </ul> </li> <li>Highlight key terms: Victorian, artefacts, sources, strict, punishment.</li> </ol>	<p><b>Substantive Knowledge</b></p> <p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>Children know that boys and girls were separated in Victorian schools and learned different subjects.</li> <li>Children understand that strict punishments were common in Victorian schools.</li> <li>Children know that artefacts can provide information about life in the past.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>Children know that Victorian school subjects included reading, writing, arithmetic, and religious studies in the mornings, with other subjects in the afternoons.</li> </ul>	<p><b>Disciplinary Knowledge</b></p> <p><i>Year 1:</i></p> <ul style="list-style-type: none"> <li>Children can describe and sort artefacts by how they were used in the past.</li> <li>Children can suggest ideas about what artefacts tell us about life in Victorian classrooms.</li> <li>Children can record their observations</li> </ul>

	<p><i>Step 2: Setting the Scene – Mantle of the Expert (10 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. Introduce the scenario: <ul style="list-style-type: none"> <li>○ “You are historians commissioned by a local museum to create an information booklet about Victorian school life. Your job is to examine artefacts, gather facts, and present your findings in a way that will teach others.”</li> </ul> </li> <li>2. Provide children with a <b>museum curator badge</b> or title card to immerse them in the role.</li> <li>3. Display the <b>Classroom Artefacts Presentation</b> on the IWB to introduce Victorian classroom objects. Ask children to describe the artefacts and infer how they might have been used.</li> </ol> <p><i>Step 3: Investigating Victorian School Life (25 Minutes)</i></p> <p><b>Split into Two Groups:</b></p> <ol style="list-style-type: none"> <li>1. <b>Group A: Artefact Investigation (12 Minutes):</b> <ul style="list-style-type: none"> <li>○ Provide children with artefacts or images of Victorian school items (e.g., slates, ink pots, abacuses, chalkboards).</li> <li>○ Use the <b>Classroom Artefacts Sorting Cards</b> to challenge children to match objects to their use.</li> <li>○ Discuss each item: <ul style="list-style-type: none"> <li>▪ “What does this artefact tell us about Victorian schools?”</li> <li>▪ “How is it different from what we use today?”</li> </ul> </li> </ul> </li> <li>2. <b>Group B: True or False Activity (12 Minutes):</b> <ul style="list-style-type: none"> <li>○ Provide children with envelopes of <b>True or False Cut-Outs</b> about Victorian school life.</li> <li>○ Children sort the statements onto the <b>True or False Recording Sheet</b> and discuss why they think each statement is true or false.</li> </ul> </li> </ol> <p><b>Switch Groups:</b> Allow 3 minutes to transition groups smoothly.</p> <p><i>Step 4: Sharing and Comparing (8 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. Gather the class and invite groups to share their findings: <ul style="list-style-type: none"> <li>○ Group A: Present what they learned about artefacts and their uses.</li> <li>○ Group B: Share which statements were true or false and explain their reasoning.</li> </ul> </li> <li>2. Discuss similarities and differences between Victorian schools and modern schools:</li> </ol>	<ul style="list-style-type: none"> <li>• Children know that historical sources, such as artefacts and written accounts, can help us learn about everyday life in the past.</li> <li>• Children understand that opinions about artefacts can vary depending on what we observe or infer.</li> </ul>	<p>using pictures and simple sentences.</p> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Children can ask and answer questions about Victorian school life using artefacts and written accounts.</li> <li>• Children can compare Victorian school resources to modern ones and express opinions about their use.</li> <li>• Children can evaluate historical sources by explaining what they think the artefacts reveal about the past.</li> </ul>
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- “What surprised you the most about Victorian schools?”
- “Which artefact do you think was the most important? Why?”

**Step 5: Building the Information Booklet (12 Minutes)**

1. Provide children with a **Classroom Artefacts Comparison Recording Sheet** or an editable booklet template.
2. Children work independently or in pairs to:
  - Draw and label one Victorian school artefact.
  - Write a short description of what the artefact was used for.
  - Include a sentence comparing it to a modern classroom tool.
3. Collect children’s pages to compile into a class information booklet for the museum.

**Diving Deeper Challenge**

- **Task:** Write a paragraph answering: “Would you prefer to go to school in Victorian times or today? Why?”
- **Extension for Advanced Learners:** Research additional artefacts or write a “day in the life” diary entry imagining themselves as a Victorian schoolchild.

**SEND Adaptations**

- Provide pre-written labels or simplified sorting cards for children who may struggle with matching artefacts.
- Use images of artefacts with labels instead of physical objects for easier access.
- Pair children with a buddy to support discussions and recording.

**Link to India**

- Introduce a comparison with **traditional Indian schools** during the same period:
  - “How do you think schools in India during the Victorian era were different or similar to schools in the UK?”
- Share images or artefacts (e.g., chalkboards, traditional seating mats) from Indian schools in the 19th century.

**Unicef Sustainable Development Goals (SDGs)**

	<ul style="list-style-type: none"> <li>• <b>Goal 4: Quality Education:</b> Highlight how access to education has changed over time and discuss the importance of education for all children today.</li> <li>• <b>Goal 5: Gender Equality:</b> Reflect on how education differed for boys and girls in Victorian times and discuss why equality in education is important.</li> </ul> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• Classroom Artefacts Presentation (IWB)</li> <li>• Classroom Artefacts Sorting Cards</li> <li>• Victorian Artefacts Comparison Recording Sheet</li> <li>• True or False Cut-Outs and Recording Sheet</li> <li>• Victorian artefacts (from a museum loan service)</li> <li>• Editable booklet template</li> </ul> <p><b>Conclusion (5 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Recap the <b>Big Question:</b> <ul style="list-style-type: none"> <li>○ “What did we learn about schools in Victorian times?”</li> <li>○ “How are Victorian schools different from our schools today?”</li> </ul> </li> <li>2. Celebrate the children’s role as curators and highlight their contributions to the booklet.</li> </ol>		
Lesson 4	<p><b>Lesson Objective</b>  <b>WALT:</b> To compare our school today with schools from Victorian times, using primary sources.</p> <p><b>Lesson Content</b>  <i>Step 1: Five-Minute Review of Prior Learning (5 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. Recap: <ul style="list-style-type: none"> <li>○ “What did we learn about Victorian schools in the last lesson?”</li> <li>○ “How were Victorian schools similar to or different from our school today?”</li> </ul> </li> <li>2. Discuss: <ul style="list-style-type: none"> <li>○ Highlight the importance of using <b>primary sources</b> to learn about the past.</li> </ul> </li> </ol> <p><i>Step 2: Setting the Scene (10 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. <b>Introduce Primary Sources:</b></li> </ol>	<p><b>Substantive Knowledge</b>  <i>Year 1:</i></p> <ul style="list-style-type: none"> <li>• Children know that schools from the past were often very different from schools today, with larger class sizes and strict rules.</li> <li>• Children know that primary sources, such as logbooks, photographs, and artefacts, provide information about the past.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Children know that Victorian schools focused on reading, writing, arithmetic, and religious studies, and the curriculum was different from today.</li> <li>• Children know that primary sources must be interpreted to find out about life in the past.</li> <li>• Children know that their local school’s history connects them to the wider history of their community.</li> </ul>	<p><b>Disciplinary Knowledge</b>  <i>Year 1:</i></p> <ul style="list-style-type: none"> <li>• Children can describe what they observe in primary sources, such as photographs or logbook entries.</li> <li>• Children can ask simple questions about what schools were like in the past.</li> </ul> <p><i>Year 2:</i></p> <ul style="list-style-type: none"> <li>• Children can use primary sources to identify similarities and differences between schools in the past and today.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Show the children examples of primary sources, such as logbooks, photographs, or records from their school (if available).</li> <li>○ Discuss what a primary source is: <i>“These are things created at the time that help us learn about the past.”</i></li> </ul> <p><b>2. Focus on Local History:</b></p> <ul style="list-style-type: none"> <li>○ <i>“Today, we’re going to find out about what school was like in our community around 100 years ago.”</i></li> <li>○ Share interesting details from the school’s history, such as class sizes, subjects taught, or rules from the logbooks.</li> </ul> <p><i>Step 3: Investigating Primary Sources (22 Minutes)</i></p> <p><b>Activity:</b></p> <p><b>1. Group Work (10 Minutes Per Group):</b></p> <ul style="list-style-type: none"> <li>○ <b>Group A:</b> <ul style="list-style-type: none"> <li>▪ Children examine a primary source, such as a logbook entry or school photograph.</li> <li>▪ Use a <b>Primary Source Investigation Sheet</b> to record observations (e.g., number of children, clothing, activities).</li> </ul> </li> <li>○ <b>Group B:</b> <ul style="list-style-type: none"> <li>▪ Children work with an adult to study a timetable, school rules, or another document, answering questions such as: <ul style="list-style-type: none"> <li>▪ <i>“What does this tell us about the past?”</i></li> <li>▪ <i>“How is this different from our school today?”</i></li> </ul> </li> </ul> </li> </ul> <p><b>2. Transition Time (2 Minutes):</b></p> <ul style="list-style-type: none"> <li>○ Swap groups smoothly and ensure resources are ready for the second group.</li> </ul> <p><i>Step 4: Sharing and Comparing (8 Minutes)</i></p> <p><b>1. Gather the class to share what each group found.</b></p> <ul style="list-style-type: none"> <li>○ Example prompts: <i>“Our group learned that there were 50 children in one class!”</i> or <i>“The logbook said children were punished if they were late.”</i></li> </ul> <p><b>2. Discuss:</b></p> <ul style="list-style-type: none"> <li>○ <i>“What are the biggest differences between schools then and now?”</i></li> <li>○ <i>“Are there any things that are the same?”</i></li> </ul>		<ul style="list-style-type: none"> <li>● Children can record factual information about their school in the past, using evidence from sources.</li> </ul>
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*Step 5: Factual Writing Task (12 Minutes)*

**1. Task:**

- Ask children to write **two or three factual sentences** about what school was like 100 years ago, using the information they gathered.
- Example sentence stems:
  - *“In the past, our school had...”*
  - *“Children learned...”*
  - *“One thing that was different is...”*

**2. Illustration (Optional):**

- Children can draw a picture of their school in the past based on what they learned.

**Diving Deeper Challenge**

- **Task:** Compare two primary sources (e.g., a photograph and a logbook entry) and write a short paragraph explaining what they each reveal about Victorian school life.

**SEND Adaptations**

- Use simplified or pre-highlighted sources to focus on key information.
- Provide sentence starters or pre-written facts for children to copy and illustrate.
- Pair children with a buddy to support discussions and recording.

**Link to India**

- Discuss how education in rural Indian schools 100 years ago might have been similar to or different from Victorian schools in the UK.
  - *“What do you think schools in India were like during the Victorian era?”*
- Share images or artefacts (e.g., chalkboards, traditional seating mats) from Indian schools in the 19th century for comparison.

**Unicef Sustainable Development Goals (SDGs)**

- **Goal 4: Quality Education:** Discuss how education has changed over time and why access to education for all children is important.

	<ul style="list-style-type: none"> <li>• <b>Goal 11: Sustainable Cities and Communities:</b> Reflect on how our community’s history is part of its identity and why preserving historical records is important.</li> </ul> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• Primary sources (logbooks, photographs, timetables) from the school’s history</li> <li>• Primary Source Investigation Sheets</li> <li>• Pencils and paper</li> </ul> <p><b>Conclusion (5 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Recap the <b>Big Question:</b> <ul style="list-style-type: none"> <li>○ “What did we learn about our school 100 years ago?”</li> <li>○ “How is it the same or different from our school today?”</li> </ul> </li> <li>2. Celebrate their work as <b>historians</b>, emphasising the importance of learning from primary sources to understand the past.</li> </ol>		
Lesson 5	<p><b>Lesson Objective</b>  <b>WALT:</b> To investigate Samuel Wilderspin’s contributions to education and understand why he is a significant historical figure.</p> <p><b>Lesson Content</b>  <i>Step 1: Five-Minute Review of Prior Learning (5 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. Recap: <ul style="list-style-type: none"> <li>○ “What did we learn about Victorian schools in the last lesson?”</li> <li>○ “What do we already know about how schools changed over time?”</li> </ul> </li> <li>2. Discuss: <ul style="list-style-type: none"> <li>○ Introduce the idea of <b>significant individuals</b> who helped shape education.</li> </ul> </li> </ol> <p><i>Step 2: Setting the Scene – Mantle of the Expert (10 Minutes)</i></p> <ol style="list-style-type: none"> <li>1. <b>Role Assignment:</b> <ul style="list-style-type: none"> <li>○ Present the children with a scenario: “You are education historians working for the National Museum of Schooling. Your job is to investigate Samuel Wilderspin, a key figure in Victorian education, and prepare an exhibit about his contributions to schools.”</li> <li>○ Provide children with <b>Historian Badges</b> to wear during the session.</li> </ul> </li> </ol>	<p><b>Substantive Knowledge</b>  <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Children know that Samuel Wilderspin was an important figure in Victorian education.</li> <li>• Children understand that Wilderspin believed children should learn through play and introduced playgrounds to schools.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Children know that Wilderspin’s views on education were revolutionary for Victorian times and were adopted in many schools.</li> <li>• Children understand that significant people shape the way we live today and that Wilderspin’s ideas are still seen in schools now.</li> </ul>	<p><b>Disciplinary Knowledge</b>  <b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Children can make deductions about a historical figure from a picture or description.</li> <li>• Children can summarise key facts about a person’s life using information they have read or heard.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Children can explain why Samuel Wilderspin was significant and describe the impact of his ideas on modern schools.</li> <li>• Children can connect changes in Victorian education to features</li> </ul>

	<p><b>2. Introduce Wilderspin:</b></p> <ul style="list-style-type: none"> <li>○ Display the <b>Samuel Wilderspin Picture Card</b> and ask: <ul style="list-style-type: none"> <li>▪ “What can we learn about him from this image?”</li> <li>▪ “When do you think he lived?”</li> </ul> </li> <li>○ Encourage children to make deductions about his life using clues in the picture.</li> </ul> <p><i>Step 3: Investigating Wilderspin (20 Minutes)</i></p> <p><b>Activity:</b></p> <p><b>1. Group Work (10 Minutes Per Group):</b></p> <ul style="list-style-type: none"> <li>○ <b>Group A:</b> <ul style="list-style-type: none"> <li>▪ Listen to the <b>Samuel Wilderspin Audio</b> or read the transcript.</li> <li>▪ Record three important facts about his life and ideas on the <b>Samuel Wilderspin Recording Sheet</b>.</li> </ul> </li> <li>○ <b>Group B:</b> <ul style="list-style-type: none"> <li>▪ Read biographical information about Wilderspin (provided as simplified text or visuals).</li> <li>▪ Answer questions such as: <ul style="list-style-type: none"> <li>▪ “What were Wilderspin’s main ideas about education?”</li> <li>▪ “Why were his ideas different from others in Victorian times?”</li> </ul> </li> </ul> </li> </ul> <p><b>2. Transition Time (2 Minutes):</b></p> <ul style="list-style-type: none"> <li>○ Groups switch roles smoothly with pre-prepared materials.</li> </ul> <p><i>Step 4: Sharing and Comparing (10 Minutes)</i></p> <p><b>1. Gather the class to share findings:</b></p> <ul style="list-style-type: none"> <li>○ Group A: Present key facts about Wilderspin’s life.</li> <li>○ Group B: Share how his ideas differed from other Victorian educators.</li> </ul> <p><b>2. Discuss the Big Question:</b></p> <ul style="list-style-type: none"> <li>○ “What do you think was the impact of Wilderspin’s work on schools today?”</li> </ul> <p><i>Step 5: Exhibit Creation (15 Minutes)</i></p> <p><b>1. Task:</b></p>	<p>of schools today, such as playgrounds and child-centred learning.</p>
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	<ul style="list-style-type: none"> <li>○ Each group creates a panel for the museum exhibit about Wilderspin. <ul style="list-style-type: none"> <li>▪ Group A: Focus on his life and achievements.</li> <li>▪ Group B: Focus on the impact of his ideas on schools today.</li> </ul> </li> <li>○ Use sentence starters for support: <ul style="list-style-type: none"> <li>▪ <i>“Samuel Wilderspin believed...”</i></li> <li>▪ <i>“One of his ideas was...”</i></li> <li>▪ <i>“Today, schools...”</i></li> </ul> </li> <li>○ Include a drawing of Wilderspin or a Victorian school inspired by his ideas.</li> </ul> <p>2. Combine the panels to create a collaborative class display.</p> <p><b>Diving Deeper Challenge</b></p> <ul style="list-style-type: none"> <li>● <b>Task:</b> Research how other Victorian educators, such as Dr. Barnardo or Robert Owen, influenced schools and compare their ideas with Wilderspin’s.</li> </ul> <p><b>SEND Adaptations</b></p> <ul style="list-style-type: none"> <li>● Provide pre-highlighted sections of text or simplified audio.</li> <li>● Use sentence frames to support children in writing about Wilderspin.</li> <li>● Pair children with a buddy for reading and discussion activities.</li> </ul> <p><b>Link to India</b></p> <ul style="list-style-type: none"> <li>● Introduce a parallel example from India: <ul style="list-style-type: none"> <li>○ <i>“During the same period, Indian reformers such as Gopal Krishna Gokhale worked to improve education for children. How do you think these efforts were similar to Wilderspin’s ideas?”</i></li> <li>○ Share images or brief descriptions of traditional Indian schools during the 19th century.</li> </ul> </li> </ul> <p><b>Unicef Sustainable Development Goals (SDGs)</b></p> <ul style="list-style-type: none"> <li>● <b>Goal 4: Quality Education:</b> Highlight Wilderspin’s contribution to creating child-centred education, a value reflected in modern education systems globally.</li> <li>● <b>Goal 10: Reduced Inequalities:</b> Discuss how education reformers like Wilderspin aimed to improve education for all children, regardless of their social background.</li> </ul>		
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	<p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• Samuel Wilderspin Picture Card</li> <li>• Samuel Wilderspin Audio and Transcript</li> <li>• Recording Sheets for Group Work</li> <li>• Art Materials for Exhibit Creation</li> </ul> <p><b>Conclusion (5 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Recap the <b>Big Question</b>: <ul style="list-style-type: none"> <li>○ “Why was Samuel Wilderspin significant?”</li> <li>○ “What impact did he have on schools today?”</li> </ul> </li> <li>2. Celebrate their work as museum historians and display their exhibit panels for others to view.</li> </ol>		
Lesson 6	<p><b>Lesson Objective</b></p> <p><b>WALT:</b> To use what we’ve learned about Victorian times to present what life was like in our community during that era.</p> <p><b>Lesson Content</b></p> <p><i>Step 1: Pre-Trip Preparation (Optional, Before the Day)</i></p> <ol style="list-style-type: none"> <li>1. <b>Recap Victorian Learning (10 Minutes):</b> <ul style="list-style-type: none"> <li>○ Discuss what the children already know about Victorian times and how their community might have been different.</li> <li>○ Share the plan for the museum trip and explain that they’ll see real Victorian artefacts and learn more about how their community changed during this time.</li> <li>○ Remind the children to ask questions and gather information to use in their presentations.</li> </ul> </li> <li>2. <b>Assign Groups and Roles (5 Minutes):</b> <ul style="list-style-type: none"> <li>○ Divide the class into small groups and assign roles, such as "note-taker," "artefact describer," or "timeline creator."</li> </ul> </li> </ol> <p><i>Step 2: Museum Trip – Tiverton Museum Victorian Day (Approx. 2–3 Hours)</i></p> <ul style="list-style-type: none"> <li>• Engage in the <b>Victorian Day Experience</b> provided by the museum, where children will: <ul style="list-style-type: none"> <li>○ Explore Victorian memory boxes and school artefacts.</li> <li>○ Participate in role-playing activities to experience life in a Victorian school.</li> <li>○ View local Victorian artefacts and learn about their significance.</li> </ul> </li> </ul>	<p><b>Substantive Knowledge</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Children know that the Victorian era was a time of big changes in technology, schools, and everyday life.</li> <li>• Children know that schools in Victorian times were very different from schools today, with strict rules and large class sizes.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Children know that the Industrial Revolution changed communities like ours by building railways, factories, and schools.</li> <li>• Children know that life in Victorian times varied depending on wealth, and schools played an important role in community life.</li> </ul>	<p><b>Disciplinary Knowledge</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Children can use objects, photographs, and other primary sources to describe life in the past.</li> <li>• Children can share simple facts about Victorian life in a presentation.</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Children can compare and contrast Victorian schools with schools today, using examples from their learning and museum experience.</li> <li>• Children can organise information and present findings clearly to others.</li> </ul>

*Step 3: Post-Trip Activity – Preparing Presentations (30 Minutes)*

**Task:**

1. **Small Group Work (20 Minutes):**
  - Using the information they gathered during the museum trip, groups will create a **short presentation** about Victorian school life and how it compares to today.
  - Provide **Victorian Presentation Templates** for structure, with sections such as:
    - What Victorian schools were like (class sizes, rules, and subjects).
    - What Victorian children used (artefacts like slates, ink pots, and uniforms).
    - How our community has changed since the Victorian era.
2. **Visuals and Props (10 Minutes):**
  - Groups can draw artefacts, write bullet points, or use photographs and materials from the museum to enhance their presentations.

*Step 4: Group Presentations (30 Minutes)*

**Activity:**

1. Each group presents their findings to the class.
2. Encourage children to use historical vocabulary and share their thoughts about what surprised them most during the trip.
3. Teacher or peers can ask follow-up questions, such as:
  - *“What was the most interesting thing you learned about Victorian schools?”*
  - *“How do you think children in Victorian times felt about going to school?”*

**Diving Deeper Challenge**

- **Task:** Groups can compare Victorian schools with schools in India during the same period, using images or stories from historical Indian schools.

**SEND Adaptations**

- Provide pre-prepared presentation templates with sentence starters and simple prompts (e.g., “In Victorian schools, children used \_\_\_”).

	<ul style="list-style-type: none"> <li>• Assign simpler roles, such as drawing or pointing to artefacts, for children who find writing challenging.</li> <li>• Use photographs or artefacts from the museum as visual aids to support understanding.</li> </ul> <p><b>Link to India</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> “During Victorian times, the British Empire ruled over India. How do you think schools in India during that time were different from schools in Britain?”</li> <li>• Show images or examples of schools in India during the 19th century and compare them with Victorian schools in Britain.</li> </ul> <p><b>Unicef Sustainable Development Goals (SDGs)</b></p> <ul style="list-style-type: none"> <li>• <b>Goal 4: Quality Education:</b> Reflect on how education for all children has improved over time and why access to education is important.</li> <li>• <b>Goal 11: Sustainable Cities and Communities:</b> Consider how museums preserve local history and why it’s important to learn about our community’s past.</li> </ul> <p><b>Practical Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Victorian Presentation Templates</b></li> <li>• Artefacts or photos from the museum trip</li> <li>• Victorian memory box (if available)</li> <li>• Art materials for drawing and illustrating</li> </ul> <p><b>Conclusion (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Reflect on Learning:</b> <ul style="list-style-type: none"> <li>○ Recap the Big Question: “What was our community like in Victorian times?”</li> <li>○ Discuss how learning about the past helps us understand our community today.</li> </ul> </li> <li>2. <b>Celebrate Achievement:</b> <ul style="list-style-type: none"> <li>○ Display group presentations in the classroom or create a shared Victorian exhibit for other classes or parents to view.</li> </ul> </li> </ol>		
Lesson 7	<p><b>Speak Like an Expert</b></p> <p><b>Purpose:</b> To assess how much knowledge the children have gained throughout the topic.</p> <p><i>Key Elements</i></p> <ol style="list-style-type: none"> <li>1. <b>Review of Key Learning Points (5 Minutes)</b></li> </ol>		

- Recap the main concepts explored during the topic:
  - Victorian schools and communities.
  - Samuel Wilderspin’s contributions.
  - Artefacts and evidence about the past.
  - Comparing Victorian life to today.
- 2. **Activity 1: Knowledge Quiz (15 Minutes)**
  - Create a short quiz (around 10 questions) covering key facts from the topic.
  - Include multiple-choice, true/false, and short-answer questions.
  - Example questions:
    - *What is one way Victorian schools were different from schools today?*
    - *Who was Samuel Wilderspin, and why was he important?*
    - *What is one artefact used in Victorian classrooms, and how was it used?*
- 3. **Activity 2: Speak Like an Expert (20 Minutes)**
  - **Task:** Each child answers a big question verbally, e.g., *“What have you learned about Victorian schools?”*
  - Use scaffolding or prompts for those who need support, such as key vocabulary cards or sentence starters:
    - *“In Victorian schools, children used \_\_\_\_\_. This is different from today because \_\_\_\_\_.”*
  - **Differentiation:**
    - Year 1: Focus on describing one or two facts.
    - Year 2: Encourage connections between different aspects of the topic.
- 4. **Activity 3: Creative Task – Timeline or Drawing (15 Minutes)**
  - **Task:** Children create a mini-timeline of Victorian school life or draw and label an artefact (e.g., a slate or ink pot).
  - This provides a visual way for children to consolidate and show their understanding.
- 5. **Wrap-Up and Feedback (5 Minutes)**
  - Celebrate what they’ve learned and share examples of excellent work.

**Reflect on how the knowledge they’ve gained connects to their community and the present day.**



Victorian



past



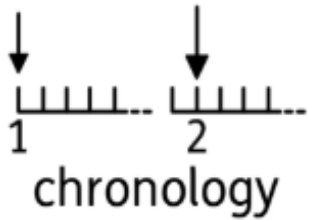
Samuel  
Wilderspin



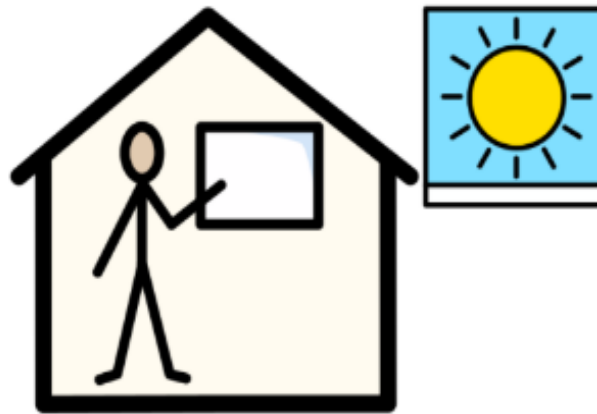
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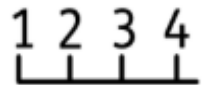
chronology



School Days



19th Century



timeline



dunce hat



era



modern

1<sup>st</sup>

founder



Britain



present