

ANCIENT EGYPT

YEAR 3/4: Summer 1

How have the lives of children changed over time?

COVERAGE: The children will investigate how the lives of children have changed over time and if they think their life is better now?

Pupils who are secure will be able to:

- Make inferences and deductions from primary and secondary sources.
- Explain why children needed to work.
- Identify the jobs Tudor and Victorian children had.
- Describe the working conditions of Tudor and Victorian children.
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.
- Use sources to identify leisure activities and compare them over time.
- Identify diseases past children suffered from and discuss how effective the treatments were.
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- **Chronological awareness:** understanding language related to chronology and building a mental timeline of the chronological order of periods of history.
- **Historical Enquiry:** posing historical questions, gathering, organising and evaluating evidence, interpreting findings and making connections, evaluating and drawing conclusions and communicating findings.
- **Concepts:** change and continuity, similarities and differences, cause and consequence, historical significance, sources of evidence and historical interpretations.

KEY LANGUAGE AND VOCABULARY:

apprentice

childhood

class

continuity

deduction

law

master

modern

poorer

poverty

servant

significance

wealthier

working conditions

KNOWLEDGE AND FACT SHEET

History - How have children's lives changed?

Apprentice* A young person who learns a trade or occupation in return for accommodation, clothing and food.

change Things that are different.

childhood* The time between infancy and adolescence.

continuity* Things that remain the same.

deduction* Conclusions reached after looking at evidence.

historically significant A person, event, place or idea that is considered important.

law A rule that everyone in a place must follow, decided by the people in charge.

modern Relating to the present or recent past.

poverty* Having little money to pay for accommodation, food, heating or clothing.

primary source An object or record created at the time of an event or period.

secondary source An object or record created after an event or period.

servant* A member of staff who kept the house clean and looked after the family.

working conditions* The environment in which people work, including safety, hours and pay.

Health Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as cholera, typhoid and the plague spread rapidly. The development of medical techniques and medical care has led to children recovering from diseases.

Tudor - How have children's lives changed?

Victorian - How have children's lives changed?

Modern - How have children's lives changed?

During the Tudor period, fairs were held to celebrate local events in local towns. Children would have watched games, music, dancing or performing tricks. Medieval fairs were held in open spaces. By the Victorian period, there were more organised fairs and carnivals. Today, technology has transformed fairs and carnivals.

Lord Shaftesbury 1801-1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also pushed for the poor-law reform of 1834, which introduced compulsory education to reduce the number of hours children worked.

Apprentices

Tudor and Victorian children as young as seven left home to become apprentices. They were on such to remain loyal to their master. In return, they received training for the future. Children - mostly boys - learned to become blacksmiths, cobblers, gang farmers, shipbuilders, millwrights and more.

KEY QUESTIONS:

1. What do the different sources tell us about how children's lives have changed over time?
2. Would you have liked to have been a child in Tudor times? Why?
3. Can you describe what a child's life in Victorian times would have been like?
4. Why is Lord Shaftesbury important to children?
5. What activities did children do if they were not working?
6. How did work affect children's health over time?

KEY SKILLS AND KNOWLEDGE

Knowledge

- To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England.
- To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.
- To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).
- To know that advancements in science and technology can be the cause of change.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that we can make inferences and deductions using images

from the past.

- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To know that education existed in some cultures, times and groups.

Skills

- Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern.
- Using dates to work out the interval between periods of time and the duration of historical events or periods.
- Sequencing eight to ten artefacts, historical pictures or events.
- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Placing the time studied on a timeline.
- Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.
- Noticing connections over a period of time.
- Making a simple individual timeline. Identifying reasons for change and reasons for continuities.
- Identifying what the situation was like before the change occurred.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying the consequences of events and the actions of people.
- Identifying reasons for historical events, situations and changes.
- Identifying similarities and differences between periods of history.
- Explaining similarities and differences between daily lives of people in the past and today.
- Recalling some important people and events.
- Identifying who is important in historical sources and accounts. Using a range of sources to find out about a period.
- Using evidence to build up a picture of a past event.
- Observing the small details when using artefacts and pictures.
- Identifying sources which are influenced by the personal beliefs of the author.
- Identifying and giving reasons for different ways in which the past is represented.
- Identifying the differences between different sources and giving reasons for the ways in which the past is represented.
- Evaluating the usefulness of different sources. Understanding how historical enquiry questions are structured.

- Creating historically-valid questions across a range of time periods, cultures and groups of people.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Creating questions for different types of historical enquiry.
- Asking questions about the bias of historical evidence.
- Using a range of sources to construct knowledge of the past.
- Defining the terms 'source' and 'evidence'.
- Extracting the appropriate information from a historical source.
- Selecting and recording relevant information from a range of sources to answer a question.
- Identifying primary and secondary sources. Identifying the bias of a source.
- Comparing and contrasting different historical sources.
- Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.
- Making links and connections across a period of time, cultures or groups.
- Asking the question "How do we know?"
- Recognising similarities and differences between past events and today.
- Communicating knowledge and understanding through discussion, debates, drama, art and writing.
- Constructing answers using evidence to substantiate findings.
- Creating a structured response or narrative to answer a historical enquiry.
- Describing past events orally or in writing, recognising similarities and differences with today.

ENRICHMENT:

The children went to a local museum 'The Charles Hasting Museum' where they will look at how children worked in the local area over time.

PREVIOUS LEARNING:

The children have completed a unit of history on developing their understanding of Ancient Egypt.

FUTURE LEARNING:

The children will now go onto looking at the Ancient Greek civilisation in Year 5 and in Year 4 they will examine the Ancient Roman civilisation in Britain.

School Drivers to Examine

Children will look at:

- **Economy and Power** = how did a child's life change dependent on their social economic place in society?
- **Creativity and Innovation** = did the development of technology over time change children's role in society?
- **Culture and Diversity** = what impact did your families wealth have on your role as a child in society?