

# Year 6 – Victorians

## UKS2 Autumn

Breadth	Concept	Milestone 3(Years 5&6)	Knowledge	Vocabulary
<ul style="list-style-type: none"> <li>• A local history study.</li> <li>• A study of a theme in British history.</li> </ul>	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>I know there are primary and secondary sources of information</p> <p>I know how to select sources to deduce information and hypothesise about the past</p> <p>I know using multiple pieces of evidence gives the full answer about the past</p> <p>I know the Victorian period was 1837 - 1901</p> <p>I know the key events of the Victorian era</p> <p>I know Queen Victoria ruled during the Victorian period</p> <p>I know the Victorian era was a period of rapid change and developments, which have influenced life today</p>	<p>After common era (ACE)/ before common era (BCE) AD/BC Centuries Chronological Duration Eras Period Pre and post Archaeologists Evidence Interpretation Primary sources/ secondary sources Deduce Hypothesis Developments Monarchy Nation Power Significance Similarity/ difference Gender roles Artefact</p>
	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life</p>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>	<p>I know how key events in the Victorian influenced our lives today e.g. sewers, ship canal etc</p> <p>I know that the gender roles of the Victorian period are significantly different to today</p>	

	<p>is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>I know what daily life was like in Victorian Britain</p> <p>I know how to use different media to present information about the past</p>	
	<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>		
	<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> </ul> </li> </ul>		

• continuity

• change

• century

• decade

• legacy.

• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

• Use original ways to present information and ideas.