New Scotland Hill Primary School - Planning Sheet – The Industrial Revolution and the Victorian Era (Investigate)

National Curriculum Aims	**Skills (taken from Progression of Skills Document)**
History A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066: - the changing power during Queen Victoria's reign. - the impact of the Victorian revolution. **Geography** Describe and understand key aspects of human geography including economic activity including trade links and distribution of natural resources including energy and food. **Art and Design** Create sketch books to record their observations. Improve mastery of art techniques including drawing and painting. Understand the life and work about great artists.	**Chronology** To name concurrent, subsequent and preceding periods of history and how they may have interacted. **Enquiry and Sources of Evidence** Understand and link different sources of evidence (primary, secondary, fact, opinion, bias, reliable etc) and use these to formulate questions. Be aware that different evidence will lead to different conclusions and understand that when making interpretations **Similarities and Differences** Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied. **Cause, consequence, change, continuity and significance** Evaluate how the period has impacted Britain (cultural, economic, military, political, religious and social history). Identify and explain continuity and change across a larger chronological period that extends to present day **Interpretations** Examine evidence across history to look at how interpretations of history can change and say why and how they caused it to change. Use various sources of evidence and learning to draw their own interpretations of a period/event /period and say why.
Key Question Understanding (Knowledge)	**Key Vocabulary**
1. What similarities and differences were there between the British Empire and other empires? (Power) **2. Why was Britain able to develop and expand their empire? (Progress)** **3. Is an empire a positive or a negative development? (Power)** **4. What significant changes occurred during the reign of Queen Victoria? (Progress)** **5. Would you consider the Victorian era to be a significant one in British history? Explain your answer. (Progress)**	**Power** **Kings, Queens, Government, monarchy, parliament, conquer, invasion, emperor, empire, slavery, revolution, treaty, warfare, civil war, ally, surrender, democracy, tyranny, dictator.** **Progress** **Challenge, achievements, explorers, discovery, voyage, mission, disaster, explorers, technology, pioneer, disaster, advancements, industrial revolution.** **Civilisation** **Heroes** **Religion: equality, slavery, sacrifice, Gods, sacrifice, deities, mortals, sacrifice, temple.** **Culture: architecture, law, peace, conflict, language, tribal, philosophy.**