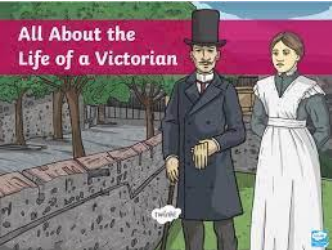





Knowledge and Concepts Map for History

<p>Year A</p>	<p>Victorians</p> 		
<p>Key Concepts</p>	<p>Industrial revolution, children working, reign of Queen Victoria, expansion of the British Empire, working conditions, living conditions, local history – Coldharbour Mill</p>	<p>Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p>	
<p>Key Vocabulary</p>	<p>Industry, industrial revolution, invention, migrate, reign,</p>	<p>Allies, atomic bomb, Axis Powers, evacuation, Nazi party, persecution, rationing.</p>	
<p>Sticky Knowledge</p>	<ul style="list-style-type: none"> - The period of time between 1837 to 1901 when Queen Victoria reigned over Britain is called The Victorians. - During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. - Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions. - The industrial revolution was a huge change in Britain between 1750 and 1900 - Before the industrial revolution, Britain was a rural country, most people lived off the land with livestock. - Huge factories were built and towns expanded. 	<ul style="list-style-type: none"> - The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain, the Normandy Landings on D-Day, and The Battle of the Bulge. - At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy. - Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz. - Food supplies from other countries were disrupted. Rationing was introduced to 	



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	<ul style="list-style-type: none"> - Coal and steam were used to power factories, large machines and cotton mills. - Better transport links helped boost trade. 	<p>ensure Britain didn't run out of food and to make sure that everyone was healthy.</p> <ul style="list-style-type: none"> - Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too. - The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th January each year. 	
<p>Historical Skills</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Understand that historical events have consequences that sometimes last long after the event is over. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. 	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Explain why some periods in history may have had more changes (e.g post-war Britain) and some may have had more continuity. - Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. - Understand and describe in some detail the main changes to an aspect of a period in history. <p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations. - Understand and describe in some detail the main changes to an aspect of a period in history. 	



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	<p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. <p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Cause and Consequence</p> <ul style="list-style-type: none"> - Examine in more detail the short and long term causes of an event being studied. - Understand that one event can have multiple consequences that impact on many countries and civilisations. - Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War. - Address and devise historical questions about cause and consequence. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Explain and give varied examples of how life was similar and different in the past. - Explain and give examples to show that things may have been different from place to place at the same time. - Start to give reasons for these similarities and differences. <p>Historical Significance</p> <ul style="list-style-type: none"> - Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. - Identify a range of historically significant people and events from different periods of history and explain why they were significant.
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		<ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. 	
		<p>Historical Interpretations</p> <ul style="list-style-type: none"> - show an awareness of the concept of propaganda; <p>Historical Investigations</p> <ul style="list-style-type: none"> - select relevant sections of information to address historically valid questions and construct detailed, informed responses; - investigate their own lines of enquiry by posing historically valid questions to answer. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - order an increasing number of significant events, movements and dates on a timeline using dates accurately; - accurately use dates and terms to describe historical events; <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - identify and note connections, contrasts and trends over time in the everyday lives of people; - use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; - describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. <p>Presenting, Communicating and Organising</p>	



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		<ul style="list-style-type: none">- present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none">- continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts;- continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.	
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