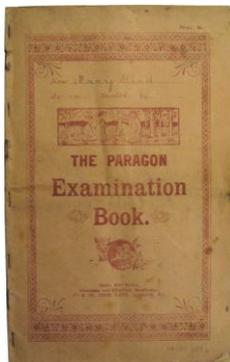


## Victorian School

### Box contents

- Hand bell
- Replica slate
- Replica exercise book
- Replica pen
- Ink well
- Ink bottle
- Chalk
- Sampler
- Two photographs



## **Teachers' Notes**

Suitable for **Key Stage 1 – History**

### **Knowledge, skills and understanding**

#### **Chronological understanding**

1. Pupils should be taught to:
  - a. place events and objects in chronological order
  - b. use common words and phrases relating to the passing of time (for example, before, after, a long time ago, past).

#### **Knowledge and understanding of events, people and changes in the past**

2. Pupils should be taught to:
  - b. identify differences between ways of life at different times.

#### **Historical interpretation**

3. Pupils should be taught to identify different ways in which the past is represented.

#### **Historical enquiry**

4. Pupils should be taught:
  - a. how to find out about the past from a range of sources of information (for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources)
  - b. to ask and answer questions about the past.

#### **Organisation and communication**

5. Pupils should be taught to select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

#### **Breadth of study**

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the following areas of study:
  - a. changes in their own lives and the way of life of their family or others around them
  - b. the way of life of people in the more distant past who lived in the local area or elsewhere in Britain

## **Key Stage 2 – history**

### **Victorian Britain**

a. A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society

### **Knowledge, skills and understanding**

#### **Chronological understanding**

1. Pupils should be taught to:

a. place events, people and changes into correct periods of time

#### **Knowledge and understanding of events, people and changes in the past**

2. Pupils should be taught:

a. about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past

d. to describe and make links between the main events, situations and changes within and across the different periods and societies studied.

#### **Historical interpretation**

3. Pupils should be taught to recognise that the past is represented and interpreted in different ways, and to give reasons for this.

#### **Historical enquiry**

4. Pupils should be taught:

a. how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources (for example, documents, printed sources, CD-ROMS, databases, pictures and photographs, music, artefacts, historic buildings and visits to museums, galleries and sites)

b. to ask and answer questions, and to select and record information relevant to the focus of the enquiry.

#### **Organisation and communication**

5. Pupils should be taught to:

a. recall, select and organise historical information

b. use dates and historical vocabulary to describe the periods studied

c. communicate their knowledge and understanding of history in a variety of ways (for example, drawing, writing, by using ICT).

#### **Suggested activities**

With guidance complete the worksheet in groups. Recommended four pupils to an artefact.

Pupils should be supervised and seated when around the objects but should not be prevented from touching or lifting the artefacts.

