

History

*at Rivington Foundation Primary
School*



Intent



Intent



*At Rivington Foundation Primary School our vision statement is that ‘**Living Life to its Fullest; Making a Difference along the Way**’. This is carried throughout every area of the curriculum including **History**.*

Students will gain an understanding of history through time and the achievements of different civilisations. Children will develop their awareness of the chronology of events and consider what is within and beyond living memory.

Intent



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A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.

Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Intent



Intent



At Rivington Foundation Primary School, we aim to provide a curriculum that is based around the rich history of the local area, allowing children to develop their understanding and use of resources within it. Our aims are to fulfil the requirements of the National Curriculum for History, providing a broad, balanced, and engaging curriculum for all pupils. We aim to ensure the progressive development of historical concepts, knowledge, and skills, and, above all, develop a love for history, a curiosity and fascination in the events and lives that have come before, understanding and knowledge of Britain's past and that of the wider world.

Using the National Curriculum for history we aim to ensure that all pupils learn through several powerful sources of knowledge, including the following concepts:



History



Children at Rivington are taught about historical events and changes locally, nationally and globally. They are encouraged to consider the impact of achievements and developments in different cultures and how these impact on their lives. Changes they can remember, changes within wider living memory and how we know what happened beyond this are covered through children's time at Rivington.

Learning sequences are designed to build on prior knowledge to develop a thorough understanding of what happened in specific eras. Curiosity, the ability to voice ideas, opinions and questions, and enthusiasm for learning about the past are all promoted through carefully planned sequences of lessons.

Tasks are designed for children to learn, explore, then demonstrate the knowledge acquired in each lesson.



History



Using the National Curriculum for history we aim to ensure that all pupils learn through several powerful sources of knowledge, including the following concepts:

Substantive knowledge - this is the subject knowledge and explicit vocabulary used about the past.

Disciplinary knowledge – this is the use of knowledge and how children construct understanding through historical claims, arguments and accounts.

Historical analysis – developed through selecting, organising and integrating knowledge through reasoning and inference making in response to structured questions and challenges.

Substantive concepts, such as invasion and civilisation, taught through explicit vocabulary instruction as well as through the direct content and context of the study.



History



Why is History important?

If children are able to see their place in history, they are far more likely to actively engage in learning about it and see how the past has influenced the present. They can begin to evaluate events and decisions of the past and play an active part in creating the future.

Children take pride in the rich local history of Rivington and Lancashire, which encourages a greater feeling of community and demonstration of British values. Invaluable life skills can be learned through the study of history: understanding the contrasting points of view of groups of people, how the same event can be interpreted differently and how to sort and evaluate evidence.

National Curriculum aims: page 1 of 2

The aims of the Syllabus are that students:

- *know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world*
- *know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind*
- *gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*





History

National Curriculum aims: page 2 of 2



- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed



History



Scope of History

History at Rivington Foundation Primary School is largely based on the rich history of the locality, which includes the Tudors, the cotton industry, crime and punishment, black history and the . We recognise children need the following essentials to be able to master their understanding of history:

- Developing an understanding of chronology and recognise the order in which events occurred, dynasties existed, and individuals lived.
- Challenging misconceptions of history.
- Understanding that many things happened around the world con-currently, such as the Mayan Empire in the Americas and the Ancient Egyptians in Africa.
- Thinking analytically, selecting, organising and questioning sources and using inference skills to think historically.
- Recognise, understand, and use key vocabulary in writing and discussions in historical debate.



Cross Curricular Links



History provides opportunities for pupils to develop the key skills of:

English: opportunities for discussion, orally rehearsing responses to the lesson's learning question, and recording knowledge through the use of bullet points, labelling, and longer pieces of writing in different genres. The subject also builds on students' vocabulary with key words being learned and used in all lessons.

Maths: students will encounter dates, frequencies, statistics and work out how long ago events happened and the duration of eras.

Design and technology and Art: the sequence of the foundation curriculum is designed so children can build upon learning in a range of disciplines. Year 3, for example, learned about the Romans in history then using construction skills to build castles based on Colchester castle; and the stone age, then stone age art.



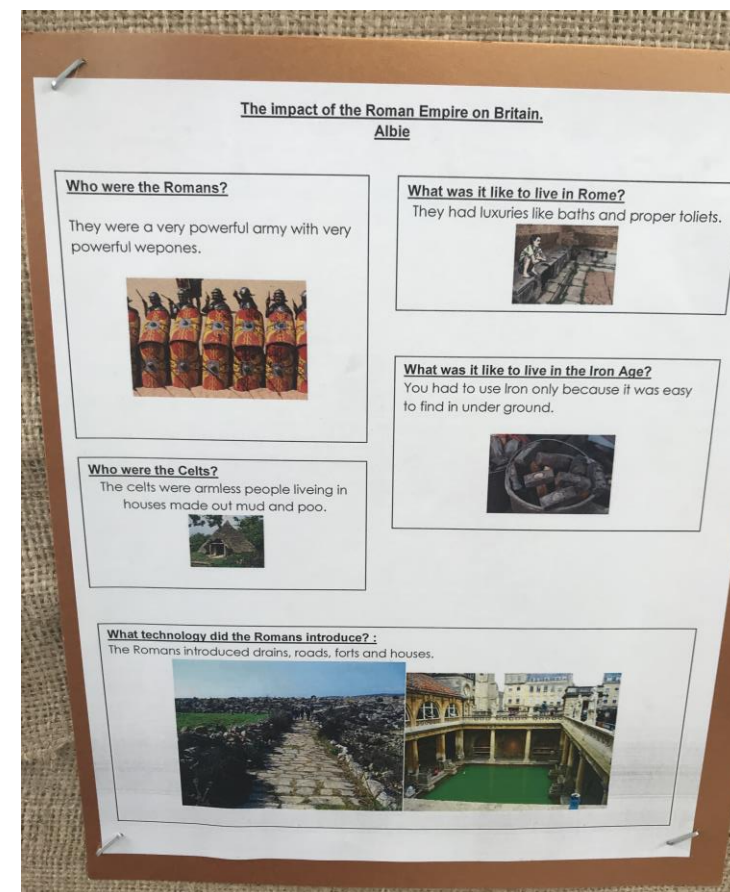
Cross Curricular Links- continued



Geography: maps and map reading skills are used to know where historical events happened. Children are taught that the names of countries and regions have changed over time.

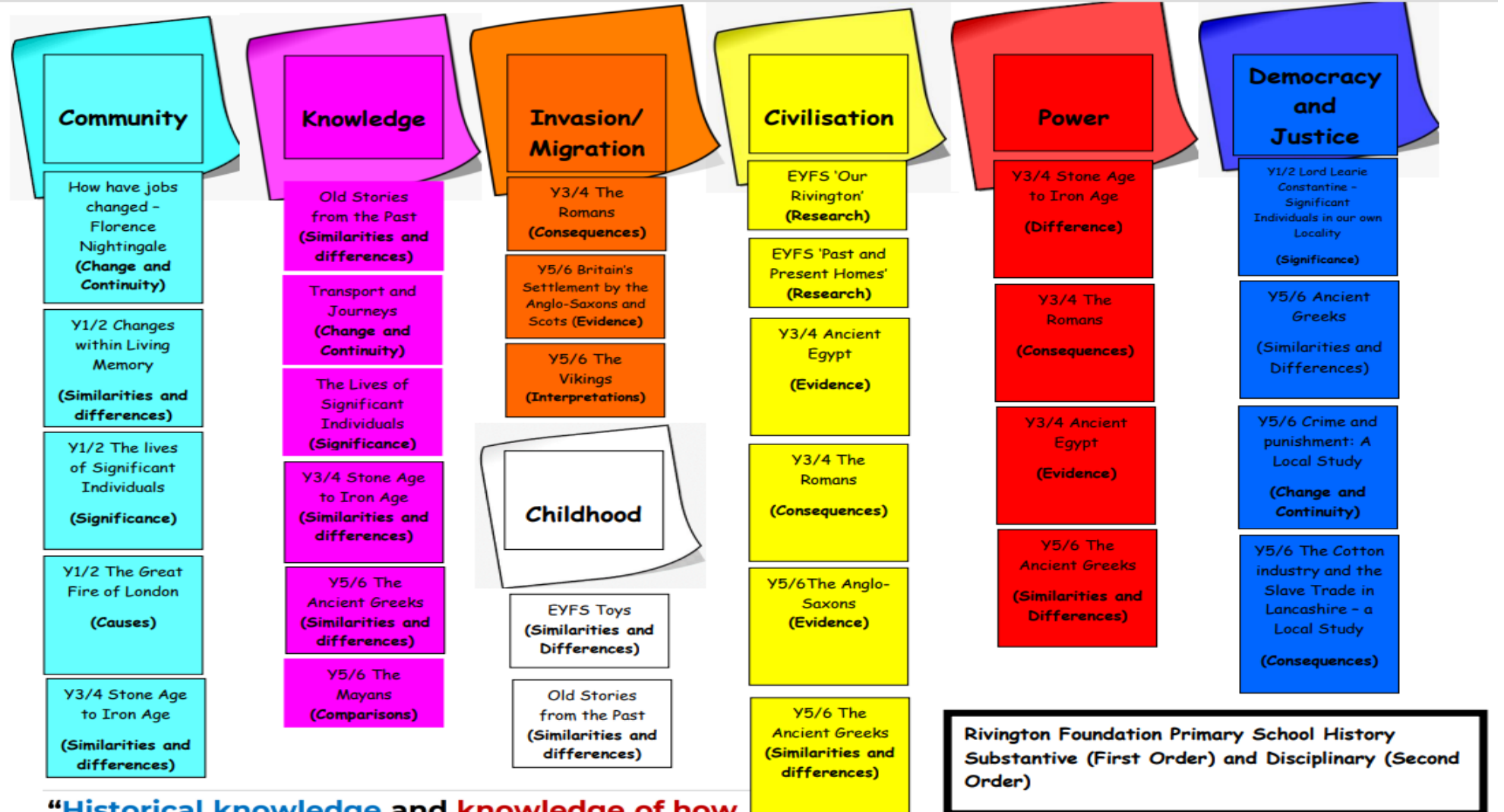
Computing: through using the internet and media selectively, reading about and building on knowledge. Children apply computing skills to historical knowledge, for example a summary of the achievements of the Romans in Year 3.

Links to specific websites and reading material are added to Seesaw for children and their families to access at home.



Substantive and Disciplinary Concepts in the Rivington History Curriculum.

Intent



"Historical knowledge and knowledge of how historians work support each other."



Provision for children with SEN

Lessons are adapted to ensure that all students are supported so they can access the lessons.

There are more challenging aspects of lessons to stretch higher-attaining students, but delivery will vary for those needing more help to achieve the same outcome.

As a result of book monitoring and learning conversations, we are bringing in editable knowledge strips to tailor these for children with specific needs.



History in EYFS



In EYFS, there are topics such as 'All about me!' which last for a half-term. Within these, the early years framework is used to encourage children to think about what they can remember within their own lives and to talk about members of their immediate family and community – generations, family, young and old. Children look at pictures, learn well-known and traditional nursery rhymes and participate in role play based on stories they have heard, all of which facilitate a range of Early Learning Goals.

Chronological vocabulary such as 'today/tomorrow/yesterday' is incorporated into classroom routines.

Teachers in Key Stage 1 draw upon previous coverage of the Early Learning Goals and build on this.



History in KS1



Year A:

1. Why did this Great Fire burn down so many more houses than other fires?

Changes beyond living memory: The Great Fire of London

This event happened a long time ago – over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time.

Community, Power

2. Who was Lancashire's Learie Contanstine?

The lives of significant individuals in the past who have contributed to national and international achievements.

Lord Learie Contanstine (Spring Term)

Queen Elizabeth II/Queen Elizabeth I comparison (Platinum Jubilee – Summer Term)

3. Re-Visit: Events beyond Living Memory- The Great Fire of London



History in KS1



Year B:

1. Changes within Living Memory

Community and Knowledge

2. Lives of Significant People

Marry Anning and David Attenborough

Changes within living memory

Knowledge and Community

3. Significant historical events, people and places in our locality: *Rivington*

Community Knowledge Power



History in LKS2

Year A:



1. What did the Ancient Egyptians believe?

Study the achievements of the earliest civilisations

*An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China.*

2. What was the Lancashire Cotton industry?

Was it an important industry to people who lived in Lancashire?

3. People, places and events in our locality

Did the Great Fire really stop the Great Plague of 1665?

A Study Beyond 1066



History in LKS2

Year B:



1. What did the Ancient Egyptians believe?

Study the achievements of the earliest civilisations

*An overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China.*

Civilisation Knowledge Power Invasion

2. Rome and its impact on Britain

Invasion Power Civilisation

3. People, places and events in our locality

Did the Great Fire really stop the Great Plague of 1665?

A Study Beyond 1066

Community Knowledge Power



History in UKS2

Year A:

1. What were The Wars of the Roses?

How are they linked to our school?

2. What was the Atlantic Slave Trade?

- Was Great Britain involved?
- Were the two things linked?

3. What can we find out about recent migration? How long have I lived here How long have my parents and grandparents (or a friend) lived here?

Why did a relative or friend moved to the town or village in which they live from another part of Britain or the world?

4. Which Ancient Greek legacy is the most significant in our lives today?

A study of Greek life and achievements and their influence on the western world.



History in UKS2



Year B:

1. Anglo-Saxons: the ruin of Britain?

Britain's settlement by Anglo-Saxons and Scots.

2. Crime and Punishment – a local history study beyond 1066

Community Power Knowledge Democracy and Justice

3. Vikings: raiders or traders?

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

Invasion Power Community

4. Compare non-European society with Anglo-Saxon (Mayan)

Civilisation Knowledge Power

5. How and which are the most important ways that the Ancient Greek legacy influences our world today?

A study of Greek life and achievements and their influence on the western world.

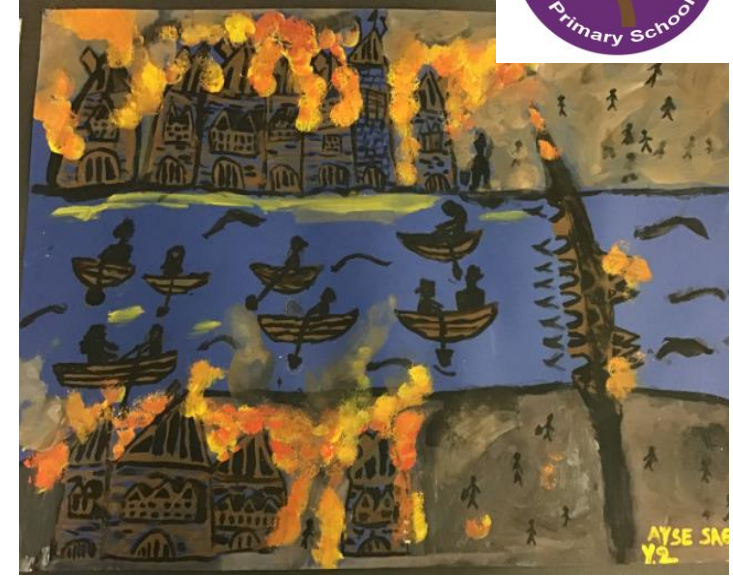
Power Civilisation Knowledge Civilisation



Links to Learning at home

Weblinks are provided for further exploration at home, and opportunities are provided to allow children to choose how to demonstrate learning, for example this wonderful painting of the Great Fire of London created during lockdown by a child in Year 2.

All History modules are underpinned by high quality texts which support wider curriculum reading.





History Implementation

Sequences of Learning over a Year:

History is taught for one week in every 3 as part of a rolling cycle throughout the year: history, geography then alternating computing and music.

This enables children to build on prior knowledge and make connections more easily through in-depth learning over a 6-week cycle that repeats twice a term.

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Yr 1	Geog	Art	Hist	Art	Music	Art	Geog	DT	Hist	DT	Comp	DT
Yr 2	Hist	Art	Music	Art	Geog	Art	Hist	DT	Comp	DT	Geog	DT
Yr 3	Music	Art	Geog	Art	Hist	Art	Comp	DT	Geog	DT	Hist	DT
Yr 4	Geog	Art	Hist	Art	Comp	Art	Geog	DT	Hist	DT	Music	DT
Yr 5	Hist	Art	Comp	Art	Geog	Art	Hist	DT	Music	DT	Geog	DT
Yr 6	Comp	Art	Geog	Art	Hist	Art	Music	DT	Geog	DT	Hist	DT



Implementation



At Rivington Foundation Primary School, children study a broad range of historical themes throughout the year, based on the 2014 Primary National Curriculum. The structure of the Rivington School curriculum is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied. Many topics that children study are based upon the local area; this knowledge is used to compare life in Britain with life in the wider world within similar timeframes.



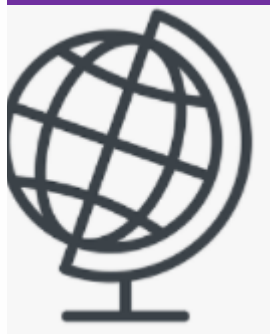
CUSP Units of Work

(Curriculum with Unity Schools Partnership)



The main purpose of the documents produced by the Unity Schools Partnership is to increase consistency and ensure excellent practice throughout the school. CUSP provides a coherent sequence of lessons supported by a cumulative quiz questions to direct retrieval practice over time. Carefully chosen images, maps and vocabulary units are provided along with historical topics studied in previous and subsequent classes.

Rivington's curriculum subject coverage is planned sequentially and with a clear rationale for making connections with prior learning: selecting, organising and integrating new knowledge with prior learning. Our knowledge and vocabulary-rich learning modules are positioned to support and enhance learning so that pupils both retrieve and transfer knowledge.



Teaching of History:

It is the gleaning of information through responsive teaching and a range of well-chosen pedagogical practice that informs the next steps, such as:

- Deliberate practice and rephrasing of taught content - Think aloud and the use of My Turn, Your Turn
- Cumulative quizzing within the learning sequence.
- Retrieval practice, including just two things (self-testing).
- Asking relevant questions that engage all pupils, not just a few using techniques that allow everyone to participate, such as show what you know or think-pair-share
- Vocabulary use and application: pupils practise and define words. Words are used, connected and deconstructed for meaning within the learning sequence.
- Summarising and explaining the learning question from the sequence.



Vocabulary:

Children are taught to correctly use high-level tier 2 vocabulary and subject-specific tier 3 vocabulary. They hear and practise using new vocabulary verbally and apply it in written work. The use of specific vocabulary is built in to lesson plans, with an expectation that children use it when demonstrating their understanding.

Children are encouraged to look at the etymology and morphology of words and know how this can help them understand meanings. As further challenges when appropriate, idioms and colloquialisms linking to the vocabulary or era are taught.



Vocabulary – acquisition:



Y4 The achievements of the earliest civilisations -
Egypt study

Vocabulary Essentials: Teacher Guide

Prior vocabulary knowledge



Words I should know	Roots, prefixes, suffixes and spelling rules
desert, pyramid, revolt, temple, rapid, tomb, commemorate	re, com, -al, -tion, -ly

Vocabulary for explicit instruction



Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
colossal	very large	funerary	things related to a burial, funeral or commemoration of the dead
stability	when things are stable	hieroglyphs	carved c
society	people living together in an ordered manner	artefact	a man-n interest
civilisation	a society with legal, religious and political organisations	pillaged	to steal wartime
irrigation	the supply of water for farming	obelisk	a stone in a pair
mysteriously	in a way that is unknown or puzzling	pharaoh	a ruler in

Etymology and morphology for explicit instruction



Prefix / Suffix / Root	Meaning	Examples
ary	collection of	library, summary, dictionary
art/arte	skill/by skill	artistic, chart, artfully
ity	state of	amenity, conformity, legality
ise	make/or become	colonise, idealise, revise
glyph	carving	triglyph, hieroglyphics

Relevant idioms and colloquialisms



it's your funeral	you must accept the consequences for your careless actions
larger than life	someone or something that is exaggerated to seem more important

Moving beyond



canopic jars, fertile, papyrus, sarcophagus, cartouche, amulet, sphinx, rites

Implementation



Vocabulary- application:



T3	Subject specific vocabulary for this study		
KNOW	LINK	ANALYSE	Use and apply in a sentence

	funerary
--	----------

	hieroglyphs
--	-------------

	artefact
--	----------

	pillaged
--	----------

	obelisk
--	---------

	pharaoh
--	---------

OWN-it	Analyse
Tick the root word that means <i>carving</i> .	
<input type="checkbox"/> hiero	
<input type="checkbox"/> glyph	
Explain the meaning of the <i>root word</i> in the word <i>artefacts</i> .	
Which part of the word <i>funerary</i> means a <i>collection of</i> ?	

KNOW-it	Definition
Explain the meaning of the word <i>pharaoh</i> .	
True or false? The word <i>pillaged</i> means <i>stealing by force during a war</i> .	
Tick one. The word <i>society</i> means:	
<input type="checkbox"/> a gathering to celebrate with others	
<input type="checkbox"/> a group of people living together in an ordered manner	

LINK-it	Connect
Circle the word closest in meaning to <i>colossal</i> .	
normal	immense
Write a word meaning the opposite of <i>stability</i> .	
Write two words associated with <i>irrigation</i> .	
1.	
2.	

USE-it	Use in context
Correct or incorrect use? A favourite leisure activity for the ancient Egyptians was playing the game <i>obelisk</i> .	
<input type="checkbox"/> Correct	<input type="checkbox"/> Incorrect
Insert the word that would complete this sentence correctly. The Shang Dynasty, Sumer and Indus Valley are all ancient _____.	
Use the word <i>mysteriously</i> correctly in a sentence.	

Prefix / Suffix / Root	Examples
ary collection of	
art/arte skill or by skill	
ity state of	
ise make or become	
glyph carving	



Cumulative Quizzing:



Quizzes are used throughout a topic to assess children's increasing knowledge. By the end of each lesson, children are able to answer specific questions, laid out in the unit planning. Questions that have been answered in previous lesson are revisited at the start of each subsequent lesson, with the additional questions for that lesson at the end. At the end of the topic, children from Year 2 onwards are able to revisit and answer the whole quiz.

This cumulative approach enables children to become secure in the facts necessary to weigh up evidence and apply it with increasing independence.

Implementation



Cumulative Quizzing- example:



Suggested lesson	Learning question	Cumulative question				
ESSENTIAL						
1.	Remember - what is Newmarket like today?	1 - 4				
ESSENTIAL						
2.	King James I: what things happened in Newmarket's past?	5 - 8				
ESSENTIAL						
3.	King Charles II: what things happened in Newmarket's past?			9 - 12		
DESIRABLE						
4.	The Great Fire: what things happened in Newmarket's past?				13-15	
ESSENTIAL						
5.	World War II: what things happened in Newmarket's past?					16-18



5. Why did King James I come to Newmarket?

- (A) He wanted to travel.
- (B) He wanted to have a break from a smelly and busy London.
- (C) I'm not sure.

6. What did King James I like about Newmarket?

- (A) The heath.
- (B) The people.
- (C) The smell.
- (D) I'm not sure.

7. What did King James I buy in Newmarket?

- (A) Castle.
- (B) House.
- (C) Shop.
- (D) I'm not sure.

8. When did King James I visit Suffolk?

- (A) About 100 years ago.
- (B) About 200 years ago.
- (C) About 300 years ago.
- (D) About 400 years ago.
- (E) I'm not sure.



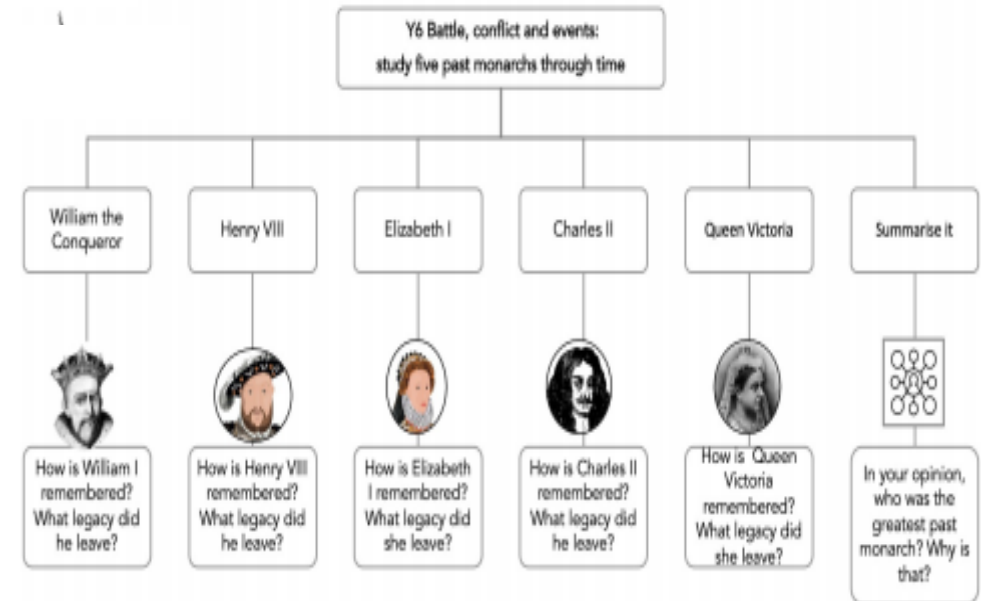
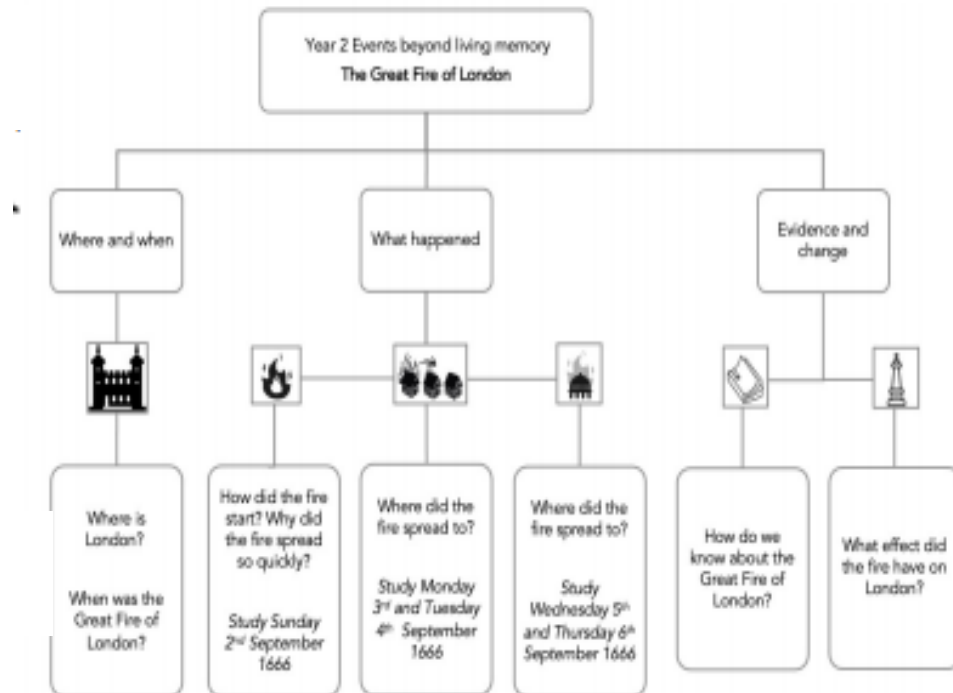
Curriculum navigation:

At the start of each unit teachers share with the children an overview of what they will learn. This is returned to so children can reflect on what they have learned and what is still to come.

Year 2

Year 6

Implementation





Teacher subject knowledge:



Teacher subject knowledge is continually improved through the use of key facts on knowledge notes, so they know exactly where to focus their research. CPD which is applicable to various areas of the curriculum is made available via videos on the CUSP website, with useful articles, podcasts, resources and examples of good practice shared regularly by SLT and subject leaders.

Misconceptions are clearly referenced in the CUSP unit overviews so they are not passed on to children.



Misconceptions – learning traps pupils can fall into

✗ Not true	Teach this ✓
The ancient Egyptians influenced the Maya pyramids.	The ancient Egyptians built their pyramids about 2000 years earlier than the Maya. They were structurally different and served a range of purposes, mainly as funerary monuments and housing dead leaders. The Maya pyramids were mainly used for presenting ceremonies.
The Maya civilisation was wiped out and completely disappeared.	The Maya civilisation certainly diminished. Historians think the decline started as a result of deforestation, wars and a severe drought. Maya people still live and go about their daily lives, just like we do.
'Mayan' is the correct way to describe the Mayan civilisation.	The adjective 'Mayan' should only be used when referencing the language, according to Dr Davies, a specialist who studies the ancient Maya. For example, Mayan language or Mayan words. The rest of the time Maya is used, for example Maya people.



Knowledge organiser and knowledge notes:

Children are provided with a knowledge and vocabulary-rich organiser at the start of each unit, with high-quality images or diagrams and key concepts which children are enabled to understand and expected to refer back to in order to remember. Children are confident in referring to this overview and know that they can find key knowledge in one place.

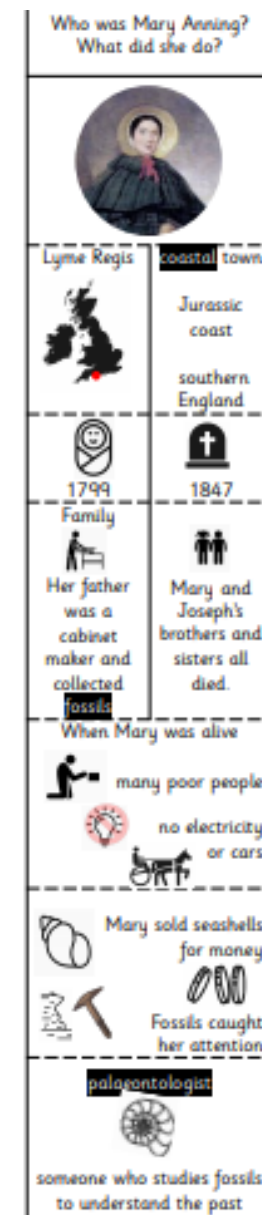
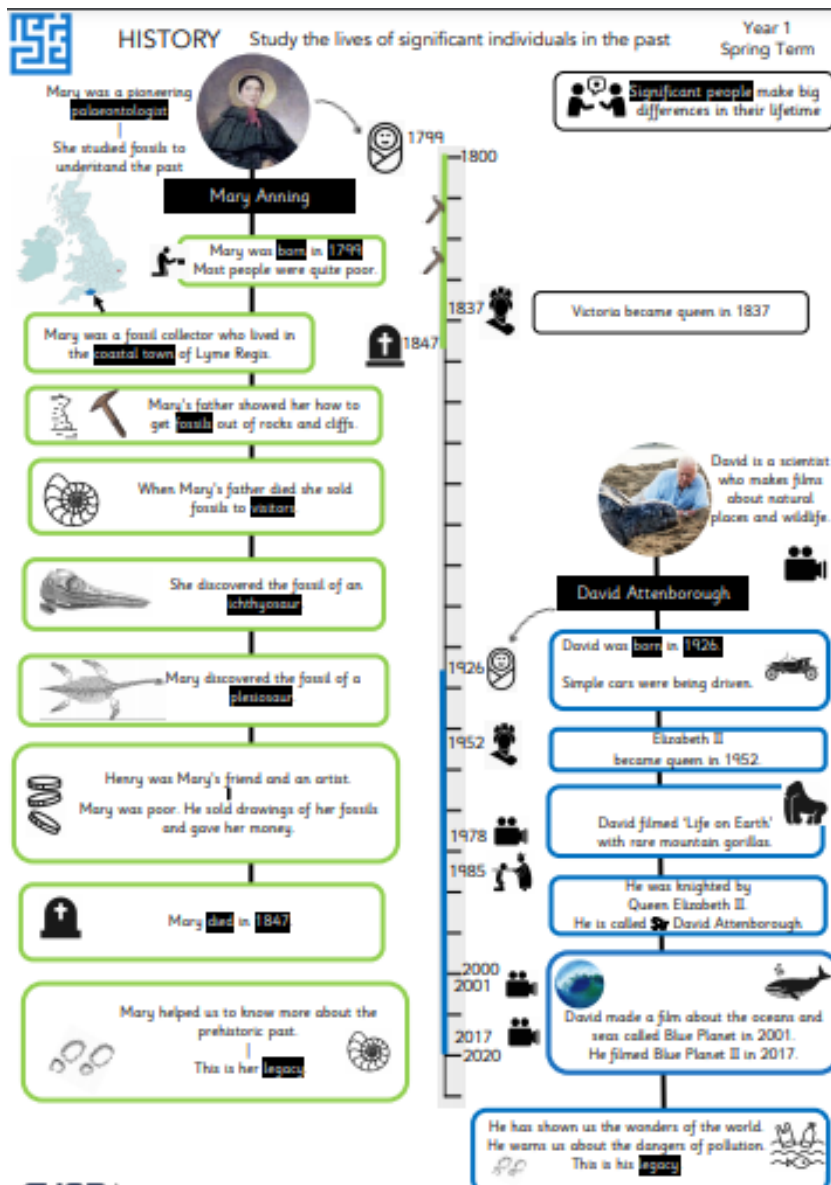
The unit knowledge organisers are elaborated on by knowledge notes for each lesson. These contain the focussed learning question, key facts and images, and vocabulary for the lesson.

Knowledge Organisers and Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

Implementation



Knowledge organiser and knowledge notes -an example from KS1



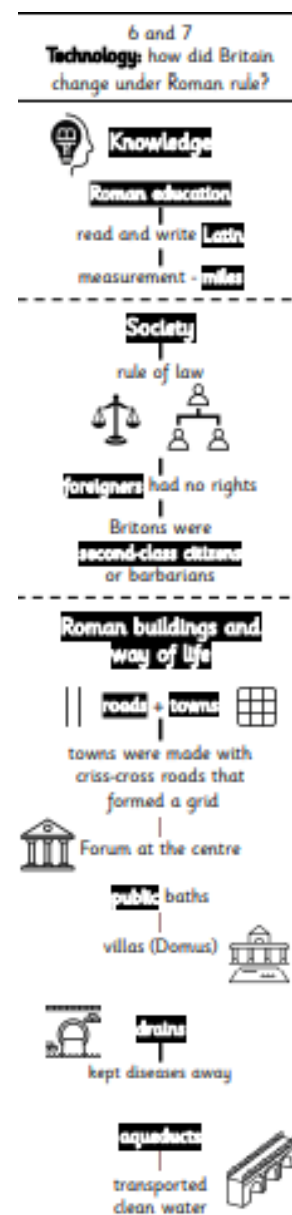
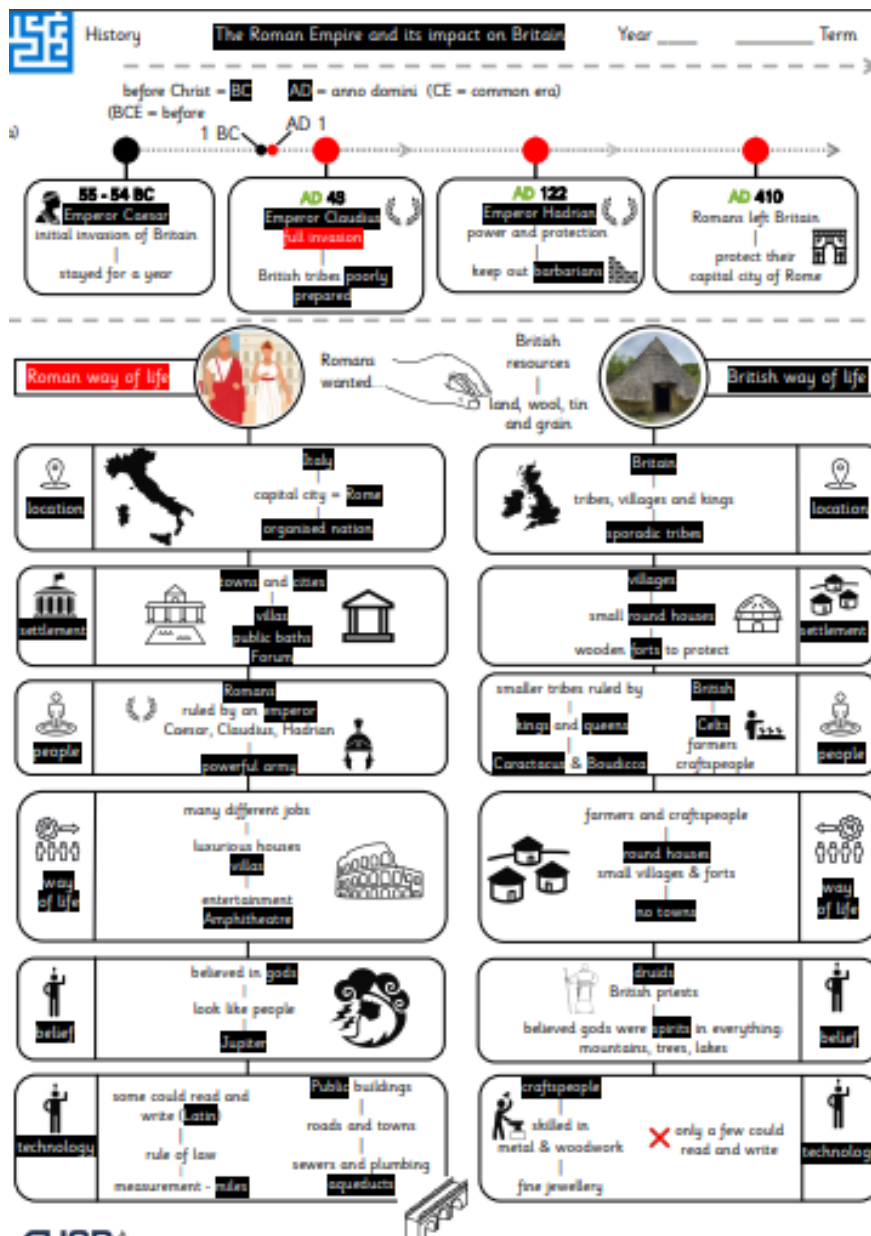
Possible vocabulary to teach, use and make pupils aware of



Implementation



Knowledge organiser and knowledge notes -an example from Lower KS2

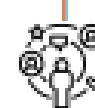


Possible vocabulary to teach, use and make pupils aware of

luxurious



culture



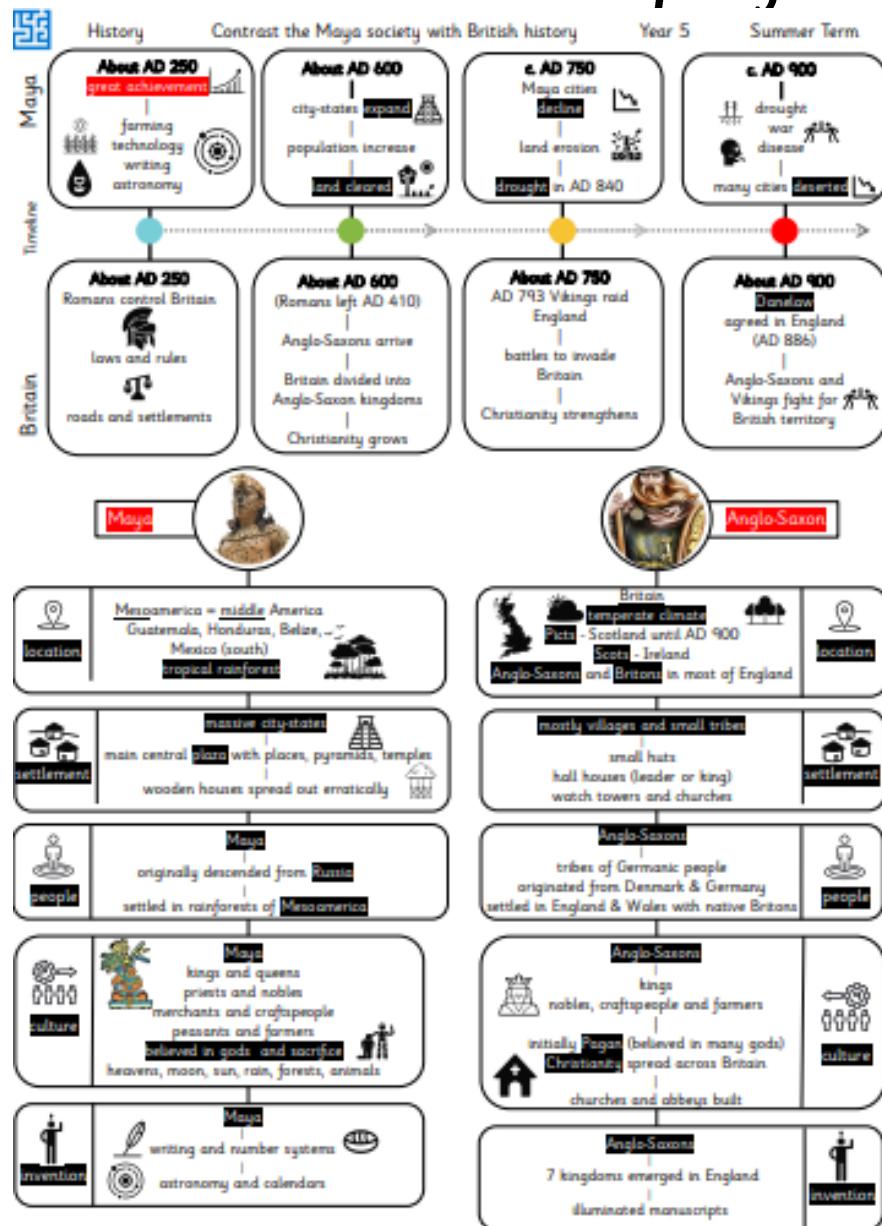
settlement



Implementation



Knowledge organiser and knowledge notes -an example from Upper KS2



6. What did the Maya invent?

time was important

chart movement
sun, moon, stars

3 interlocking cycles

13 numbers

(inner round)
connects

Tzolk'in

zol - ken
(middle round)

20 names
= 260 days



Haab

hay-ab
(outer round)

365 days solar year
18 months and 20 days
plus 1 extra month -
Wayeb (5 days)

gives a 52 year cycle

Possible vocabulary to teach, use
and make pupils aware of

astronomy



See page 67



Planning:

Although the sequence of lessons and key questions are provided through Curriculum for Unity Schools Partnership, teachers are confident in using their judgement to deliver knowledge which is essential and that which is desirable.

In order to maximise teachers' productivity and ensure clear delivery for students planning is done straight on to the slides that children will see, allowing planning to be sent quickly and easily to subject leaders and SLT. Teachers use the CUSP knowledge notes and a clear structure for scaffolding pupils towards success. This is:



Explain



Example



Attempt



Apply



Challenge



Teaching through instruction



Learning through teacher-led,
guided or independent practice

Impact



History Impact

Impact



We consider accurate and focused assessment as the cornerstone of high-quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Rivington Foundation Primary School is one of continually drawing on prior learning to move on children's learning, wherever the content is taught. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.



Impact



A guiding principle of the history curriculum is that children become more historically 'expert' with each study and grow a broadening and coherent understanding of the past, ensuring their historical knowledge is not fragmented. Vocabulary, both specific and associated, is taught alongside and within history units.

The use of knowledge organisers ensures children's books are not just a place to collect work but a valuable, personal resource they use to revisit learning.

Students are expected to record learning in their exercise books in almost all lessons. This may take the form of writing, mind maps or annotated pictures and will involve students answering the specific learning question for each specific lesson. As in all subjects, this work in students' books should take into account the school's presentation rules and the need to edit and improve their work.



How do we document learning, monitor progress and achievement?



The use of knowledge organisers ensures children's books are not just a place to collect work but a valuable, personal resource they use to revisit learning.

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Teachers use cumulative quizzing to ensure the lesson's objective has been met and all children can answer the key learning question. Live, verbal feedback is used in each lesson to immediately address misconceptions, giving children chance to rectify these in the same lesson. Planning includes opportunities to recap prior knowledge to reinforce and build on this. Children keep copies of unit quizzes in their books which are used for cumulative then summative assessment with the independent end of unit quiz. Teachers are able to access quizzes online to alter how they are delivered: altering the sequence of questions to avoid rote learning, for example.



Impact



Y1/2: Changes in my life

2. What is it like around here?

community

group of people living in the same place



A **community** can share



shops



schools



play parks

A **community** can be in



a city



a town



a village



I think that the is the most important because school is the most important.

Impact



Y1/2: Changes in my life

2. What is it like around here?

community

group of people living in the same place



A **community** can share



shops



schools



play parks

A **community** can be in



a city



a town



a village



✓ I think school is the most important because you learn.



Y1/2: Changes in my life

3. What are the shops in my community?



bakery



butcher's shop



clothes shop



coffee shop



grocery shop



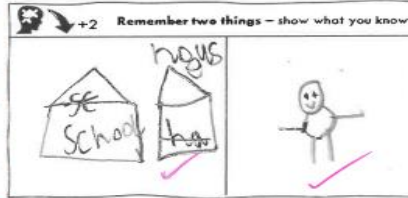
post office



supermarket
(big)



toy shop



		bakery		
		supermarket	food	
		butcher's shop		
		corner shop		newspaper
		clothes shop		



Y1/2: Changes in my life

3. What are the shops in my community?



bakery



butcher's shop



clothes shop



coffee shop



grocery shop



post office



supermarket
(big)

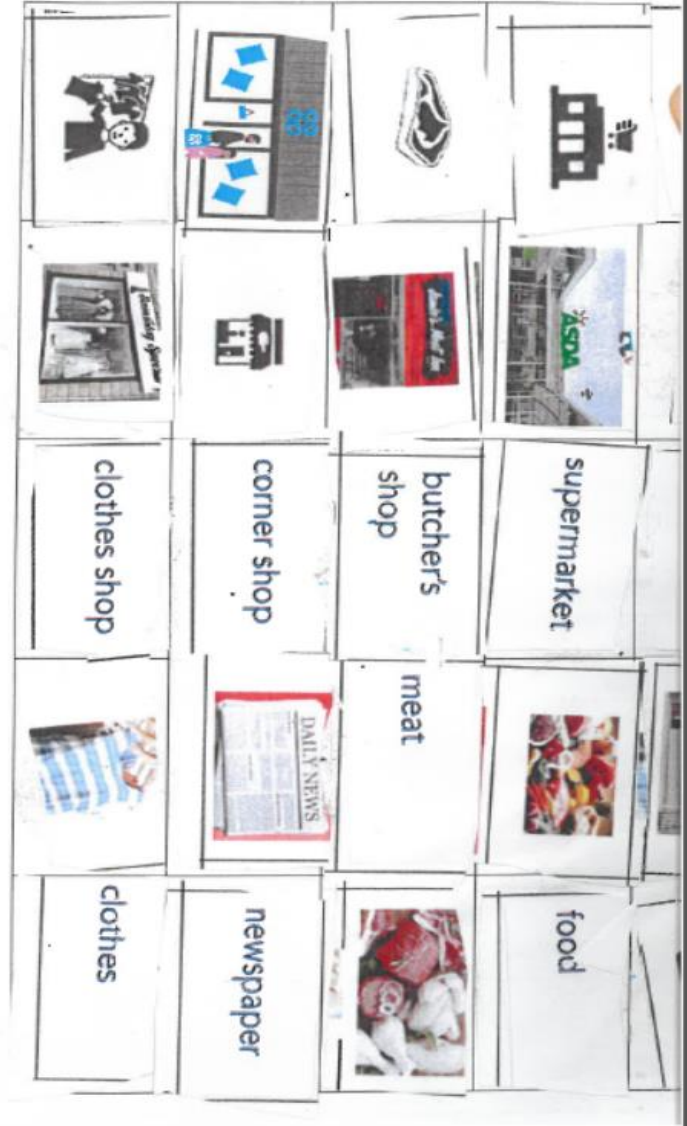


toy shop



Explaining

Jo says that their community really needs a bakery that makes its own bread.
Mo says it's not needed because the corner shop already sells packets of sliced bread.
Why do you think Jo disagrees with Mo?



Y1/2: Changes in my life

Impact



wednesday 23rd November

Remember 2 things – show what you know

you had to stay outside.	the shop keeper gives you the stuff.
--------------------------	--------------------------------------

How have shops changed?

Write an adult to talk about shopping a long time ago in your community

Listen to what they tell you

Ask questions

What were shops like?

Where were shops?

How big were the shops?

What could you buy?

How did you pay?

What do you know about shops in the present now?

What were the shops like?

Where were the shops?

How big were the shops?

How did you pay?

What could you buy?

1950s shops

you had to wait outside.

the shop were in a row

the shops were small

what?!

butchers meat

Impact



Y1/2: Changes in my life

Wednesday 22nd February

Who is David Attenborough?
What does he do?

significant person
He made big changes during his lifetime

fascinated
by the natural world
fossil collector

wildlife film-maker

naturalist
scientist who studies animals and plants

author
writes books about animals and amazing places

explorer
went on many scientific expeditions

educator
taught others about the natural world

knighthood
for his work with wildlife
Sir

David is over 93 years old and still alive.

Flick back 3:

1. What did Mary Anning collect? *fossils*
2. Why did she collect them? *to get to each*
3. Where did she find them? *Red is beach*

Sir David Attenborough

collected fossils

studies plants and animals

explorer who goes to unknown places

got united

Wild life film maker

author that writes books

teaches people about the world

Impact



Y1/2: Changes in my life

4. What were shops like in the past?

1950s

A long time ago...

Shops were small



Customers were served in a shop



Shops were in rows on the high street



Customers queued outside the shop



Along time ago, shops used old tills and money



They didn't use



cards
or
online

Flick back 3

1. Name a shop in our community. Tesco.
2. What does a butcher sell? bacon
3. After a baby you become a ... to tolerance



Shops a long time ago (1950)

customers served

money

queue

high street

small



Y1/2: Changes in my life

Wednesday 23rd November

5. How have shops changed?

Remember 2 things – show what you know

The shops were in a row.	You had to queue outside.
--------------------------	---------------------------

Invite an adult to talk about shopping a long time ago in your community

Listen to what they tell you

Ask questions

What were shops like?

Where were shops?

How big were the shops?

How did you pay?

What could you buy?

What do you know about shops in the past?

1950s shops

What were the shops like?

Where were the shops?

How big were the shops?

How did you pay?

What could you buy?

What do you know about shops in the past?

They were all in a row.

They were small.

You had queue outside of the shop.

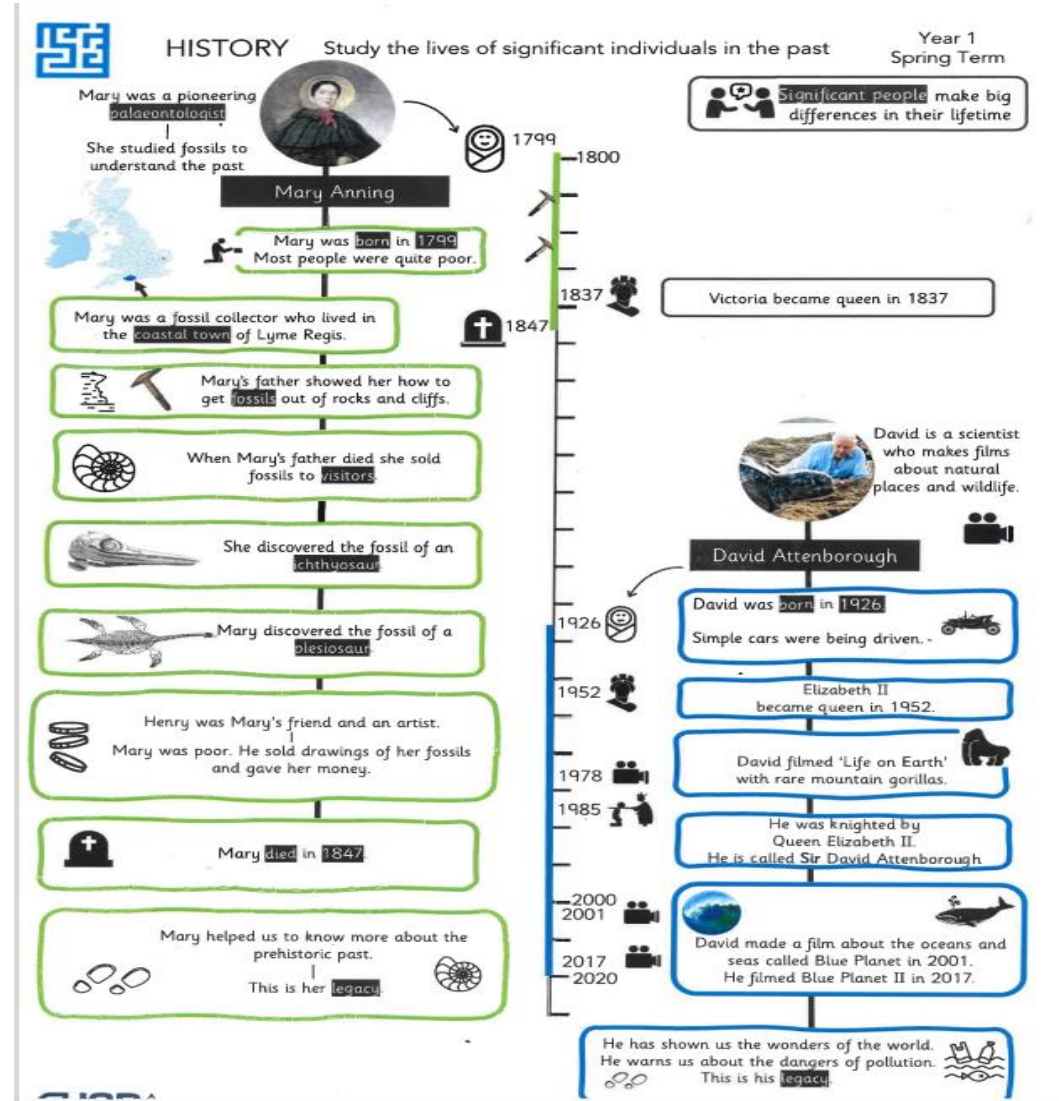
You could buy bread from the bakers.

You paid with

DEPUTY HEAD TEACHER AWARD

Y1/2: Study the lives of significant people of the past: Mary Anning and David Attenborough

Impact



Impact



Y1/2: Changes in my life



Wednesday 11th January

as Mary Anning?
at did she do?



gis coastal town

Jurassic
coast

southern
England



1847



r Mary and
d Joseph's
brothers and
sisters all
died.

ary was alive

any poor people

no electricity
or cars

ry sold seashells
for money



Fossils caught
her attention

ontologist

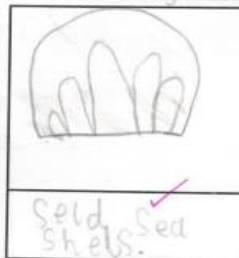
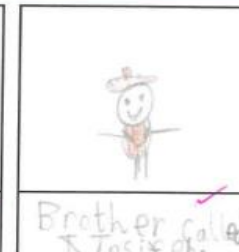
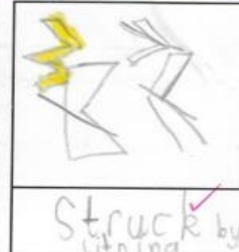


io studies fossils

Flick back 3:

1. Name a shop from the 1950s. *the bakers*
2. Tell me something about how people shopped in the 1950s. *they queue at side.*
3. Customers could pay with a card in the 1950s. True or false? *True*

I think Mary Anning would ~~have~~ become a palaeontologist because she could have travelled on a horse.



Impact



Y1/2: Changes in my life

Wednesday 1st February 2023

What did Mary Anning discover?
significant person
She made big changes during her lifetime

1810 no money after her father died

collected fossils
 sold them to tourists

storms battered the cliffs and exposed new fossils.
1811
Mary and her brother Joseph discovered a new fossil.

ichthyosaur = fish lizard

took months to dig out the 5m outline

plesiosaurus = near lizard

Henry De la Beche
sold his drawings and gave Mary money so that she could carry on fossil hunting.

Remember two things - show what you know

sold sea shells
 shells
 scientists called paleontologist.

Mary Anning was born in 1799 and died in 1847.

An ichthyosaur was first found by Mary Anning in 1811.

Mary Anning and her brother Joseph discovered the first and largest ichthyosaur fossil.

Mary and her brother Joseph had a cat.

A paleontologist is a scientist who studies fossils to understand the past.

Mary was 15 years old when her father died.

She made very few changes in her lifetime.

When Mary was a baby she was sickly and her father died.

Mary and Joseph's mother and sisters were all alive.

She made very few changes in her lifetime.

Mary Anning

born in 1799 died in 1847

lived in Lyme Regis

her dad was a cabinet maker

brother called Joseph

no cars, electric and many

sold sea shells

fossil hunter

found a ichthyosaur skeleton

Impact



Y1/2: Changes in my life

Wednesday 22nd February

Who is David Attenborough?
What does he do?
significant person
He made big changes during his lifetime

	fascinated by the natural world fossil collector
	wildlife film-maker
	naturalist scientist who studies animals and plants
	author writes books about animals and amazing places
	explorer went on many scientific expeditions
	educator taught others about the natural world
	knighthood for his work with wildlife

Sir

David is over 93 years old and still alive.

Flick back 3:

1. What did Mary Anning collect? *fossils*
2. Why did she collect them? *to get to each*
3. Where did she find them? *Woolly Dyma Red is beach*

collected fossils

Sir David Attenborough

studies plants and animals

explorer who goes to unknown places

got united

Wild life film maker

author writes books

teaches people about the world



Y5/6: Anglo-Saxons: the ruin of Britain? Britain's settlement by Anglo-Saxons and Scots.

Wednesday 14th September 2022

1. Why did the Anglo-Saxons come to Britain?
Romans had already built Shore Forts to protect against Anglo-Saxon invasions.

Romans left Britain AD 410
Britain was left unprotected from invaders

Scots and Picts
Ireland Scotland
Britain
raided Britain

Britons weren't trained to defend
became an easy target
Germanic warrior tribes were asked to help
(many of these warriors had been paid by the Romans to protect their Empire already)

Anglo-Saxons
fought off the Scots and Picts in return for money and land

Scots
remained in Northern Ireland

Picts
remained in lands north of Hadrian's wall

AD 450
Anglo-Saxons liked Britain (began to settle)
Kingdoms formed with powerful chiefs and kings

The Romans built forts to defend Britain against Anglo-Saxon invasions so that the Britons were safe, even after the Romans had left.
Identify the accurate and inaccurate parts of this statement. What corrections would you make? Justify your answer.

The Britons were safe is inaccurate because after the roman's had left the Picts attacked.

Matching
Match the causes to the consequences.

The Romans leave Britain.	
Britons seek help from Anglo-Saxon warriors.	
The Scots and the Picts raid Britain.	
Germanic tribes are given money and land.	
Anglo-Saxons form kingdoms.	
Jutes, Angles and Saxons fight off the Scots and the Picts.	

Sorting
Sort these groups according to whether they invaded or defended Britain. Are there any other groups you would add to this list?

invaded	defended
Scots Angles Saxons Picts	Angles Saxons

Here are some reasons why the Anglo-Saxons came to Britain. Which of these reasons do you think was the most significant? Justify your choice.

They were offered money. 2	They were effective warriors. 4
They were good sailors. 5	There was lots of land available. 3
	Their homeland was prone to flooding. 1

I think their homeland was prone to flooding is the most significant reason for the Anglo-Saxons coming to Britain because where else would they live if it was flooding. what would happen to the crops?

Well do Alue-g ideas!



Y5/6: Anglo-Saxons: the ruin of Britain?

Britain's settlement by Anglo-Saxons and Scots.

Wednesday 5th October 2022

2. Where did the Anglo-Saxons come from?

Anglo-Saxons invited to repel Scots and Picts

Jutes + Angles + Saxons

AD 410

Britain

Angles

Saxons

Jutes

Angles came from the very north-east of England and

Saxons also came from the north-east of England and

Jutes came from Denmark and settled in Kent, the Isle of

Excellent correctors!

Connecting

Explain what connects these images.

The Angles came from southern Denmark, the Saxons came from the Lowlands and the

Key: Understand how place names are evidence of the people who lived in the past in early settlements

Using your map and the table to show you the language origins, record your findings.

My map is for Somerset/ Gloucestershire/ Yorkshire

Place name	Which origin? Celtic = C Anglo-Saxon = A-S Viking = V	What does the name mean?
Wingard	A-S	River crossing

Key: Understand how place names are evidence of the people who lived in the past in early settlements

A language legacy

British (Celtic)	Anglo-Saxon	Viking
aber - river mouth	bridge - bridge	beck - stream
afon /avon - river	bourne /burn - stream	booth - summer pasture
caer - fort	burgh/bury - fort	by - village
don - hill	combe - valley	fell - hill
llan - church	cot - small hut	gate - road
llyn - lake	fall - place cleared of trees	gill - valley
pont - bridge	field - field	holm - island
porth - harbour	ford - river crossing	ings - marsh, meadow
tre - farm	ham - village	kirk - church
	hurst - clearing	skar - cleft
	ing - people of	stan - stone
	lake - lake	tarn - lake
	ley/lea - clearing	thing - meeting place
	stead - farm	thorp - settlement
	stoc - summer pasture	thwaite - clearing
	stow - holy place	toft - homestead
	ton - farm/village	
	wic/wich - farm/dwelling	
	worth - fenced land	



Y5/6: Anglo-Saxons: the ruin of Britain? Britain's settlement by Anglo-Saxons and Scots.

Wednesday 19th October 2022

3. What was life like for Anglo-Saxons in Britain?

Anglo-Saxons
settled alongside the ancient Britons

England looked a very different place from what it is today.

forests covered most of the land
wolves roamed wild

Anglo-Saxons lived in small villages near rivers and the sea
most were farmers
families lived in wooden huts
poorer families lived with their animals in the same room

thatched roof
one room
no glass in windows
no chimneys

West **Stow** Anglo-Saxon Village
means: meeting or holy place
Archaeologists discovered
unfortified village
skeletons in a cemetery
7 halls
70 buildings
animals pens
Roman urns

Remember

GIVE ONE	GET ONE
The Anglo-Saxons are two tribes.	The Anglo-Saxons came for good farming conditions.
The Anglo's came from Southern Denmark and the Saxons came from Germany.	The Tuts are left out.

Explaining

Give one reason why the Anglo-Saxons included each of these features in their villages.

situated near rivers	wooden huts facing the sun
large areas of forest cleared	high fence around perimeter of village

Identify two other key features of a typical Anglo-Saxon village.

1. So they could have water and fish.
2. So they stayed nice and warm.
3. So no bears or foxes come to the village.
4. So other countrys couldn't get in.

Doors had locks made from a wooden mechanism which shows that technology was used at the time.

No chimney but sometimes a hole.

The houses were made from wood, then coated with mud straw and dung.

No glass windows.

Flick back 4

1. When did the Romans leave Britain?
2. Why did the Romans leave Britain?

have organised armies were needed in Rome
Hadrian,

Name: _____ ate: _____

Draw an animal pen at the house with sheep in it, the wooden floorboards, a fire cauldron on top, rushes or tapestry, shields and spears, a table with a cloth on, a bowl, clay pots close to the smoke hole in the roof, ha (branches) to hold the window and a door in the benches around the room sleeping, a wooden chest wood outside.

What was life like in Anglo-Saxon Britain?

Now label all the parts of house.

Why did the windows and south?

Why were tapestries hung

What was the pit for?

ts found by
you could draw
out these objects.

clay pot

peened about are appearance.
they were working.
they were hunters.
They had to defend themselves or fight.

They used them to hold food and drink. Pots were used to hold ashes of people who had died. They knew how to find clay soil. Anglo-Saxons were skilled. They were skilled craft people. they knew how to bake pots.

NOW!

Sea
River
Farms
Wood
Poor Same Room



Y5/6: Anglo-Saxons: the ruin of Britain?

Britain's settlement by Anglo-Saxons and Scots.

4. What kingdoms were formed by the Anglo-Saxons?

kingdoms formed as chieftains and kings become more powerful

kingdoms rose to power and some fell into others' control (a bit like a football tournament)

7 major kingdoms emerged across Britain

- Wessex
- Sussex
- Kent
- Essex
- East Anglia
- Mercia
- Northumbria

Heptarchy

heptarchy

"seven" + "rule"

means 7 ruled kingdoms

The kingdom of East Anglia was part of the heptarchy in Anglo-Saxon times.

Flick back 5

- When did the Romans leave Britain?
- What were the names of the Northern tribes that invaded Britain?
- What did the Jutes, Angles and Saxons get for helping the Britons?
- What were settlements often built next to?
- True or false. The Anglo-Saxons were talented craftspeople.

AD 410 The Romans left Britain in AD 410

The Jutes The name of the Northern tribes that invaded Britain were Jutes.

The Jutes, Angles and Saxon got money, land and power.

Anglo-Saxon settlements were often built next to a river or sea.

True because they made comes out a animal bones.

Land cleared for crops, grown in

Defensive and ditch

Water mill

Reeds for thatching

Concluding

Northumbria was the most powerful kingdom. Over time, it had several different kings. Four were murdered, six were overthrown and two gave up the crown voluntarily.

What conclusions can you draw about what it was like to be a ruler during Anglo-Saxon times?

Even with a powerful kingdom a king could be deposed, murdered or replaced.

The Anglo-Saxon kings were often ruling for a short time. They had to fight for power as they all fought for the same thing. The monarch's throne could be taken at any moment.

King or Anglo-Saxon king/monarch could lead to you, longingly a strong and powerful leader became 'strong' in Anglo-Saxon words for king.

From time to time the strongest king would claim to be 'bretwalda'.

Comparing

Here are some features of the British monarchy today.

- Power is passed down to children.
- The monarch is the head of the Armed Forces.
- The monarch rules over the entire United Kingdom.
- The monarch rules for life.

How does this compare to how the United Kingdom was ruled during Anglo-Saxon times?

- Power is always passed down to the children.
- Power should be passed on to your children but a king could be murdered or deposed at any time.
- The monarch is the head of the armed forces.
- The monarch rules for life.
- The monarch could lose their throne at any time.
- The monarch rules over the entire United Kingdom.
- Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united. They arrived as many different tribes and each took over different parts of Britain.
- From time to time, the strongest king would claim to be 'bretwalda', which meant ruler of all Britain.

structure to protect the
her invention like this for writ

Anglo-Saxon Britain was made up of a heptarchy. The kingdom of East Anglia was part of the heptarchy in Anglo-Saxon times.

NON!

Wednesday 23rd November 2022

5. How do we know about the Anglo-Saxons?

Sutton Hoo burial

Woodbridge, Suffolk
ship burial

a great king was buried on land but in a ship

1939 archaeologists unearthed the burial site
revealed fantastically rich grave goods

- iron battle helmet
- armour
- gold and silver coins
- drinking horns
- silver dishes (from Middle East)

Archaeologists think this burial could be King Raedwald
king of East Anglia
AD 599 - 624

Anglo-Saxons also gave us place name endings that remain with us today. Here are some:

- ham = **village** = Caven**ham**
- ford = **river crossing** = Lack**ford**
- ton = **farm** = Preston
- bury = **fortified place** = Banbury

Object	What
Helmet	The owl The owl The owl
Scepter	The owl The owl The owl
Sword	The owl The owl The owl
Purse with coins	The owl The owl The owl The owl
Silver bowls and spoons	The owl The owl

Shoulder clasps

Belt Buckles

Hanging bowls

Burial Site

The owl
The owl
The owl

Britains were farmers

Scots and Picts invaded Britain

Romans left
AD 410

East Angles was part of heptarchy in Anglo-Saxon times

Seven rule meaning

7 ruled kingdoms
NOW!

Scots
Picts

Anglo-Saxons reached Scots' pickles left

AD 450

Anglo-Saxons retained money and began to settle

POWER

UNITY

Explain how you know.

3. I think it is a gold coin because of the carvings.

1. I think it is a sword because of the hilt shape.
2. I think it is a brooch because of the shape.

Cristian spoons and coins

King Raedwald

East Angles AD 600-AD 624

King

Super King



Y5/6: Anglo-Saxons: the ruin of Britain? Britain's settlement by Anglo-Saxons and Scots.

Wednesday 7th December 2022

6. How did religion influence the Anglo-Saxons?
How do we know this?

Anglo-Saxons held pagan beliefs
lots of different gods connected to nature

Woden chief god **Thor** God of thunder

Christianity spread
AD 597
Pope Gregory the Great Catholic Church
sent the monk **Augustine** to Britain to persuade and convert Anglo-Saxons to Christianity

King Ethelbert of Kent
converted to Christianity
Christianity spread across Anglo-Saxon Britain.

Christianity brought faith, literacy and writing of books

kings were attracted to faith power to write laws and charters

HOW DO WE KNOW?
monks wrote manuscripts
Manuscripts that monks wrote tell about a viewpoint from the past.

Bede was a famous monk who collected and wrote about the history of English people.
finished in AD 731

GIVE ONE	GET ONE
In 1939, archaeologists unearthed the buried ship.	A great ship king was buried on land but in a ship.
King Rædwald was a powerful king.	When a king, or Angles, got crowned they got how to hold a scepter.

Analyse	Definition
Origin: Latin: <i>villager, rustic</i> Christian Latin: <i>heathen</i>	A person having from one different world religions.
pagan	
Pagans believe in many gods making the religion polytheistic.	Before AD 597 Anglo-Saxons were mostly pagan.
Connection	Use in context

Pope Gregory the Great made the Catholic Church sent monk Augustine to Britain to convert Anglo-Saxons to Christianity.

King Ethelbert of Kent converted to Christianity.

Christianity spread across Anglo-Saxon Britain.

Christianity churches were built

The Ecclesiastical History of the English People

This is part of what Bede wrote, some 300 years after the Anglo-Saxons arrived. It tells of the way the Anglo-Saxons were first invited to Britain to help defend against the peoples in the north. It has been changed from Latin into modern English.

"Then the nations of the Angles, or Saxons, being invited by the British king, arrived in Britain with three longships, and were given a place to stay in the eastern part of the island. At first they appeared to be fighting for the British but their real intentions were to enslave them. Accordingly they fought against the army from the north and were victorious. When this was known in their own country, and also the fertility of the country, and the cowardice of the Britons, more Angles and Saxons were quickly sent over to Britain.

"...In a short time, swarms of the feroceous nations came over into the island, and they began to increase so much, that they became terrible to the natives themselves who had invited them.

"...Others, continuing in their own country, led a miserable life among the woods, rocks and mountains, with scarcely enough food to support life, and expecting every moment to be their last."

Explain the word connections

```

    graph TD
      A[paganism] --- B[Christianity]
      A --- C[Bede]
      B --- C
  
```



Y5/6: Crime and Punishment: A Lancashire Study.

Wednesday 4th January

What do you know!

1. What do we mean by crime and punishment and what have been some of its main features over time?

Detecting and Preventing Crime Today?

- Police and Community Police
- CCTV
- Probation Service
- Neighbourhood Watch

Punishing Crimes Today?

- Trial by Jury
- Prison
- Fines
- Community Service
- Community Behaviour Orders (CBOs)

Facts About Crime:

Throughout history, theft has always been the most common crime.

Today we have police to deal with crime, but the police force is quite a recent idea.

The death penalty was only abolished in 1965. Trial by jury has been around for a very long time.

Curiosity - Theft through time

Victorians: Penal treadmills were used in prisons in the early Victorian Britain

Tudors: Stocks were placed in the centre of the village so everyone could see you were being punished and could make fun of you.

Why are Criminals punished?

- For revenge to satisfy the victims
- To deter (put off) others who might commit the same crime.
- To help the criminal to lead a better life
- To keep them from committing another crime

Which policies (ideas) do most to reduce crime?

- Tough prison sentences.
- More police on the streets.
- Reducing unemployment.
- Stricter discipline at home.

Should the death penalty be restored?

- Yes, for all murders.
- Yes, for some murders only.
- NO.

Should other physical punishments be used e.g. whipping?

- Yes, in serious cases
- NO

How does it feel?

When did this happen? Why do you think this?

What can you see?

Would you change any words in the information - where do you think it is?

Explain the word connection

Penal Treadmill

Punishment

A penal treadmill (penal treadwheel or everlasting staircase) was a treadmill with steps set into two cast iron wheels. These drove a shaft that could be used to mill corn, pump water or connect to a large fan for resistance.

• Penal treadmills were used in prisons in the early Victorian Britain as a method of exerting hard labour, a form of punishment prescribed in the prisoner's sentence.

• As the prisoner put his weight on the step it depressed the wheel, and he was forced to step onto the step above, it was an "everlasting" staircase". There would be 18 to 25 positions on the wheel.

Is it easy or difficult to use?
very difficult

Democracy

Community Knowledge

Analyse Definition

Connection Use in context

CUSP



Y5/6: Crime and Punishment: A Lancashire Study.

What you know!

How does it work?

When did this happen?
Why do you think this?

What can you see?

Would you change any words in the information – where do you think it is?

Explain the word connection

Penal Treadmill

Punishment

A penal treadmill (penal treadwheel or everlasting staircase) was a treadmill with steps set into two cast iron wheels. These drove a shaft that could be used to mill corn, pump water or connect to a large fan for resistance.

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- As the prisoner put his weight on the step it depressed the wheel, and he was forced to step onto the step above, it was an "everlasting" staircase. There would be 18 to 25 positions on the wheel,

Hills and Iorval

Who used it?
To keep something going

Who are these people?
Labourers

Where was it taken?
Imprisonment

Where would they have used it?
An old factory

Is it easy or difficult to use?
Very difficult

Why would they use it?
To keep something going

The Treadmill Prisoner



Y5/6: Crime and Punishment: A Lancashire Study.

Wednesday 1st February 2023 Tuesday 7th February 2023

3. Enquiry: How and why have punishments (in Lancashire) changed over time? Use a wide range of sources as a basis for research to answer questions and to test hypotheses. (Mary Hindle)

When and Where?

Lancashire, April 1826

Riots across Lancashire - particularly in East Lancashire

Thousands of people came together and attacked mill buildings in which power looms had been installed.

Power Looms far more productive than the handlooms that weavers used at home.

Far less skill to operate them.

Rioters wanted to destroy the power looms

Rioters felt Power Looms threatened not just their ability to earn a living, but their whole way of life.

Who? April 29th 1826

Mary Hindle arrested for taking part in the disturbances.

Found guilty at Lancaster Assizes

Mary was sentenced to death.

Sentence was reduced - as was common - to transportation for life.

Never saw her child and husband again

Died in New South Wales 1841

Why?

EP Thompson 1963: "Weaving communities - with 300 and 400 years of continuous existence, some of much more recent date but with, none the less, their own cultural patterns and traditions - were literally extinguished"

Thomas Duckworth (15) hand loom weaver - in his 90s 1901 "Cotton weaving got to starvation work in 1826..."

Remember two things - show what you know

They didn't actually have a pot of police gone.

Often small villages and towns entire was left up to themselves.

Chaos and incidents hit the controlled villages in the East of Lancashire on the April 1826. Thousands of people grouped together and attacked useful mill buildings where power looms had been installed. The power looms are far more productive than hand looms that people used at home. Big groups of people also known as 'rioters' wanted to destroy the power looms. One of the female rioters who was accused was Mary Hindle aged 27 at the time. She was accused of saying "Hush away boys! Hush away!" But she said she was in just in the area area trying to find her daughter (Elisabeth). Soon later Mary was sentenced to death and transported for life. Mary Hindle was transported to Sydney, Australia where she was brought to Sydney on a ship called the Harmony.

She worked as a landress for Thomas Ryan. Mary didn't like the trip to Australia because she was in the hospital room for the whole time. But later on, Mary lost hope and gave up because her husband died one year before but by the time it had reached Australia it would have been that long. So she decided to commit suicide and kill herself in New South Wales 1841 aged 28.

EP Thompson 1963: "Weaving communities - with 300 and 400 years of continuous existence, some of much more recent date but with, none the less, their own cultural patterns and traditions - were literally, literally extinguished."

WON!



Y5/6: Crime and Punishment: A Lancashire Study.

Source A: The Lancaster Gazette - Saturday the 29th April, 1821

1. What is the date on the newspaper?
Saturday 29th April 1821

2. Where did the weavers meet?
Henfield Blackburn Burnley
Whalley & Haslingden

3. Why do you think they met here?
Because there is four
different places.

4. Write a definition for the word mob.
It's a large group of angry people

5. Write a sentence with the word 'mob' in it.
There is lots of
mob over there.

6. What image is the writer trying to create when he describes the demonstrators as a mob?
To make people think
it is more important

How many people were in the 'mob'?
five hundred

THE LANCASTER GAZETTE;
And General Advertiser for Lancashire, Yorkshire, &c.
SATURDAY, APRIL 29, 1821.

Monday forenoon, a very large assembly of weavers took place on a hill at Henfield, a place where the four roads leading to Blackburn, Burnley, Whalley, and Haslingden, meet... they... proceeded to Accrington

amongst the mob there assembled...not less, it is asserted, than five hundred, who were armed with pikes, or to speak more correctly, knives and pieces of iron ground sharp, and fastened at the end of sticks; some carried scythes, others had large sledgehammers, and a few had pistols and guns."

about twelve o'clock, the mob proceeded in a rapid but deliberate manner to Messrs. Sykes's new mill, which they immediately broke open, and in the course of fifteen or twenty minutes, completely demolished the power-loom, sixty in number

They then went to Mr. Benjamin Walmsley's, at Rough Hey, where also they broke twenty looms, and did considerable other damage

From Rough Hey, they proceeded to Mr. J. Bury's, at White Ash, where they destroyed sixty or eighty looms.

Where did they go at 12 o'clock?
Sykes's new mill, Messrs

Write a definition for the word 'demolish'.
What with nothing left.

How many power-loom did they demolish here?
Sixty

How long did it take them to do this?
Twenty minutes

Where did they go next?
Wood Nook

How many looms were destroyed here?
About twenty

THE LANCASTER GAZETTE;
And General Advertiser for Lancashire, Yorkshire, &c.
SATURDAY, APRIL 29, 1821.

From this place they proceeded to a place called Wood Nook, where there were about twenty looms, these likewise they destroyed.

ACCRRINGTON



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Source A evidence.

16. Next they went to Rough Hey – who did the mill belong to? Benjamin Walsley ✓

17. How many looms did they break at Rough Hey? Twenty ✓

18. How many looms did they break at White Ash? Sixty or eighty ✓

15. Do you think that they were right to arrest the rioters? Yes or No? Why?

Source B: The Diary of William Varley of Higham near Burnley - 1826.

1. What is the definition of the word 'disturbance'?
To disturb someone.
To interrupt ✓

2. Place the word 'disturbance' into your own sentence?
My sister makes a big disturbance. ✓

The Diary of William Varley of Higham near Burnley-1826

10. Why might William's account be bias towards the weavers?
Angry because he was only seeing it from the weavers perspective.

April 18th. There is a great disturbance at Accrington; they break the windows where the steam looms are; (26) the country is all of an uproar for the poor weaver has neither work nor bread and the distress which prevails all over the country is very affecting and if they had work at 1/6d. a cut, and some masters pay only 1/3d. per cut, how must the poor get bread?

9. Why does William think that the riots happened?
Because the machines were taken to over his job ✓

This diary entry gives a view as to why the riots happened. It was written by William Varley, himself a handloom weaver, who was from Higham, not far from where the riots happened (William Varley, 'Diary of William Varley of Higham' in W. Bennett, ed., The History of Burnley, 1650-1850).

3. Where did the 'disturbance' take place?
Accrington ✓

4. How did they get to the power-looms?
They broke into windows ✓

5. What do the weavers not have?
Bread ✓

6. What did the weavers get paid now?
1/6d 1/3d ✓

7. Because of their reduction in pay what could the weavers not buy?
Bread ✓

8. When was the diary of account written?
April 18 ✓



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Source C: An account by Thomas Duckworth (15yrs) - Handloom weaver from Haslingden. Re-called in 1901 when he was 90.

1. Who is this account given by?
Thomas Duckworth

2. How old was Thomas when the riots happened and what was his job?
eighty-two years old

Part of an account by Thomas Duckworth

Thomas Duckworth, a fifteen-year-old handloom weaver from Haslingden, was present when the trouble started. Much later, in 1901, when Thomas was in his 90s, his reminiscences were published in the Haslingden Gazette and also speak of the poverty at the time.

Cotton weaving got to starvation work in 1826. I don't think anyone could make above 9s. a week, work as hard as they could. Food was dear—salt 4d. a pound, broken sugar 8d., lump sugar 1s. But working people didn't use much sugar. They had porridge and milk. I have had porridge twenty-one times a week . . . All farmers had loom shops and they fancied the power-loom was going to starve them to death.

3. When did Thomas give this account and how old was he at this time?
19. 1901

4. What kind of work does Thomas call handloom weaving in 1826?
Starvation

5. What was the most a handloom weaver could make in a week?
9s.

6. Do you think Thomas thinks the handloom weaver are lazy - why?
Yes because you could just do it yourself.

7. What did Thomas eat all week?
Porridge and milk

8. Which other workers feared that they would starve to death?
All jammies

Source D: A table of the female rioters and their sentences from the book 'Riot' by William Turner 1992.

1. How many female rioters were there?
Twelve

2. What were the names and ages of the two youngest female rioters?
Betty Howard Horwath and Margaret Yarns Alice Lord

The Female Rioters and their Sentences

Name (women)	Age	Sentence	Committed to
Ann Enwistle	46	Death	Transported for life
Mary Hindle	27	Death	Transported for life
Betty Cunliffe	23	Death	12 mths' imprisonment
Johanna Oldham	20	12 mths' imprisonment (not commuted)	
Phoebe Tomlinson	27	12 mths' imprisonment (not commuted)	
Betty Marsden	35	Death	6 mths' imprisonment
Alice Grimshaw	18	12 mths	3 mths' imprisonment
Betty Horwath	17	Death	3 mths' imprisonment
Ann Ingham	29	Death	3 mths' imprisonment
Margaret Yates	17	3 mths' imprisonment (not commuted)	
Alice Lord	19	Acquitted	
Peggy Lord	20	Acquitted	

3. How many of the female rioters were sentenced to death?
Six

4. What does the word acquitted mean?
Got out

5. What does the word transportation mean as a punishment?
Go to

6. How old was Mary when she was sentenced?
28

7. What was Mary's original sentence?
Death

8. What was this reduced to?
Transported for life.



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OTHER 1. TRANSPORTATION records from convicts 1826.

1. What was the name of the ship that Mary was transported on?
The Harmony

2. What level of education did Mary have?
Read and not write

3. What was a 'Ticket of Leave'?
Sydney Allowed to remain of

CONVICT RECORDS

Name of Convict: MARY HINDLE
A. Convict Indent for the Ship: Harmony
Port and date of Departure: AO NSW ref. 4/4012
Date of arrival: Reel 392

Name: <u>Mary Hindle</u>	Hair colour: <u>Brown</u>
Age: <u>28</u>	Eye colour: <u>Brown</u>
Education: <u>Read and Write</u>	Marks or scars: <u>Brown mark on right chin.</u>
Religion: <u>Protestant</u>	
Marital Status: <u>Married</u>	
No. of children: <u>1 child</u>	
Native Place: <u>Lancashire</u>	
Trade or calling: <u>Laundress</u>	
Offence: <u>Rioting</u>	
Where tried: <u>Lancaster</u>	How disposed of: <u>1. Nicholson Esq.</u>
When tried: <u>16 August, 1826</u>	Ticket of leave: <u>Sydney</u>
Sentence: <u>Life</u>	Conditional Pardon: <u>Absolute Pardon</u>
Former Convictions: <u>None</u>	Certificate of Freedom: <u>None</u>
Height: <u>3 ft 2 1/2"</u>	
Complexion: <u>Ruddy, pock pitted</u>	

Ticket of Leave AO NSW ref. 4/

Name: Mary Hindle
Ticket of Leave No: 4/4012
Date of Ticket: 16 August, 1826
Remarks: Allowed to remain in district of: Bench making recom

4. What religion was Mary?
Protestant

5. Write the definition for 'ruddy' and 'pock pitted'.
Ruddy: Have a red coloured complexion
Pock pitted: Pitted or marked with smallpox

6. How many children did she have?
one child

7. How long was Mary's sentence for?
Life

8. Describe what Mary looked like?
Brown hair brown eyes and brown mark on right chin.

Source G: 'Reward poster for the arrest and conviction of men who destroyed protestant frames'

3. How do you know that the creator of this poster did not feel sorry for the rioters? What does he call them?
Because they called them evil-minded

2. What manner does the creator of this poster say that protestors gathered in?
Riotous Manner

WHEREAS,
Several EVIL-MINDED PERSONS have assembled together in a riotous Manner, and DESTROYED a NUMBER of

FRAMES,
In different Parts of the Country :

THIS IS
TO GIVE NOTICE,
That any Person who will give Information of any Person or Persons thus wickedly

BREAKING THE FRAMES,
Shall, upon CONVICTION, receive

50 GUINEAS
REWARD.

And any Person who was actively engaged in RIOTING, who will impeach his Accomplices, shall, upon CONVICTION, receive the same Reward, and every Effort made to procure his Pardon.

Information to be given to Messrs. COLDHAM and ENFIELD.
Nottingham, March 26, 1811.

1. What is the purpose of this poster - what is it asking people to do?
They are evil.

6. What reward is available to those who do as the poster asks?
50 guineas

5. What reward will be given to rioters who tell the authorities names of other rioters?
Will receive the same reward and every Effort made to his Pardon.

4. How do you think informers would have been viewed?
Will receive the same reward and every Effort made to his Pardon.



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Flick Back Four

1. What was Mary Hindle arrested for and in what year?
2. What was Mary's original punishment?
3. Where was Mary transported to?
4. How long did Mary live in Australia for before she died?

Wednesday 8th February 2023
Rising 1826
Death
Australia
fifteen years

1. How do they come across? What do they look like?

Slim, skinny, Undernourished, wedged, harsh-up
Adolescent, juvenile, Desperate, Poor, Dour, Heavy-eyed
Tired, Lodging out, larceny, penniless, Slight

Name Albert Jackson

Name John Ryan

poor working
in days
Destitute
Poor,
Poverty
sticken
goolish
unwise
wispy

Clumsy
Preadguts
Larvous
Slim

10th Sep 1907
Thom John and Albert

First photo taken.
Caught playing with a top
goolish

Albert - 18
John - 19

Lodging Out
Preston Mill
treadmill

Preston Mill
Penoll treadmill

19 Albert Jackson ...
1 month, Petty Sessions, Manchester, 15th October, 1903, stealing nine pair of boots, as Thomas Ward.
9 months, Petty Sessions, Manchester, 19th November, 1903, frequenting, as Thomas Ward.
3 months, Petty Sessions, Manchester, 19th January, 1904, frequenting, as Thomas Ward.
3 months, Petty Sessions, Manchester, 4th May, 1904, found on enclosed premises, as Thomas Ward.
3 months, Petty Sessions, Manchester, 9th November, 1904, found on enclosed premises, as Thomas Ward.
9 months, Sessions, Stafford, 9th March, 1905, stealing two overcoats, as Thomas Ward.
12 months, Sessions, Manchester, 7th February, 1906, shopbreaking and larceny, as Thomas Ward.
1 month, Petty Sessions, Manchester, 7th January, 1907, found on enclosed premises, as Henry Pearson.
6 months, City Sessions, Manchester, 8th April, 1907, burglary (two cases), as Thomas Ward.
2 convictions for refusing to work in workhouse denied by prisoner, but proved by prison records.
3 summary convictions for refusing to work in the workhouse and lodging out.

Lancashire County Council

What was both Albert and John's main crime? Theft
They were sent to Preston Prison to serve hard labour. What machine would they have placed on? The peenol treadmill
What is so unfair about some of both Albert and John's convictions? That they were poor.
What were they punished for? What were they punished for?

18 John Ryan ...
2 and 1 month hard labour (consecutive), Petty Sessions, Bury, 25th August, 1906, stealing a shirt and frequenting, as John Ryan.
3 months hard labour, City Sessions, Manchester, 4th February, 1907, warehouse-breaking and larceny, as John Ryan.
2 and 2 months hard labour (consecutive), Petty Sessions, Manchester, 14th May, 1907, stealing four shirts and two boxes of cigarettes (two cases), as John Ryan.
9 times convicted for lodging out, &c.

18 Driller

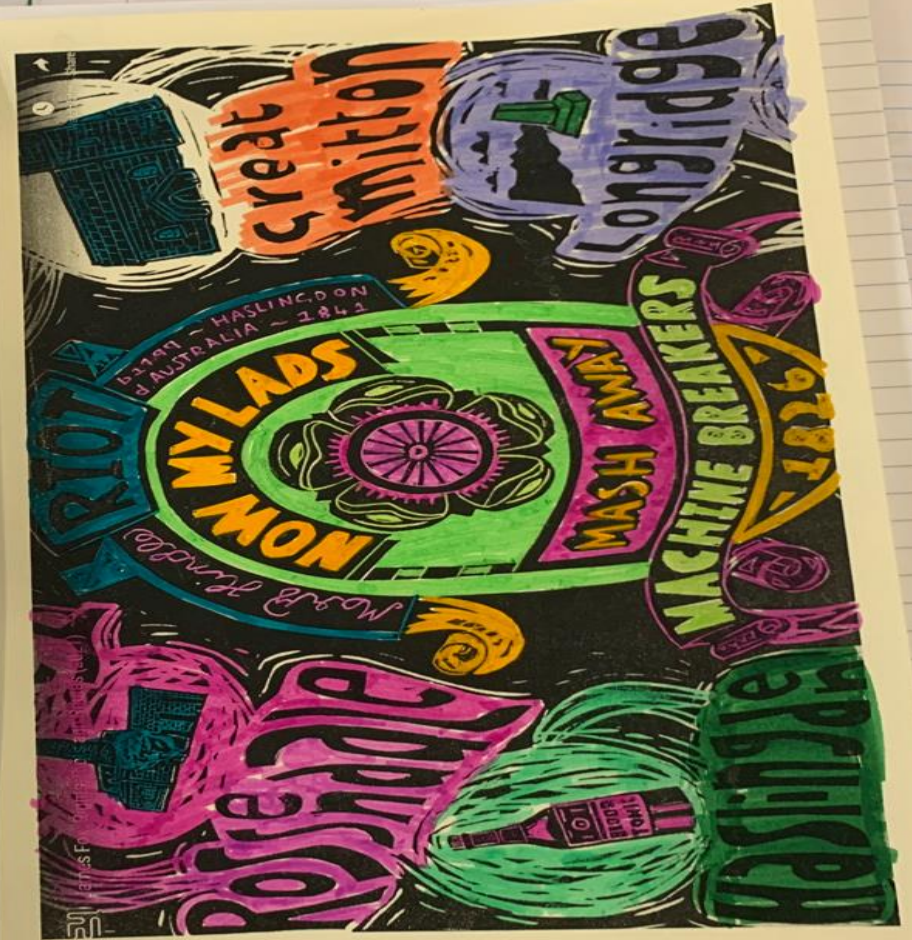
Impact



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No.	Name	Age	Crime	Convicted Where	Convicted When	Sentence	Married or Single	Read or Write	Trade	Geol's Report	Character on board the hulk
3997	Henry Bolam	15	Steal[ing] a peice of Velvetten	Worcester	30 Dec 1839	7 yrs	-	R	-	Convicted & twice Whipped a common thief	Good
4020	James Campbell	14	Theft	Glasgow	9 Sept 1840	7 "	-	R	-	Often Convicted. Bad Character	In
4124	Jerly Johnston	15	Larceny & prev conviction	Cent[ral] Criminal Court	1 Feb 1841	10 "	-	N	-	Before Convicted	Ditto
4127	Frederick Schweder	15	Larceny	Cent[ral] Criminal Court	1 Feb 1841	7 "	-	B	-	2 Mo[nt]hs & 2 weeks H[ar]d L[abour]	Good
4128	Richard Taylor	15	Larceny by a Serv[ant]	Cent[ral] Criminal Court	1 Feb 1841	7 "	-	B	-	Not known	Ditto
4166	Th[oma]s Gamell	14	Larceny by a Serv[ant]	Cent[ral] Criminal Court	1 Mar 1841	7 "	-	B	-	Ditto	Ditto
4167	George Hambury	16	Larceny	Cent[ral] Criminal Court	1 Mar 1841	7 "	-	B	-	Ditto	Indif[erent]
No.	Name	Age	Crime	Convicted Where	Convicted When	Sentence	Married or Single	Read or Write	Trade	Geol's Report	Character on board the hulk
4185	John Hillesley	15	Stealing a Coat	Kington on Thames	29 Mar 1841	7 "	-	N	-	In prison before	Good
4191	Job Parkinson	13	Larceny	Grantham	2 April 1841	7 "	-	N	-	Bad Character[ly] co[ul]d poor but honest	Ditto
4217	William Shaw	16	Larceny	Cent[ral] Criminal Court	10 May 1841	7 "	-	B	-	3 Months H[ar]d L[abour]	In
4218	Richard Pinnuck	15	Ho[use] break[ing] & Larceny	Cent[ral] Criminal Court	10 - - -	10 "	-	N	-	Not known	Good
4220	Henry Hooper	14	Larceny	Cent[ral] Criminal Court	10 May 1841	7 "	-	B	-	Ditto	In
4221	Josh[ua] Mood	15	Larceny form[e]r conviction	Cent[ral] Criminal Court	10 - - -	7 "	-	B	-	Before Convicted	In
4222	James Jerrome	13	Larceny	Cent[ral] Criminal Court	10 - - -	7 "	-	B	-	Not known	In
4223	Joseph Williamson	14	Larceny from person	Cent[ral] Criminal Court	10 - - -	10 "	-	B	-	1 Mo[nt]h H[ar]d L[abour]	In





Y5/6: Crime and Punishment: A Lancashire Study.

Wednesday 9th February 2023

Alice

Remember two things - show what you know

Then state

Alice

2014 - Anti-social behaviour crime and policy act.

1847

Juvenile Offenders Act is the first legislation to distinguish between adults and children in the justice system. Children under 14, now to be tried summarily in a magistrates court for lesser offences.

Offender: AH

Crime: Receiving stolen property (chocolate bar)

Punishment: 120 hours community service

Source: Lancashire Archives

Other Information: You may get a community sentence if you're convicted of a crime by a court but are not sent to prison. You may have to do unpaid work in your local community, like removing graffiti. This is called Community Payback. Community sentences can be given for crimes such as damaging property and theft.

1823

Prison ships are introduced to house some young offenders - the first government sponsored institutions to separate young offenders from adults. Criticised for being harsh and cruel, the last of these hulks closes in 1846.

Offender: Matilda de Grenacre of Worston 1877

Crime: Refusing to fix her hedges

Punishment: Fined 12 pence

Source: Honour of Clitheroe court roll

Other Information: At a manorial court, presided over by the lord of the manor or his steward, people could complain against others they knew. Why would Matilda's offence have caused frustration and annoyance? 12 pence was worth 2 days wages

1792

The Royal Philanthropic Society opens a centre in London to take convicted children who might otherwise be transported abroad. In 1797 it starts supporting children after they leave - possibly the first such resettlement scheme.

Offender: Mary Mayow of Bolton 1650

Crime: Swearing

Punishment: Placed in the stocks

Source: Lancashire Archives Document reference: Q58/U7/U43

Other Information: The stocks are distinguished by their restraint of the feet. Victims may be insulted, kicked, tickled, spat on, or subjected to other inhumane acts. The stocks were employed by civil and military authorities from medieval to early modern times.

1792

Offender: Robert Lingard of Preston

Crime: Receiving stolen property - white linen yarn worth 40 shillings

Punishment: Whipped and imprisoned for one month

Source: Lancashire Archives Q30/U766/Q30/U766

Other Information: In England from the Middle Ages, whipping was a common punishment for minor crimes. Whipping was a beating administered with a whip or rod, with blows commonly directed to the person's back. It was imposed as a form of judicial punishment. 40 shillings was equivalent to 20 days wages.

1823

Offender: William de Brerecliff of Burnley

Crime: Attacking William de Couden with a bow and arrows

Punishment: Fined 12 pence

Source: Honour of Clitheroe court roll

Other Information: At a manorial court, presided over by the lord of the manor or his steward, people could complain against others they knew. 12 pence was equivalent to 2 days wages.

1823

Offender: Isobel Bank of Chatburn

Crime: Gossiping

Punishment: Fined 3 pence

Source: Honour of Clitheroe court roll

Other Information: At a manorial court, presided over by the lord of the manor or his steward, people could complain against others they knew. 3 pence was the equivalent of 650 in 2017.



Pupil Book Study: Example Questions and Format



Question Examples for Book Study at Rivington

Take images from each page in a child's book. This gives a useful reminder and feedback structure with teachers as well as overview of the structure and participation.

The Process:

Start with books closed, but in front of pupils.

1. Ask about questions that invite responses. 'So, you have been learning about living things and their habitats – tell me more about what you know.'



2. 'That's interesting, can you go a little bit further...?'
3. 'What words help you explain what you know about living things and their habitats?'
4. 'How do you know these words? What helps you to use and remember these words?'
5. 'Show me.'
6. 'How does that help?'
7. 'What is good about this work?'
8. 'Why is it good?'

Question examples

With books closed, ask pupils to tell you about their studies. Use pupil knowledge organisers and books to help ask insightful questions and talk with them about what they understand through their studies.

Retention of taught content – how well do they remember?

1. I can see you have been learning all about the Stone Age to the Iron Age, tell me a little more about that period... What do you think the big ideas you are learning about in the Stone Age?
2. Tell me some of the things that have really interested you about the Stone Age to the Iron Age... #
3. Ask questions to reveal their understanding and recall how well they have remembered the content
4. Are there certain things you remember?



Pupil Book Study: Example Questions and Format



5. Why is that?
6. When was that time?
7. What was life like at that time?
8. What does Palaeolithic mean?
9. Was the Stone Age the same as the Bronze Age?
10. Why?
11. What's the difference between the Stone Age and the Iron Age?
12. Can you go further and tell me more information about that?
13. Use your book if it helps. Statements and questions that elaborate I say historians believe Neanderthals lived in the Bronze Age. Do you agree?
14. Tell me, why do you think that? Explain how we know about the past. What evidence did the archaeologists use to explain what life was like then?

Question examples

With books closed, ask pupils to tell you about their studies.

Use pupil knowledge organisers and books to help ask insightful questions and talk with them about what they understand through their studies.

Comparison and attitudes

1. Choose a page from your study [history/geography] that you are proud of. Why is that? What makes you proud of that piece?
2. Does the page you showed me connect with learning before it? How is that? Show me.
3. Choose a page from your History book that you are proud of. Why is that? What makes you proud?
4. Is there a difference between the two pieces? Why is that?
5. When you write in your Geography book is it better, the same or not as good as in your other books? What is different? What is the same?
6. Compare writing and reading between writing frames, worksheets and writing in their books. Is there a difference in expectation, transcription, productivity and engagement?
7. Tell me about the quizzes you take. How do they help?
8. Show me a quiz you have taken during this study. Which do you think is more important – English or [science/history/geography]?
9. What do you like about this study? What sticks in your memory the most? Why is that?
10. If you were to teach your family something from this study, what would it be? Why?