



Year 4 History – Victorian Industrial Revolution

Autumn Term

What will we be learning?

Use chronological skills to date when the Industrial Revolution occurred (spanned from about 1760 to 1840).

Explore links with locality by identifying why the cotton industry was centred in Lancashire.

Demonstrate knowledge of how the British History theme of Industrial Revolution changed people's lives, both positively and negatively. (Improved production speeds / quantity but home looms lost income.)

Identify historically significant people and events in different situations. 1) Jim Jarvis
2) Dr Barnado (Poor children in the Victorian era).

Use sources to respond to life as child mill apprentice and recognise the claims they make.

Recognise why the 1833 Factory Act happened and what happened as a result.

Class Historical Trip to Quarry Bank Mill



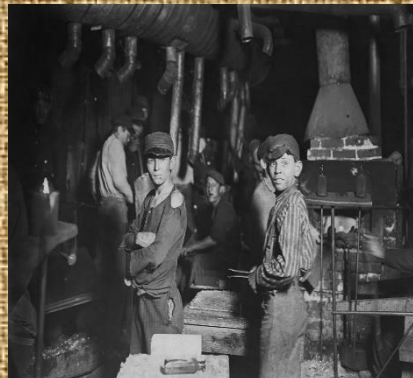
Key Questions

How did the Industrial Revolution begin?

What affect did this have on Lancashire?

What was life like for children during this time?

What were working conditions like?



Key Vocabulary

workhouse	Mill towns
Cotton farm	Work conditions
Industrial Revolution	loom
orphan	apprentice



Year 4 History – Plague

- Spring Term

What will we be learning?

When in time this era occurred (*arrived in 1347*)

How significant events impacted on people's lives (*estimates range between roughly one-third and one-half of the total European population in the five-year period of 1347 to 1351 died*)

What was the legacy of this event? (*immunity development, sanitation, health awareness*)

Place events in chronological order *and know that the Middle Ages followed the collapse of the Roman Empire.*

Make comparisons between life in these times and our own (*similarities and differences: Covid-19 safety measures, vaccines, difference in medical practises*)

Explain what caused the event and how it was managed (*believed to have been the result of an infectious fever caused by the bacteria. The disease was likely transmitted from rodents to humans by the bite of infected fleas.*)

Misconceptions about the causes of the virus: punishment from God, air borne pollution, poisoned, position of planets.



Key Questions

How did the plague begin?

What affect did this have on everyday life?

What was life like for children during this time?

What were living conditions like?

What did people do to avoid the disease?

Key Vocabulary

disease	plague doctor
health	hygiene
Immunity	bacteria
vaccine	era



Year 4 History – Egypt - Summer Term

What will we be learning?

When in time this era occurred (*For almost 30 centuries—from its unification around 3100 B.C. to its conquest by Alexander the Great in 332 B.C.*)

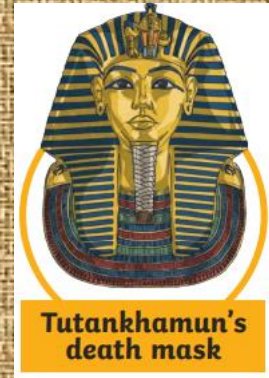
Know why they lived along the Nile (*so that they could use the water to grow crops, to get food from and for soil.*)

Past times and rituals taken as part of beliefs and traditions (*sacrifice, Gods, worship*)

Place events in chronological order *and know where to place on a timeline*



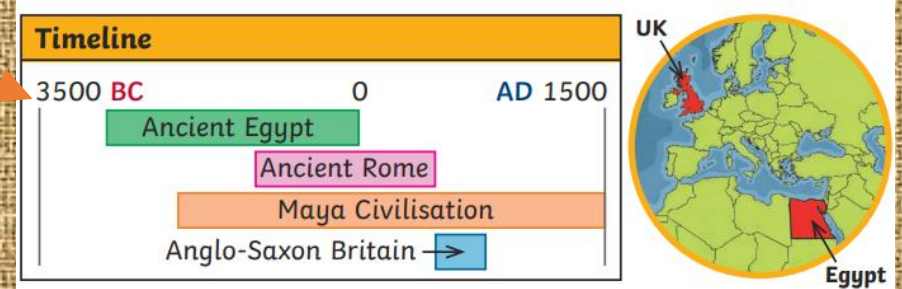
canopic jars



Tutankhamun's death mask



EGYPT



Key Vocabulary

Tomb	a building to hold a dead person
Pharaoh	the most powerful person in ancient Egypt
Afterlife	(eternal) life after death
Canopic jar	a jar used to store a person's organs
Mummification	preserving a body for the afterlife
Sacrifice	an offering made to the Gods
Tutankhamun	a well-known Egyptian pharaoh
Hieroglyphics	a writing system using symbols

Key Questions

Why was the River Nile important to them? *Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.*

How did Egyptians worship their Gods?

In what ways did they honour their Pharaohs?