

# **Teacher Fellowship Programme 2018: Teaching the Age of Revolutions**



**HA Teacher Fellowship resource**

**Alison Mansell**

**Scheme of work for primary history  
Why should we remember 'Peterloo'?**

### **About this unit**

Since the end of the Napoleonic Wars in 1815, increasing numbers of working people suffered very poor living and working conditions. Many who lived in increasingly industrialised areas like Manchester, which had no representation in government (MPs), began to campaign for universal suffrage – the right to vote. Only the wealthy had the right to vote. The working people followed men like Henry Hunt and the journalist William Cobbett, who argued that extending the vote to working men would lead to better use of public money, fairer taxes and an end to restrictions on trade, which damaged industry and caused unemployment.

On 16 August 1819, 60,000 people gathered in St Peter's Field in Manchester city centre to demand the vote. They marched peacefully into the city from many surrounding towns to congregate and listen to a speech by Henry Hunt. Fearing revolution, the authorities ordered the arrest of Henry Hunt and armed guards charged the crowd. It is estimated that 18 were killed, and nearly 700 seriously injured. The event became known as the Peterloo Massacre.

This unit focuses on the events leading up to the massacre, the day itself and the ripples of its impact. Underpinning much of the unit is the concept that there are reasons why people acted as they did, and children should recognise the importance of causality. There is a strong emphasis on children investigating issues and solving valid historical questions, recognising the nature of the evidence on which their judgments and knowledge are based. While there are some cross-curricular suggestions, the focus is on developing historical understanding and thinking.

### **Unit structure**

This unit is structured around two history enquiry themes:

1. How do we remember people and events from the past?
2. What does Peterloo tell us about Georgian Britain and what is its legacy?

These themes are considered through a number of specific key questions:

- How do we remember people and events from the past?
- 'MPs for sale?' Who represented Manchester?
- Protest, riot or revolution? What happened at St Peter's Field?
- Who was to blame for the Peterloo Massacre?
- Why and how should we remember Peterloo? What is the legacy of Peterloo?


### **How this unit links to the new National Curriculum for primary history**

- A study of an aspect or theme in British history that extend pupil's chronological knowledge beyond 1066

#### **Possible links to other units**

- Key Stage 2 A local history study – studies of protest in Georgian Britain in different localities:
  - Spitalfield Silk Weavers Riots (London)
  - Gordon Riots 1780 (London)
  - Pentrich Rebellion 1817 (Derbyshire)
  - The Luddites 1811–1812 (Nottinghamshire, Yorkshire, Lancashire)
  - Tolpuddle Martyrs 1834 (Dorset)
  - The Chartists 1838–1850 (Newport)
- Key Stage 2 Waterloo and the Age of Revolution
- Key Stage 2 The Georgians

Enquiry 1: How do we remember people and events from the past?

LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should:</b> Develop the appropriate use of historical terms. Develop the ability to use a variety of sources of evidence to ask and answer historical questions.</p>	<p><b>Session 1: Vocabulary</b> <b>LO: Use historical vocabulary and ask historical questions</b></p> <p>ACTIVITY: ESCAPE ROOM – What are the links? What do these pictures have in common? Children discuss, identify pictures and complete missing words on clue sheet</p> <p>INSTRUCTIONS Each team will be given a set of picture clues. Complete the mystery word(s) in order to move on to the next challenge. For Challenge 3, you will need the ‘CODE BREAKER’. When you have completed all four challenges, use the vocabulary to ask historical questions about the topic. Can your team score 10/10 and BECOME FULLY FLEDGED HISTORY DETECTIVES?</p> <p>As groups work through each challenge pack, encourage them to discuss what they see in the pictures and develop their thinking. For example, what are people in the picture doing? What does this picture show us about life at this time? Is this Britain, or could it be another country?</p>	<p><b>PPT: S1 ESCAPE ROOM</b> PREPARATION: PPT picture slides should be printed five times and placed in four envelopes or zip packs according to the number on the top left of the slide. As each group completes the worksheet, they release the next pack.</p> <p>At Challenge 3, they will need the code sheet (simple A=1 B=2). Challenge 3 packs can be placed in a variety of places around the room.</p>  <p>The grid contains images of historical buildings, a boot, a flag, a group of people, a man in a top hat, a group of people in a field, a man in a top hat, a group of people in a field, a man in a top hat, a group of people in a field, a man in a top hat, a group of people in a field, a man in a top hat, a group of people in a field.</p> <p>The worksheet for Challenge 3 includes a title 'PPT: S1 ESCAPE ROOM', a task 'Discuss the images as a group and work out the key words', and a grid for recording key words. It also includes a 'CODE BREAKER' section with a grid for recording answers and a list of historical questions to investigate.</p>	<p>Can the children identify key vocabulary for the period? Can they identify key events and significant individuals? Can they ask historical questions using the vocabulary introduced?</p> <p><b>Individual</b> Write three enquiry questions using historical vocabulary.</p>

TASK: Children write enquiry questions using new vocabulary and interrogation of the pictures.

**Children should:**  
Develop an understanding of the subjective nature of historical evidence and recognition of the validity of multiple narratives.

**Session 2: Memorials**  
**LO: How do we remember people and events from the past?**

**STARTER: PPT – MATCH THE MEMORIAL**  
Match the events or person to the memorial (could include pictures of local memorials)  
**MEMORIAL FOCUS:** Image of Wellington's Column, Liverpool  
What is it? Why is it there? What is its purpose? Why was this person chosen? What might it commemorate? Who might have decided to build it? Why has it been placed in this location?

**EXPLAIN:** How we chose to remember people and events tells us a lot about the feelings and ideas of people at the time. This is the Duke of Wellington, who led the British against Napoleon and France at the Battle of Waterloo in Belgium in 1815. It was built between 1861 and 1865. What does it tell us about people's attitudes at that time?

**MODEL: PICTURE OF GEORGE III**  
Say what you see, explain what you see, infer:  
What does the King think of himself? How does he

**PPT: S2 RECORDING HISTORY**  
**Match the Memorial**

**King George 3 (1760 - 1820)**

- What does the King think of himself?
- How does he want others to see him?
- What do other people think of him?
- How do other people see him?

Can children recognise that some events, people and changes in the past have been interpreted in different ways? Can they suggest possible reasons for this? Can they suggest how we can gain a 'balanced view' of past events? Do they think this is important? Why?

**Individual**  
Paragraph comparing the memorials depicting Waterloo, explaining why they agree or disagree with the statement by English Heritage.

want others to see him?  
How is it different from the portrait? Who drew this and why? Explain the difference and motivation for this depiction.

EXPLAIN: George Cruickshank  
What do others think of him? How do you know?  
Why?

ACTIVITY IN PAIRS: Caricature of George IV.  
See, explain, infer.

1. What does the King think of himself? How does he want others to see him?
2. What do others think of him? How do you know? Why?

PPT: Compare memorials of Waterloo  
How are they different/the same?

*'Britain's approach to commemorating the nation's dead began to change during the 19th century. Before the Victorian period, monuments were erected to celebrate national victories and honour officers and commanders.*

*After the Boer War (1899-1902) though, it became very noticeable that it wasn't just officers being remembered. Particularly after the devastation of the First World War, memorials were erected as the focus for people's grief.*

Claire Wilson (2016) '10 things you probably didn't know about London's war memorials', *English Heritage*. Available at: <http://blog.english-heritage.org.uk/10-things-you-probably-didnt-know-about-londons-war-memorials/>

## Compare Memorials of Waterloo



<http://britainunited.com/stone-of-wellington/>

Unveiled: 1846



Unveiled  
: 2014



<http://www.dailymail.co.uk/news/article-2882254/Wellingtons-heroes-finally-won.html>

	<p>TASK: Do you agree/disagree with English Heritage? Why?</p> <p>REFLECTION: What do you think about portraits and statues as an accurate image of a historical figure? Is it useful to have these portraits and statues? Why?</p> <p>How is what we record and how we record helpful to understanding history? Why should we question what we see/read? How can we be accurate about the past?</p> <p>What might happen if we didn't have any records, pictures, statues, etc.?</p> <p>EXTENSION: Learn a song from the Georgian era – 'O'er the Hills and Far Away'</p> <p>What is this song about? Who do you think sang it? Why do you think it became popular? Why do we still remember it today?</p> <p>TASK: Write a new verse</p> <p>What message do you want to convey about war from 2019?</p>		
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<p>Enquiry 2: What does Peterloo tell us about Georgian Britain and what is its legacy?</p>			
<p><b>Children should:</b> Develop an understanding of how to identify a specific event,</p>	<p><b>Session 3: Representation</b> <b>LO: 'MPs for sale?' Who represented Manchester?</b></p> <p>STARTER: MANCHESTER MAPS Spot the difference: What is similar and different? How had things changed in Manchester in the 100 years between these pictures? (buildings, people</p>	<p><b>PPT: S3 WHO HAD THE POWER</b></p>	<p>Can children identify who has and hasn't the right to vote? Can they identify that Manchester in the 1700s was not represented in national</p>



person or period within history, considering physical and intellectual aspects of the past (change and continuity).

living in city – increase in population, smoke – industry) Where would the people have been from? (Agricultural Revolution) Why are these not photos? How would they have been made? What might it have been like to live in the 1750s or 1850s?

ROLE PLAY: Who was in charge?  
 What do people do if they want things to improve?  
 Role of MP today (example on PPT).

ROLE PLAY: Ballot Box 1819 – Election Cards: Woman (23 years old, weaver); Woman (49 years old, mill worker); Man (49 years old, labourer); Man (25 years old, tenant farmer); Man (35 years old, owns property).

Line up children with cards.

As each comes up, ask: Can I vote? (Give evidence from the text on whether they can or can't.)

Who held the power? What did MPs (Members of Parliament) do? Who represented Manchester?

THE CORN LAWS:

Bread was made from corn and was the most common food for working people. The British farmers did not want the value of their corn to go down. High price = more profit. A tax was charged on corn imported from other countries so no cheap corn. The government restricted the amount of corn that could be imported into Britain, keeping the price high. How do you think poor people reacted?

TASK: Chose a person from the role play and stick



**ROLE PLAY: Who was in charge?**  
 What do people do if they want things to improve? Role of MP today (example on PPT)  
**PAIRS: Interrogate text**  
 Throughout the Georgian period the political rights of ordinary men and women were extremely limited. **Only those men with substantial property or wealth were entitled to vote** – a tiny fraction of the population. Many Members of Parliament were elected to represent 'rotten boroughs' – these were boroughs in which just a handful of voters enjoyed totally disproportionate representation in Parliament. Many large towns such as **Manchester**, on the other hand, which were expanding quickly as a result of migration and industrialisation, had **no representation** at Westminster at all until the passing of the first Reform Act in 1832. (Matthew White)


**Who gets to vote in the 1800s?**

EXTENSION: Research Manchester  
<https://www.bbc.com/bitesize/guides/zwdqk7h/revision/1>  
<http://www.localhistories.org/manchester.html>  
<https://www.bl.uk/romantics-and-victorians/articles/manchester-in-the-19th-century>

government? Do they understand what universal suffrage is, and the type of people who would be excluded from voting? Can they suggest what life would have been like for an 'ordinary person' in 1700s Manchester? Can they give reasons for possible dissention?

**Individual**

Choose role play character and draw thought bubbles to reflect their thoughts about voting.

	<p>it in your book. Write around your character what their life was like. Draw a thought bubble describing what they thought about voting/not voting.</p> <p>REFLECTION – CARICATURE: What does this tell us about how people felt? How do you think people in Manchester felt? What do you think they should have done? Life was very difficult – no vote, corn laws, work increased, less pay.</p> <p>EXTENSION: Manchester history Population of Manchester/Greater Manchester, average life expectancy, percentage of people working in the mills <a href="http://grimshaworigin.org/grimshaw-involvement-in-the-industrial-revolution/manchester-the-first-industrial-city/">http://grimshaworigin.org/grimshaw-involvement-in-the-industrial-revolution/manchester-the-first-industrial-city/</a></p>		
<p><b>Children should:</b> Develop an understanding of the reasons that affected people's actions and how these actions had consequences.</p>	<p>Session 4: Protest, riot or revolution? LO: What happened at St Peter's Field?  (SPECIAL NOTE: During the course of this session, try to build a sense of anticipation and also tension among the magistrates and the yeomanry. Allow the narrative to unfold the events.)  REVIEW: Voting and Corn Laws  ACTIVITY 1: ROLE PLAY Pin poster on to the wall – pamphlet for protest meeting at St Peters Field on Sunday 16 August Five or six groups: Member of each group goes to read it – relays back to the others</p>	<p><b>PPT: S4 PROTEST, RIOT OR REVOLUTION</b></p>  <p>St Peters Field Map <a href="http://www.nationalarchives.gov.uk/education/resources">http://www.nationalarchives.gov.uk/education/resources</a></p>	<p>Can children identify the chronological events of the day? Can they identify the attitudes and expectations of the different groups of people: protestors, yeomanry, magistrates? Can they use the historical documents to establish what happened at the meeting? Can they infer some of the</p>



	<p>PPT: Show map of location and towns around Manchester and locality  Workers: Not happy about no votes, heavier taxation, no representation in London and working conditions. What are you going to do? This is a chance to protest.  PPT: Look at banners – prepare your own with the same words.  Magistrates: In charge. You see the pamphlet – how are you going to react? What are you worried about? Think back to Escape Room session – what events have there been in other countries that might have an influence on this meeting? Discuss who you will need to help you.  Each group performs role prior to gathering – freeze-frame and thought track. Interview members of the crowd.</p> <p>ACTIVITY 2: USE EVIDENCE TO WORK OUT WHAT HAPPENED</p> <p>Watch video: St Peter’s Field 1819  <a href="https://vimeo.com/156157535">https://vimeo.com/156157535</a>  Extract of computer simulation: Count Up – 10,000, 20,000... 60,000 FREEZE.  Pairs: What do you think happened next? (Many who are studying outside Manchester may not be familiar with what happened.)  When the children have had time to discuss and make their predictions, give out the following to different pairs. After discussing their document in pairs, share what they have found out with others on their tables.</p> <p>ACTIVITY 3: MAKE INFERENCES FROM A PICTURE</p>	<p><a href="/protest-democracy-1818-1820/st-peters-field-map/">/protest-democracy-1818-1820/st-peters-field-map/</a></p> <p>ACTIVITY 2: USE EVIDENCE TO WORK OUT WHAT HAPPENED</p> <ol style="list-style-type: none"> <li>1. EXTRACT OF ‘THE MASK OF ANARCHY’: What has happened? Interrogate the text.  <a href="https://www.poetsgraves.co.uk/Classic%20Poems/Shell%20Poem/the_mask_of_anarchy.htm">https://www.poetsgraves.co.uk/Classic%20Poems/Shell%20Poem/the_mask_of_anarchy.htm</a></li> <li>2. LIST OF THE DEAD – What has happened, how and why?  <a href="http://spartacus-educational.com/PRdeaths.htm">http://spartacus-educational.com/PRdeaths.htm</a></li> <li>3. LIST OF PERSONS KILLED – What has happened, how and why?  <a href="https://www.bl.uk/collection-items/lists-of-the-killed-and-wounded-from-the-peterloo-massacre">https://www.bl.uk/collection-items/lists-of-the-killed-and-wounded-from-the-peterloo-massacre</a></li> <li>4. HOUSE THAT JACK BUILT – What has happened?  <a href="https://www.bl.uk/collection-items/the-political-house-that-jack-built-a-radical-political-satire-by-william-hone-and-george-cruikshank">https://www.bl.uk/collection-items/the-political-house-that-jack-built-a-radical-political-satire-by-william-hone-and-george-cruikshank</a></li> </ol>	<p>motives for behaviour by the different groups of people? Can they describe the events through poetry?</p> <p><b>Individual</b>  Poem using only words selected from the list of vocabulary generated about Peterloo.</p>
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Children discuss parts of the painting using observation, explanation and inference.

**TASK: POETRY**  
 Refer back to 'The House that Jack Built' and its satirical use of a children's rhyme.  
 As a class, agree a set of 15–20 words linked to the events at St Peter's Field.  
 Write a poem using only words selected from the list. Words can be repeated. Children may wish to use another rhyme, e.g. London's Burning, etc.

**SUGGESTED VOCABULARY:**  
 Yeomanry, woman/women, child/children, man/men, protest, magistrate, force, no, cheer, smile, fear, horse, cut/cutting, trample/trampling, cry/crying, shoot/shooting, scream/screaming, march/marching

**ACTIVITY 3: MAKE INFERENCES FROM A PICTURE**  
 Children discuss parts of the painting using observation, explanation and inference.

 <b>Protesters under attack:</b> thinking/feeling/saying What might the protesters under attack in this drawing be <b>thinking</b> at this moment? What might they be <b>feeling</b> ? What might they <b>say</b> to each other?	 <b>People on the stage:</b> thinking/feeling/saying What might Henry Hunt be <b>thinking</b> at this moment? What might he be <b>feeling</b> ? What might he <b>say</b> to the others?
 <b>Yeomanry:</b> thinking/feeling/saying What might the yeomanry be <b>thinking</b> at this moment? What might they be <b>feeling</b> ? What might they <b>say</b> to each other?	 <b>Magistrates:</b> thinking/feeling/saying What might the magistrates be <b>thinking</b> at this moment? What might they be <b>feeling</b> ? What might they <b>say</b> to each other?

**Children should:**  
 Develop an understanding of the subjective nature of historical evidence and recognition of the validity of multiple narratives. Develop the

**Session 5: Opinions and evidence**  
**LO: Who was to blame for the Peterloo Massacre?**

**STARTER:** Power, politics and protest game  
[http://www.nationalarchives.gov.uk/education/politics/g4/q4\\_game.htm](http://www.nationalarchives.gov.uk/education/politics/g4/q4_game.htm)  
 Tell the children that they will be writing a newspaper report about what happened in Manchester. They will decide who they believe based on the evidence that they gather from the gallery and from the video/s. They must cite the evidence in their reports.

**ACTIVITY 1: Who do you believe?**  
 Evidence gallery: Information sheets are stuck

**PPT: S5 WHO WAS TO BLAME**

**Who do you believe?**

Statements	Supporting evidence	Source of evidence
The protest was peaceful.		
People had walked from the entire Manchester area.		
The magistrates were afraid of the protesters.		
The people were attacked by the yeomanry with their sabres and trampled by horses.		
The yeomanry did not attack the people. People died accidentally.		
The events at St Peter's Field were reported in the newspapers.		

Can children identify bias/opinion in historical sources? Can they give reasons for this? Do they understand that our knowledge of the past comes from different sources? Can they evaluate and identify useful sources? Can they refer to evidence in suggesting an opinion about past events?

<p>ability to effectively convey understanding about historical events in a variety of appropriate media.</p>	<p>along a wall as a gallery.          Pairs: Look for evidence that supports the statements on the worksheets. Think about where the evidence has come from and the agendas that different groups of people might have had.</p> <p>ACTIVITY 2: VIDEO – The Peterloo Massacre ‘Timelines.tv History of Britain B12’  <a href="https://www.youtube.com/watch?v=I-ln4p4mWu0">https://www.youtube.com/watch?v=I-ln4p4mWu0</a>          Make any additional reporter’s notes from the video.</p> <p>TASK: Newspaper report          Choose the newspaper you represent. You are an eyewitness. Language must be detailed, as there is no other way of providing information for people. Choose your vocabulary carefully for maximum impact. Include quotes from others who were present.</p> <p>REFLECTION          Peterloo Massacre – why do you think people use this term?          The term ‘Peterloo’ was intended to mock the soldiers who attacked unarmed civilians by echoing the term ‘Waterloo’ – with the soldiers from that battle being seen by many as genuine heroes.</p>		<p><b>Individual</b>          Newspaper article giving evidence to support opinion.</p>
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Overall enquiry: What is the legacy of Peterloo? How do we remember people and events from the past?

**Children should:**  
Develop the ability to use a variety of sources of evidence to ask and answer historical questions.

**Session 6: Legacy**  
**LO: Why and how should we remember Peterloo?**

What is the legacy of Peterloo?

STARTER: The Peterloo Handkerchief  
Children discuss what they observe on the picture.  
Why do you think this was made into a handkerchief?

PAIRS: Look at location on modern map – how is it remembered? Look at street view. Search for a memorial. (There isn't one!)

PAIRS: The Blue Plaque was replaced by the Red Plaque in 2007. Why?  
<http://www.peterloomassacre.org/blue-plaque.html>

ACTIVITY 1: What were the effects of Peterloo on Britain then and beyond?  
<https://www.theguardian.com/news/2018/jan/04/peterloo-massacre-bloody-clash-that-changed-britain>  
Stephen Bates (Jan 2018) 'The bloody clash that changed Britain', *The Guardian*.

Pairs: Present the facts on strips. Sort them into 'immediately after' and 'over time'. Follow with a discussion on whether the protesters achieved reform – in their lifetime? – for future generations?

TASK: ART – design a memorial for the Peterloo Massacre  
There is currently no memorial that commemorates

**PPT: S6 RIPPLES THROUGH TIME**



[http://www.teachinghistory100.org/objects/peterloo\\_handkerchief](http://www.teachinghistory100.org/objects/peterloo_handkerchief)

Map of modern Manchester  
[https://www.google.co.uk/maps?q=st+peter's+field+manchester&um=1&ie=UTF-8&sa=X&ved=0ahUKEwiQorLYqNjAhWFK8AKHQBiB YUQ\\_AUICigB](https://www.google.co.uk/maps?q=st+peter's+field+manchester&um=1&ie=UTF-8&sa=X&ved=0ahUKEwiQorLYqNjAhWFK8AKHQBiB YUQ_AUICigB)

Legacy statements: effects of Peterloo on Britain and below

Can children identify the causes of change in the political system?  
Can the children demonstrate an understanding of how the events in Manchester were part of a chain of events that led to political change? Can the children suggest a memorial that encapsulates the legacy of Peterloo?

**Individual**  
Artwork choosing elements that children feel are important to include.

the Peterloo Massacre, although many people have fought for one over many years. The 200th anniversary of Peterloo falls in 2019. Design a fitting memorial and locate it on Google Maps. Write a short speech for the unveiling, explaining your design and what it means.



A proposed design by George Cruickshank at the time



GRAPHIC NOVEL: <https://peterloo.org/>

REFLECTION: Do you agree?  
According to Nick Mansfield, director of the People's History Museum in Manchester, 'Peterloo is a critical event not only because of the number of people killed and injured, but because ultimately it changed public opinion to influence the extension of the right to vote and give us the democracy we enjoy today. It was critical to our freedoms.'

**IN 1819:** Present the facts on strips. Sort them into 'immediately after' and 'over time'. Follow with a discussion on whether the protesters achieved reform – or their 'dream'? **Exclude predictions!**

- Peterloo was the first public meeting at which journalists from important, distant newspapers were present and within a day or so of the event, accounts were published in London, Leeds and Liverpool. The London and national papers shared the horror felt in the Manchester region, and the 'being of' migration throughout the country became intense.
- A few days later, the Prince Regent sent a message recording his 'great satisfaction at their (parliamentary) prompt, decisive and efficient measures for the preservation of the public tranquility.'
- The authorities gave a vote of thanks to the military. 'The ceremony had merited the entire approbation of all the respectable inhabitants of this large and populous town.'
- 500 other citizens complained: 'We feel it our bounden duty to protest and to express our utter disapprobation of the unrespectable and unnecessary violence by which the assembly was dispersed.'
- The immediate effect of Peterloo was a creditable conviction. The government instructed the police and courts to go after the perpetrators, press and publication of the Manchester Observer.
- Henry Hunt was sentenced to two and a half years in prison for unlawful and seditious assembling. His sentence had been allowed since the way the meeting had been attacked.
- The outrage felt across the country eventually led to the Great Reform Act in 1832, introducing wide-ranging changes to the electoral system of the United Kingdom. Working men, however, could have to wait many decades for the vote, and women could not get the vote until 1918.
- Most historians believe it led to the rise of the Chart of Movement from which grew the Trade Unions, resulted in the establishment of the Manchester Guardian, and signifi- cantly of all, paved the way toward ordinary people being given the vote.

FURTHER RESEARCH: Websites

[http://news.bbc.co.uk/local/manchester/hi/people\\_and\\_places/history/newsid\\_8198000/8198410.stm](http://news.bbc.co.uk/local/manchester/hi/people_and_places/history/newsid_8198000/8198410.stm)

<https://www.bl.uk/romantics-and-victorians/articles/the-peterloo-massacre>

<http://www.peterloomassacre.org/history.html>

<http://luna.manchester.ac.uk/luna/servlet/Manchester~24~24>



### **How will this enquiry help children to make progress in history?**

The activities address a number of historical and broader concepts, plus an expanding database of knowledge related to the locality and the Georgian period, as well as the wider context.

These skills and concepts include:

- Acquisition of specialised vocabulary and terminology and reinforcement of concepts encountered in a range of contexts.
- Historical enquiry, including research.
- Making inferences and imagining historical situations and choices.
- Understanding significance.
- A sense of geography and space.
- Cause, consequence and motivation, including reactions to changes and developments.
- Change, continuity, progression and regression.
- Comparison and contrast, similarity and difference, variety.
- An understanding of the nature and use of evidence.
- Communicating historical understanding in different ways, such as written, discussion, role play.

### **How might this enquiry be adapted for children of different ages and different abilities?**

There are certain key ideas that it is important for children of all ages and abilities to acquire, namely:

- The importance of careful consideration of evidence in historical enquiry and the way that it can be used to support differing opinions.
- That as well as being shaped by the past revolutions, the events of this period were linked to and instrumental in future changes.

This unit is aimed at Year 5 or 6. More able children could:

- Have more focus on children running the enquiry.
- Focus on some of the more challenging themes, such as the use of satirical cartoons and the view of monarchy.
- Greater familiarity with specialist vocabulary.
- Giving more depth to explanations of why things were as they were.
- Better recognition of alternative views and the tentative nature of conclusions.
- Showing greater insights when making comparisons and contrasts within and outside the theme, and the ability to make links and connections.
- Understanding how the local situation is typical of the wider picture.