

Autumn | Cycle A | Cracking Kernow

Local History Study

Lesson	Enquiry Question	You will learn (Knowledge)	National curriculum
1		•	
2		•	
3		•	
4		•	
5		•	
6			

Spring | Cycle A | A population problem?

Twentieth-century conflict

Lesson	Enquiry Question	You will learn (Knowledge)	National curriculum	Vocabulary
1	What were the different causes of the First World War?	<ul style="list-style-type: none"> <li>How Germany was unified under Bismarck.</li> <li>What the four MAIN causes of the First World War were.</li> <li>What happened after Archduke Franz Ferdinand was assassinated.</li> </ul>	They should regularly address and sometimes devise historically valid questions about change, <b>cause</b> , similarity and difference, and significance.	Appeasement Artillery Blockade Bombardment Conscription Empire Propaganda Rearmament Reparations Treason
2	Why were so many lives lost on the Western Front?	<ul style="list-style-type: none"> <li>Why new weaponry was important.</li> <li>What conditions in the trenches were like.</li> <li>What happened in the Battle of the Somme.</li> </ul>	They should note connections, contrasts and <b>trends</b> over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
3	Was the Treaty of Versailles fair?	<ul style="list-style-type: none"> <li>What the different aims of the 'Big Three' were.</li> <li>What the terms of the Treaty of Versailles were.</li> <li>How fair the Treaty of Versailles was.</li> </ul>	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
4	How did Hitler rise to power?	<ul style="list-style-type: none"> <li>Why the Weimar Republic was unpopular.</li> <li>Why the Nazi Party became popular after 1929.</li> <li>Why Hitler was so popular with the</li> </ul>	They should regularly address and sometimes devise historically valid questions about change, <b>cause</b> , similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant	

		German people.	historical information. They should understand how our knowledge of the past is constructed from a range of sources.	
5	What caused the Second World War?	<ul style="list-style-type: none"> <li>• How successful the League of Nations was at stopping conflicts.</li> <li>• How Hitler increased tensions in Europe.</li> <li>• What other countries did to try to prevent war.</li> </ul>	<p>They should regularly address and sometimes devise historically valid questions about change, <b>cause</b>, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
6	Unit check out	Assessment: Could the Second World War have been avoided?	They should regularly address and sometimes devise historically valid questions about change, <b>cause</b> , similarity and difference, and significance.	

Summer | Cycle A | Evolution and expedition

Industrial Revolution

Lesson	Enquiry Question	You will learn (Knowledge)	National curriculum	Vocabulary
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1	What were the main features of Victorian society?	<ul style="list-style-type: none"> <li>• How Britain benefited from the British Empire</li> <li>• What the class structure of Victorian society was</li> <li>• How people could move up or down within the class system</li> </ul>	They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.	Agricultural British empire Colonies Era Industrial revolution Industry Mass production Poverty Sanitation
2	What were living and working conditions like during the Industrial Revolution?	<ul style="list-style-type: none"> <li>• Why so many people moved to cities</li> <li>• Why living conditions meant diseases spread easily</li> <li>• What issues there were with working conditions, health, pollution and crime</li> </ul>	They should note connections, contrasts and <b>trends</b> over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, <b>cause</b> , similarity and difference, and significance.	
3	How successful were political acts at making Britain fairer?	<ul style="list-style-type: none"> <li>• What problems there were with the voting system in the early 1800s</li> <li>• What political acts were introduced at that time</li> <li>• How successful those acts were at making Britain a fairer place</li> </ul>	They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.	
4	What was it like for working children during the Industrial Revolution?	<ul style="list-style-type: none"> <li>• What some of the major inventions of the Industrial Revolution were</li> <li>• How these inventions affected the lives of children</li> <li>• What jobs children did</li> </ul>	They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.	
5	How did the Industrial Revolution change Feltham?	<ul style="list-style-type: none"> <li>• How London grew during the Industrial Revolution</li> <li>• How the town of Feltham changed</li> <li>• How these changes affected people's lives</li> </ul>	They should regularly address and sometimes devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.	
6	Unit check out	Assessment: What advantages and disadvantages did	They should regularly address and sometimes	

		the Industrial Revolution have for working-class people?	devise historically valid questions about <b>change</b> , cause, similarity and difference, and significance.	
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