

Title of Rubric:

KS3: Education through the ages.

Subject curriculum intent:	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: <ul style="list-style-type: none">• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life• events beyond living memory that are significant nationally or globally• the lives of significant individuals in the past who have contributed to national and international achievements.			
End of KS3 intent/outcome	End of KS4 intent/outcome		End of KS5 intent/outcome	
To be able to identify similarities and differences between education from present day and education before 1950s.	To be able to vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.		N/A	
Intent for this topic:	For pupils to be able to identify key changes in education from the past leading up to present day. For pupils to be able to identify similarities and differences from how education was taught in schools and how the school environment has changed.			
Core vocabulary needed for this subject/topic:	Past, present, changes, differences, similarities			
Vocabulary pupils will have accessed in other topics or subject areas:	Rights, law.			
Key vocabulary taught within this topic:	Victorian. Policy. Curriculum. Schools. Colleges.			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?

3	History	Trade and Industry	Year 1 – Spring 1	Rights of children – many children working from a young age in the factories. Children did not have the right for an education and worked instead.
3	PSHCE	Looking after our school	Year 3 – Autumn 1	What a school does. How a school caters for pupils.
3	PSHCE	Looking after our schools / rules for schools	Year 1 – Autumn 1 Year 2 – Autumn 1	What a school does. What rules we have in school in present day.
3	PSHCE	Realising my Rights	Year 3 – Autumn 2	Right to an education. Rights to equal access. Right to protection from harm. School articles.

Links to other subjects: PSHE – individual differences, our rights.

Key themes:

- Victorian Britain education
- Changes in school resources.
- Changes in school policy.
- Changes in curriculum.

RRS Articles: Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	B2 P 5-6	B2 P 7-8	B2 Step 1	B2 Step 2
Key learning: Education through the ages.				
<u>Subject specific knowledge</u>	<p>Can show some understanding that past is an event that has already happened i.e. England's oldest school was established in 597AD.</p> <p>Can show some understanding that present is what is happening now i.e. Education is undergoing reforms.</p> <p>Is able to understand terms past and present where difference is marked.</p>	<p>Knows terms past and present and can categorise items as belonging to past / present.</p>	<p>Knows differences in features from past and present.</p> <p>Is able to understand and use common words / phrases relating to time: past, present, future, before, after, a long time ago etc.</p>	<p>Knows that the past can be divided into different time periods and use dates to support this i.e Victorian Britain - Late Modern Period.</p> <p>Is able to understand what evidence is used to make historical claims about this time i.e historical records, photographs, media - newspapers, radio recordings.</p>
<u>Subject specific skills</u>	<p>Is beginning to sort objects and pictures into past and present by grouping via familiarities i.e quills, chalk boards, pens.</p> <p>Is able to identify an object from past or present using symbols/key words from a choice of three/four i.e Chalkboard, Interactive Whiteboard.</p> <p>Is able to sort pictures of past and present; naming each independently.</p> <p>Can identify a difference in a picture of then and now.</p>	<p>Is able to identify at least two changes from the past to now i.e. funding for schools, gender equality in schools.</p> <p>Can compare old and new objects and state differences / similarities with some support.</p> <p>Can observe and comment on changes over a long (marked) period of time. i.e different curriculum subjects, technology in schools</p> <p>With prompts, can recount episodes from historical events / time period i.e 1880 Education Act was passed, children between 5-10 had to</p>	<p>Can place events / artefacts in chronological order with some support.</p> <p>Can use simple vocabulary that shows sense of chronology i.e School was not compulsory for any child before 1880.</p> <p>Can state simple differences between life in past and present i.e A wider variety of subjects in the curriculum, more support for pupils in present day.</p> <p>Is able to identify some key events from the past that significantly changed education i.e. Introduction of the national curriculum. Start</p>	<p>Can create a timeline chronologically with key events and dates from significant changes in education and support for pupils i.e Education Act 1880, Education (Provision of Meals) act 1906, Education and Skills Act 2008.</p> <p>Can explain how their life is different to those in the past i.e Rights to extra support in school. Compulsory education up to the age of 18.</p> <p>Is able to suggest reasons as to why they categorise something as old / new or from the past / present i.e technology used in schools.</p> <p>Is able to use books, internet and ICT software, going beyond simple observation to answer questions about the topic i.e researching the separation between boys and girls in education and their access to subjects in the past.</p>

	Is able to observe pictures and artefacts relating to education throughout history with interest.	go to school, reduction in numbers of children working in factories.	of EHCPs in 2014 to give more support for pupils.	
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Key Learning: Education through the ages

Personal development

Team work - working together as a team.
 Problem solving - solving problems.
 Communication skills - using voice, signs to communicate facts and opinions.
 Self-management.
 Self-belief.
 Respect.
 Self-awareness.
 IT skills.

Suggested activities

Make a timeline of key changes in education i.e. Education act 1880 (compulsory education begins in Britain for certain ages). Education Act 1986 (End of corporal punishment).

Role play

Character cards - Roles within a school - Headteacher, teacher, teaching assistant, pupil.

Explore artefacts and objects

Explore pictures - similarities / differences

Ask it session

- What do teachers do?
- What do headteachers do?
- How is my school suited to my needs?
- Do schools have enough funding?
- Who decides how schools should run and what should be taught?
- What does school prepare us for?
- How is my education different to those in the past?

Online resources

[Key dates - UK Parliament](#)

[Victorian Era Children's Education Facts \(victorian-era.org\)](http://victorian-era.org)

[Advice and support - Your child's rights in education | Mencap](#)

[What are the aims of the National Curriculum? \(oxfordowl.co.uk\)](http://oxfordowl.co.uk)

Evidencing Work

Work sheets

Pictures

PowerPoints

Research