

Title of Rubric: KS3 Britain's Changing Architecture

<p>Subject curriculum intent:</p>	<p>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.</p> <p>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.</p> <p>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <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. 		
<p>End of KS3 intent/outcome</p>	<p>End of KS4 intent/outcome</p>	<p>End of KS5 intent/outcome</p>	
<p>To be able to identify similarities and differences between education from present day and education before 1950s.</p>	<p>To be able to vocabulary relating to past and present. To be able to identify and demonstrate different ways to research information.</p>	<p>N/A</p>	
<p>Intent for this topic:</p>	<p>Through this unit pupils will: explore Britain's changing architecture from Iron Age to present. Pupils will explore how people lived and how the design of homes has developed throughout British history. People's will be able to notice the different features between buildings in the past compared to present day and be able to image the changing skyline across the country.</p>		
<p>Core vocabulary needed for this subject/topic:</p>	<p>Past, present, similarities, differences, changes, development, historical, era, period,</p>		
<p>Vocabulary pupils will have accessed in other topics or subject areas:</p>	<p>Now, then, environment, land, feature, manmade, natural</p>		
<p>Key vocabulary taught within this topic:</p>	<p>Changes, affects, architecture, building, construction, period, era, differences, similarities</p>		
<p style="text-align: center;">Prior knowledge: what pupils may already have studied</p>			

Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
3	History	Manchester now and then: local study	1 – Autumn 1	The growth of cities and the impact on the environment.
3	History	War and peace: history of conflict and resolution	2 – Spring 1	The impact of war, how structures and settlements were either; set up or razed thus changing the landscape.
Links to other subjects: Geography – All around the world.				

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.

	<u>B2 Pstep 5-6</u>	<u>B2 Pstep 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
Key learning: Britain's Changing Architecture				
<u>Subject specific knowledge</u>	<p>Can match images of building styles from different eras.</p> <p>Can recognise familiar structures with symbols.</p> <p>Can identify a picture of a building from the past.</p>	<p>Can identify photographs of buildings from different set time periods i.e iron age, roman, tudor, present day.</p> <p>Can identify a difference from a different time period to present i.e. wooden round huts, skyscrapers.</p> <p>Can sort buildings into old and new.</p>	<p>Can identify and recognise different features that have changed from iron age homes to present i.e materials used, shapes of buildings.</p> <p>Can identify some key events which may have changed the design of homes in Britain i.e. invasion of Romans, invasion of Saxons, Great Fire of London.</p> <p>Can identify living conditions of people in the iron and living conditions of people in present day.</p>	<p>Can identify key dates which may have affected the changes of buildings in Britain e.g 2nd-6th September 1666 (Great Fire of London)</p> <p>Can describe differences of living conditions due to the home structure of rich and poor people.</p> <p>Can give examples of materials that were used to construct homes within different set time periods i.e wattle and daube - iron age, timber - Tudor, steel - present.</p> <p>Can identify and understand changes from the iron age to now.</p> <p>Can understand what architecture means and how the architecture of homes has changed and what has contributed towards these changes i.e invaders bringing different construction techniques.</p> <p>Can understand what a hill fort was and how housing has changed now i.e. people lived in roundhouses then houses, flats now.</p> <p>Can name the people living during different time periods i.e. Celts and Tudors and describe their living conditions.</p> <p>Can understand what evidence is used to make historical claims about different time periods i.e. stately homes, historical buildings.</p> <p>Can understand words such as: hillforts, roundhouse, Tudor House, Addison House, Semi-detached house, Manor.</p> <p>Can identify significant buildings accessible to the public throughout history from different time periods i.e stately homes, amphitheatre.</p>
<u>Subject specific skills</u>	<p>Is able to sort pictures buildings from past and present.</p> <p>Can identify a difference between a historical building and a building from the present i.e thatched roof, tiled roof.</p>	<p>Is able to follow a simple sequence of images showing the development of architecture.</p> <p>Is able to listen to information from peers relating to the topic.</p>	<p>Is able to identify and discuss some of the differences/similarities of buildings through pictures and written sources.</p>	<p>Is able to create a timeline chronically with key time periods from Iron age to present day.</p> <p>Is able to show the development of buildings pictorially in chronological order from Iron Age to present.</p> <p>Is able to discuss why it was important for building styles to change after key events i.e to protect from invaders, increased life expectancy.</p>

	Can ask a simple 'what' question about what they observe from an image.	Is able to identify similarities and differences in pictures. Is able to retell some details of a historical story.		Is able to identify how sources are used to support claims about specific time periods. Is able to explain significant features of buildings within different time periods to present day. Is able to examine homes then and now identifying similarities and differences.
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<u>Personal development</u>	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
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<p><u>Suggested activities</u></p> <p>Make a timeline of key events from the Iron age to now i.e. Iron age, Romans, Vikings, Tudors, Victorians and modern day Britain- what's changed, similarities and differences link other topic knowledge i.e. Tudors.</p> <p>Create model buildings showing the different styles focusing on shapes and sizes.</p> <p>Plan out living settlements and note their differences e.g Iron age with hillforts and roundhouses compared to Roman settlements where buildings are aligned in rows and very straight.</p> <p>Build digital versions of buildings from different time periods.</p> <p>Trips: Bramhall hall, Chester walls, Chester amphitheatre</p> <p>Sort pictures of old and new.</p> <p>Role play - rich person, poor person.</p> <p>Character cards</p> <p>Explore pictures - similarities / differences</p> <p>Ask it session</p> <p>Classes to create a skyline of a set time period, i.e roundhouse rooves (cone shaped), battlements, square rooves (Tudor thatched), skyscrapers.</p>

<p><u>Online resources</u></p> <p>Tudor Houses and Homes: Facts and Information - Primary Facts</p> <p>Tudors: Architecture English Heritage (english-heritage.org.uk)</p> <p>What was life like in the Iron Age? - BBC Bitesize</p> <p>Iron Age Houses (KS2): Everything You Need To Know Kidadi</p> <p>What was life like in Roman Britain? - BBC Bitesize</p> <p>Romans: Architecture English Heritage (english-heritage.org.uk)</p>

<p><u>Evidencing Work</u></p> <p><u>Evidencing Work</u></p> <p><u>Work sheets</u></p> <p><u>Pictures</u></p> <p><u>PowerPoints</u></p>
