

History			
Topic	The cause and effect of cholera in London 1854.	Year	1
<b>National Curriculum Objectives</b> <ul style="list-style-type: none"> <li>- events beyond living memory that are significant nationally.</li> <li>- the lives of significant individuals in the past who have contributed to national achievements.</li> <li>- significant historical events, people and places in their own locality.</li> </ul>			
<b>Prior Learning</b>		<b>Future Learning</b>	
<ul style="list-style-type: none"> <li>- Comment on images of familiar situations in the past.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>		<ul style="list-style-type: none"> <li>- Ancient Britain's during the Stone Age (LKS2)</li> <li>- Lives of people in Iron Age Britain (LKS2)</li> <li>- Anglo Saxon invasion of Britain [LKS2]</li> </ul>	
<b>What pupils need to know or do to be secure</b>			
<b>Key Concept:</b> <ul style="list-style-type: none"> <li>- <b>Technology:</b> the invention of the sewage system and waste disposal in London in response to the outbreak of cholera.</li> </ul>			
Chronological knowledge	Learning objectives	Possible sources of evidence	
<p>Pupils recognise the difference between past and present in their own and others lives.</p> <p>They can depict on a timeline the sequence of a few objects and or pieces of information.</p> <p>Pupils can sequence events in their life.</p>	<ul style="list-style-type: none"> <li>- <b>Recognise</b> some of the ways in which Britian has developed and changed over time for the better.</li> <li>- <b>Identify</b> key features of London (river, back-to-back houses, big ben etc)</li> <li>- <b>Identify</b> and <b>describe</b> some of the ways in which the life of children, their families and local communities changed in Britain during the outbreak of cholera. Offer <b>reasons</b> for the causes of some of the changes in ways of life they have identified.</li> <li>- <b>Describe</b> the variety of ways in which horses were used during the Victorian era and <b>explain</b> why their use was so important.</li> </ul>	<ul style="list-style-type: none"> <li>- Annotated photographs.</li> <li>- Oral response</li> <li>- Map interpretation</li> <li>- Description of London and the key features.</li> <li>- Display of photographs each with a label and sentence to describe how people lived in the Victorian era and why/how cholera effected families.</li> <li>- Discussion and questioning</li> </ul>	

	<ul style="list-style-type: none"> <li>- <b>Identify and describe</b> observations from a range of relevant images from the correct time and history and give reasons for their comments.</li>   <li>- <b>Suggest reasons</b> for the cause of cholera</li> <li>- <b>Describe</b> the roles that Thomas Faraday and Joseph Bazalgette had during the epidemic.</li>   <li>- <b>Identify, describe, observe and sequence</b> the most significant events that occurred during 'The Big Stink'</li>   <li>- <b>Describe and explain</b> through <b>comparing and contrasting and creating</b> a range of reasons why cholera spread so quickly and took so long to be controlled.</li> </ul>	
<p><b>Key Vocabulary</b></p>	<p>Cholera; pollution; outbreak; disease; contamination; sanitation; sewage; human waste; pandemic; health; government; public; doctor; investigation; communities; parliament; enquiry; cause; spread; communication; transmitted; tainted water; letter; message; town; village; countryside; factory; creating; designing; building; overcrowded; hospital; invention; development; change.</p>	