

## MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Y6	SUBJECT: History What does the census tell us about our local area?		
WEEK 1 DATE: WB 02.09.24	WEEK 2 DATE: WB 09.09.24	WEEK 3 DATE: WB 16.09.24	WEEK 4 DATE: WB 23.09.24	WEEK 5 DATE: WB 30.09.24	WEEK 6 DATE: WB 07.10.24
<p><b>LO:</b> To use the census to make inferences about people from the past.</p> <p><b>Success Criteria:</b> I can use the census to make inferences about people from the past. I can provide supporting evidence for statements. I can interpret evidence and explain answers.</p> <p><b>Main Event:</b> Children analyse the census extract (can be substituted with one from the local area) if you and decide if the given statements are true or false providing evidence for their choices (record in books).</p> <p><b>Support:</b> Use supporting worksheet from Kapow.</p> <p><b>Challenge:</b> Create questions based on the census data. If time allows question your partner.</p>	<p><b>LO:</b> To use the census to investigate how the lives of people in the past changed.</p> <p><b>Success Criteria:</b> I can make observations from the census. I can identify changes between periods of time on the census. I can make inferences to explain the changes.</p> <p><b>Main Event:</b> Children analyse evidence from the 1851 and 1861 census and identify the changes in Mary Bucktrout's life from the 1841 census.</p> <p><b>Support:</b> Use Jigsaw puzzle (support) from Kapow to record statements about Mary Bucktrout and her family from the census.</p> <p><b>Challenge:</b> Children create questions they would ask Mary Bucktrout about the differences between working life in the textile mill and as a teacher.</p> <p>Study Victorian registers / old registers from our school</p>	<p><b>LO:</b> To use primary sources to find out about the working conditions of children in factories.</p> <p><b>Success Criteria:</b> I can identify the dangers in a textile mill. I can create questions to identify the thoughts and feelings of a Victorian working child. I can create a realistic interpretation of Mary Bucktrout's experiences.</p> <p><b>Main Event:</b> Find out how Mary felt about her experiences in the textile mill and her new job - hot seat in role as Mary; create and ask questions. Record questions in books.</p> <p><b>Support:</b> Use Mary Bucktrout (support) sheet from Kapow, which provides question starters to help structure the questions.</p> <p><b>Challenge:</b> Children create questions for William Dodd about his experience interviewing Mary – Hot seat.</p>	<p><b>LO:</b> To recreate the thoughts and feelings of Mary Bucktrout.</p> <p><b>Success Criteria:</b> I can identify the key parts of Mary's life. I can reconstruct Mary's thoughts and feelings. I can create a diary extract for a key event in Mary's life.</p> <p><b>Main Event:</b> Children to create a diary entry for Mary's thoughts and feelings about working in the mill. To complete this extract, they must use Activity: Making inferences about Mary from Kapow.</p> <p><b>Support:</b> Use Activity: Making inferences about Mary (support), which focuses on Mary's thoughts, and should write a simple diary entry about Mary's work in a flax mill (provide 'widgeit' word mat).</p> <p><b>Challenge:</b> Use the activity: Mary's post-mill experience. Consider the kind of tasks she completed in her role as a teacher - contrast this with working in the mill.</p>	<p><b>LO:</b> To reconstruct the lives of people in a household using the census.</p> <p><b>Success Criteria:</b> I can extract information from the census. I can recreate the lives of people in a household from the local area. I can summarise details of the household.</p> <p><b>Main Event:</b> Using Ordnance Survey Maps of England and Wales 1842-1952 children research a household from a local area and complete the Activity: Factfile from Kapow (Record in books).</p> <p><b>Support:</b> T/TA to support with the parts of the census from which they find it difficult to extract information. Reduce the amount of facts to research.</p> <p><b>Challenge:</b> Compare their household to an earlier or later census and investigate how it has changed.</p>	<p><b>LO:</b> To compare census returns and identify continuities and changes in a household.</p> <p><b>Success Criteria:</b> I can extract information from the census. I can decide whether a family was rich or poor. I can compare census extracts to identify continuities and changes.</p> <p><b>Main Event:</b> Children use Activity: Comparing census extracts from Kapow to compare their household and identify how it changed and stayed the same.</p> <p><b>Support:</b> Use Activity: Comparing census extracts (support) from Kapow, which simplifies the comparing and contrasting process.</p> <p><b>Challenge:</b> Use other records, for example, birth, marriage and death records, to identify what happened to members of their household.</p>

