

History

Knowledge, Skills and Progression



UKS2: Beyond Face Value – a study of how propaganda was used by the Tudors, the Victorians and the British Government during World War II

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Place the Tudors, Victorians and World War II on a timeline including other the great civilisations and European and world events</p> <p>Place Henry VIII and Elizabeth I on a Tudor timeline</p> <p>Place the Victorians and WWII on a timeline from Nineteenth Century to present day Britain, including events such as Queen Victoria’s reign, the Factory Act, the duration of the First and Second World Wars</p>	<p>Pupils test the validity of paintings of Henry VIII by comparing them with what they already know of Henry.</p> <p>They compare various interpretations and can select the most likely one to be Henry using specific criteria.</p> <p>They can explain why textbooks tend to include particular images of Henry VIII at the expense of others. They can make informed judgements about these images.</p> <p>Children understand that Elizabeth I ruled a long time and that towards the end of her reign she controlled her image more tightly e.g. by using pouncing</p> <p>They know that portrait painters created an image of Elizabeth that was not necessarily as she was; they know that portrait painters flattered her</p> <p>Y6/more able: understand that the monarch had to show power and that she used portraits as form of propaganda, especially in the 1590s when she ordered portraits to be painted in a particular way – pouncing.</p> <p><i>Before this lesson pupils will need some context of where and when factories were built and what they were designed to achieve. Pupils should learn about improvements to factory conditions through the Factory Acts but also be aware of their limitations too</i></p> <p>Pupils will learn the main dangers facing child labour in Victorian factories. They will understand that during the 1830s onwards improvements were made in factory conditions</p> <p>Pupils understand that images are all created for a purpose and annotate and evaluate these images; they can speculate as to possible purpose by looking carefully at ‘internal clues’.</p> <p>Y6 can explain (Y5 can choose reasons from a selection)) that we can only understand the purpose behind the image when we know enough about the author and their motives.</p> <p>Pupils see how the meaning of an image changes immediately you ask who produced it. They learn to look for possible deeper meaning; they investigate and evaluate images from Victorian life and make informed judgements consistent with evidence.</p> <p>They devise historically valid questions to ask an artist Y6 attempt to answer questions in role</p> <p>Pupils prioritise the key ideas from an animated website.</p> <p>They are able to adjust their thinking about evacuation of children during WWII in light of wider evidence base and make informed judgements consistent with evidence.</p>	<p>Would the real Henry VIII please stand up?</p> <p>https://www.keystagehistory.co.uk/keystage-2/henry-viii-a-question-of-interpretations-could-you-spot-henry-viii-in-a-police-line-up/</p> <p>Portraits of Elizabeth I: things are not what they seem</p> <p>https://www.keystagehistory.co.uk/keystage-2/elizabeth-i-portraits-things-arent-what-they-seem/</p> <p>So what were Victorian factories really like?</p> <p>Why do we need to be careful when using photographs and paintings to find out about Victorian life?</p> <p>Were the evacuees as happy as they were shown?</p>	<p>Portraits, valid, interpretations, pouncing, flatter, Victorian factories, child labour, conditions, purpose, author, motives, speculate World War II, blitz, evacuee, morale, propaganda,</p>

	<p>They can explain why government produced images were so positive and can annotate and evaluate a number of posters from the time. Pupils use terms like morale with confidence Y6 can evaluate a website Pupils are able to explain what we mean by propaganda Year 6: can analyse newsreel film from early 1940s to spot signs of propaganda; explain why propaganda was so important in wartime</p>	<p>Did people believe all the propaganda during the Blitz?</p>	
<p>Learning outcomes All children should be able to</p> <ul style="list-style-type: none"> • Know that Tudor monarchs employed artists to boost their image; understand that some portraits were iconic because the monarch wanted to convey a particular message at an important time • Explain why Elizabeth controlled her portraits in the last two decades of her life • Pupils understand that images are all created for a purpose and can make informed judgements consistent with evidence about these images • Explain that we can only understand the purpose behind the image when we know enough about the author and their motives. • Look for possible deeper meaning; they investigate and evaluate images from Victorian life and make informed judgements consistent with evidence. • Ask and answer historically valid questions • Explain why government produced images that were so positive and annotate and evaluate a number of posters from WWII. • Y6: analyse newsreel film from early 1940s to spot signs of propaganda • Y6: explain why propaganda was so important in wartime 		<p>Extending more able through challenges:</p> <ul style="list-style-type: none"> • Explain that the monarch had to show power and that she used portraits as form of propaganda, especially in the 1590s when she ordered portraits to be painted in a particular way – pouncing • Analyse images and pictures independently and reach conclusions about them • Produce ‘honest’ images that tell the truth of the situation eg an accurate picture of Victorian factories for life for evacuees • Children select from a range of topic ideas to ask and answer questions to structure an independent enquiry <p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children’s conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion 	