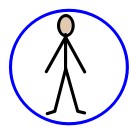
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| |  | | --- | | **What should I already know?** | | * I may have **siblings** that are **younger** than me. * My parents and grandparents are **older** than me. * Events happened before I was born * Individuals that are **significant** e.g. Sarah Bonnett | | |  | | --- | | **What will I find out by the end of the unit?** | | * There was a time before my grandparents   were born. Life was very different then. People wore different clothes, travelled in different ways, children went to work and school was very different too.   * The Gregg family built **Styal** **Mill** with houses for the workers * Styal Mill is near where I live and made cotton * Samuel Gregg built Styal Mill by 1874 * Samuel and his wife Hannah built a community surrounding the mill, including a village for the workers, school and the **Apprentice** House; they even built their family home next door to the mill and developed the surrounding landscape into beautiful gardens. * Some children worked in mills and were called child apprentices | | |  |  | | --- | --- | |  | **Vocabulary** | | after | later in time than, or behind in order | | apprentice | someone learning a job | | before | at an earlier time; in the **past** | | century | equal to one hundred years | | chronology | the order of events in time | | differences | the condition of being different from or not like | | during | throughout the entire time of | | mill | Building for making goods e.g. cotton | | new | having recently arrived, been produced, or come into being | | now | at this time or in these times | | old | having existed for many years; not **new**. | | older | having lived for many years | | past | having happened or gone by at an **earlier** time | | present | existing at this time; **current** | | significant | Somewhere that is important | | similarity | likeness | | slightly | a small amount; a little | | technology | devices which are the result of scientific knowledge being used for practical purposes. | | then | soon **after**; next | | usually | most common or expected | | younger | earlier stage of life | |
| |  | | --- | | **Historical Skills and Enquiry** | | * Create a timeline showing events, and then use words such as **before, after, past, present, then** and **now** to describe their **chronology**. * Describe what life was like in Victorian times and what the **similarities** and **differences** are. * Describe how clothes have changed - bring in pictures to show what your parents/carers and grandparents wore * Describe how schools have changed over the last **century** * Describe what home life was life in Victorian times * Describe how transport has changed over the last **century** * Describe how **technology** has changed over the last **century**   Samuel Gregg | |
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| **Victorian Times** | **Wartime Life** | **When your grandparents were little** | **When your parents/carers were little** | **Your childhood** |

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| **Links with other subjects** |
| PSHE – relationships, growing and changing  Geography – local area  Design Technology – looms, mills, manufacturing, changes in technology  Reading – finding information, extracting meaning, compare and contrast  Maths – time, ordering and sequencing |





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| **Key Concepts** | |
| Daily life  (Children at work) | Know the similarities and differences between times in the past and compare to their own experiences |