



Childhood Through the Ages

Norman (1066 – 1392)

The infant mortality rate was high due to lack of sanitation.

Children worked with their families, often farming or as a servant, sometimes starting as young as 6.

Some children were sent to a monastery to learn to read and write. Noble girls were sent to live in a nunnery where they learnt their prayers and learnt to read.

Girls were generally taught domestic skills to help prepare them for marriage.

Children played games such as marbles, dice, chess and archery.

Tudor (1485 – 1603)

Children were often unpleasant and short-lived. Physical punishment was believed to be an important part of bringing up children, both at home and in school.

From 7, some children left home to become apprentices or servants for rich people. They were then bound to their master by a promise and were provided with a bed, clothes, food and tools needed to pick up the trade.

Girls could be married from 12 years old and boys from 14.

Victorian (1837 – 1901)

This era is renowned for the poor conditions children lived and worked in.

Many children worked from a young age as their parents needed the earnings to help pay the bills. Jobs for children included farming, factory work, being a servant and street or chimney sweeping.

Rich children were usually brought up by a nanny and had little contact with their parents.

Toys were simple – a homemade doll or wooden blocks, for example.

Life improved for children after the Education Act was passed in 1870, which made schooling compulsory.

21st Century (2000 -)

In England, there are laws to ensure that children are protected and have a safe childhood.

The Education Act still stands, and schooling is compulsory for all children from 5-16.

In 1992, the United Nations Convention on the Rights of a Child was ratified, setting out the fundamental rights that all children should have.

Children should have a quality childhood with time to learn and play.

Technological advances mean that children have a wide range of toys.

Useful websites:

<https://victorianchildren.org/victorian-children-in-victorian-times/>

<https://www.bbc.com/bitesize/subjects/zcw76sg>

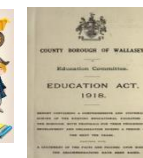
<http://www.thefinertimes.com/Middle-Ages/Children-in-the-middle-ages.html>

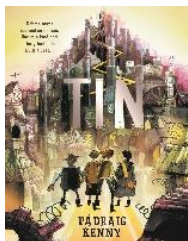
<http://www.localhistories.org/tudorchildren.html>

KEY DATES	EVENT
1215	King John creates and signs the Magna Carta, giving rights to all citizens.
1870	Education Act – compulsory education for 5-13 year olds in England.
1992	UNCRC is ratified – an international human rights treaty giving rights to all children.

The Education Act

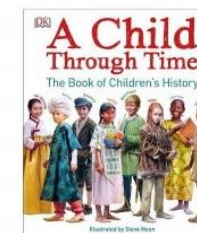
The first UK Education Act was passed in 1870 and has evolved since then. This made education compulsory for all children between the aged of 5 and 13. The most recent and ground-breaking Education Act was passed in 1944 (post war) and also made nursery, secondary and special needs education mandatory for all.





Year 5/6 Curriculum Information

Autumn 1



Useful Information/Diary Dates

<p>PE/Outdoor Learning/Library</p> <p>Elephants: PE - Monday and Friday, Library – Friday Dolphins: PE – Monday and Friday, Library – Friday Giraffes: PE – Monday and Friday, Library – Friday Outdoor Learning will be every 3 weeks – rota available on the website and Facebook page.</p>	<p>Home Learning:</p> <p>English: ReadTheory - Checked Tuesday. Maths: MyMaths - Set Tuesday and due in Monday.</p> <p>Login details will be sent home with the children.</p>	<p><u>Science</u> <u>Electricity</u></p> <ul style="list-style-type: none"> • Use symbols to accurately draw circuit diagrams; • Understand the effects of varying voltage and resistance; • Recreate circuits that are used in everyday products.
<p><u>English</u></p> <p>We will be studying 'Tin' by Padraig Kenny and using this as inspiration for writing narrative and formal discussion texts based on the theme of the book. We will also be producing writing using the knowledge learnt during our theme weeks.</p> <p>We will be learning how to:</p> <ul style="list-style-type: none"> • Use relative clauses; • Write a character description, blog and information page; • Use fronted prepositional phrases for greater effect; • Use figurative language such as similes, metaphors, alliteration and personification; • Use the perfect form of verbs to mark time and cause; • Chose language deliberately for meaning and effect; • Use synonyms. <p>In reading we will be thinking about fluency and word recognition, inference, expression and the skills of vocabulary, such as finding the meanings of unknown words.</p>	<p><u>Maths</u></p> <p>Year 5 and 6 will be taught maths separately although similar units will be covered:</p> <p>Both year groups will be following the Hampshire Curriculum Catch-Up document to compensate for missed learning last year alongside learning for their current year group.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Place value; • Four operations using formal methods; • Using number facts for mental calculations; • Multiplying and dividing by 10, 100 and 1000. <p>Children should also continue to use Times Tables Rockstars to increase their mathematical fluency.</p>	<p><u>Theme</u></p> <p>Through our theme of 'Childhood through the Ages, children will be exploring the following:</p> <ul style="list-style-type: none"> • Changes through periods of time and the reasons for these; • Analysis of sources of evidence including their reliability; • Social, cultural and religious diversity of past society; • The rights that children have now and how this has changed over time.