

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Clougha Class
Autumn 1
Year B

N.C. LINKS:

Pupils should be taught about:
A local Study – a study of a site that is significant in the locality.

Etymology – aqueduct – from Latin aquaeductus which means aqua 'water' and ducere meaning 'to lead'.

Vocabulary:

Subject
Specific

Chronological
Understanding

Knowledge
and
Interpretation

Historical
Enquiry



The Romans: Clever Ideas and Inventions from Past Civilisations
By
Izzi Howell

Lune
Aqueduct,
Lancaster
Canal, River
Lune,
Lancashire,
England,
waterway, civil
engineering,
John Rennie,
Alexander

BCE, Before
Common Era,
CE Common
Era, AD, Anno
Dominiates,
order,
timeline,
ancient

Influence,
important
figures,
influence,
artefacts,
legacy, effects

Archaeologists,
understand,
past, sources,
period,
research, first
hand evidence,
historian,
second hand
evidence

Key Concept: TRANSPORT/TRADE

Lune Aqueduct

Key Questions: Why was the Lune Aqueduct designed?

Unit Overview:

To know that the Lune Viaduct carries the Lancaster Canal 16 meters above the River Lune.

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To understand its importance at the time of it being built.	Stevens, wildlife, physical feature, human feature, transport, trade, travel, water, arches, architecture.	chronology, chronological order, timeline		
Chronological Context: Lune Aqueduct was built in 1797. Lancaster Canal – Date of first use 1797 – Date completed - 1826				
. New Knowledge Progression: <ul style="list-style-type: none"> • Children will learn how the Lune Aqueduct carries the Lancaster Canal. • Locate the River Lune and Lancaster Canal on a map. Find the Lune aqueduct near both waterways. • Learn about the importance of the Lune Aqueduct and why it was built at the time. • Find out who built it and more about the architecture. 	Building on Prior learning KS1: Make comparisons and identify transport then and now (1800s to now – focus on bikes and cars) Sequence the changes in transport over the years Learn about significant historical events in their own locality, Understand the purpose of canals in the past. Understand what canals are used for today.	Building on Prior learning when B follow A: <ul style="list-style-type: none"> • Children will learn about The Industrial Revolution and Cotton Industry, and how it helped change Britain. • Learn about the life of a child apprentice working in a cotton mill factory. • Understand how working conditions were poor and the dangers involved. Know why children were chosen to work. • They will learn about the different machines that were invented 		

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	Understand why canals are an important part of local history.	during this period and how they were used.
Key Skills (Disciplinary)		
Chronology		
<ul style="list-style-type: none">• Use some dates and historical terms when ordering events and objects.• Explore trends and changes over time.• Use dates and historical terms when ordering events and objects.• Identify where people and events fit into a chronological framework.• Explore links and contrasts within and across different periods of time.		
Events, people and changes		
<ul style="list-style-type: none">• Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.		
Interpretation, Enquiry and Using Sources		
<ul style="list-style-type: none">• Use sources to address historically valid questions.• Recognise that our knowledge of the past is constructed from different sources of evidence.• Recognise how sources of evidence are used to make historical claims.• Identify historically significant people and events in different situations		
Communication		
<ul style="list-style-type: none">• Discuss some historical events, issues, connections and changes.• Select and organise historical information to present in a range of ways.• Use relevant historical terms and vocabulary linked to chronology.• Discuss significant aspects of, and connections between, different historical events.• Select and organise relevant historical information to present in a range of ways.• Use relevant and appropriate historical terms and vocabulary linked to chronology.		

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Sequence of Lessons:

1. LO – To use historical sources to address questions.
2. LO – To understand when and how the Lune Aqueduct was built.
3. LO – To research facts about the Lune Aqueduct.
4. LO – To understand the importance of building the aqueduct.
5. LO – To explain the history and use of the Lune Aqueduct.

Enhancements:

Visit to see the Lune Aqueduct.

End of Unit Outcome: Children will create a travel leaflet persuading people to come and visit the Lune Aqueduct and Lancaster Canal.

Oral Assessments:

Why was the Lune Aqueduct designed?

When and how was the Lune Aqueduct was built?

What was the importance of building the aqueduct.?