



1. Can I sequence significant events in Sutton's history on a timeline? (over 2 sessions)

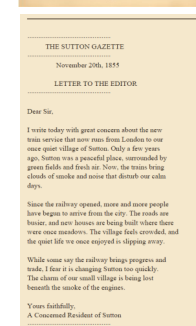
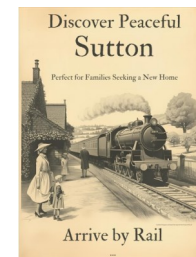
- **Vocab:** historian, chronological order, timeline, sequence, significant, century, debts
- **Prior Learning (Y2 Summer):** placed Mary Seacole, Florence Nightingale and Edith Cavell on a timeline
- Recap that a timeline shows us the order that events took place (past and present)
- Recap: 'significant' means important events or people
- Know that we will look back at events in Sutton over many centuries (century = 100 years)
- Know key dates and events in Sutton:
 - **1086:** Domesday Book mentioned Sutton as 'Sudtone'. Formed of Old English 'suth' and 'tun' meaning 'south farm'. It had 2 churches and 30 houses and a population of 200
 - **1538:** Nonsuch Palace built by King Henry VIII (was demolished in 1682 to pay debts)
 - **1755:** Sutton grew as a village due to opening of coaching inns (places where travellers using horse drawn carts to rest, eat meals and sleep) Sutton was on the main road ('turnpike') from London to Brighton.
 - **1847:** Sutton connected to London by railway. Sutton grew from a village into a town
 - **1884:** Sutton High School opened (first girls' school)
 - **1901:** Sutton's population had grown to 17,000 as more houses were built
 - **1965:** Sutton became part of Greater London
 - **1972:** Westbourne Primary School opens in Anton Crescent
 - **2012:** Olympic torch travels through Sutton
 - **2024:** Population of Sutton is 213,000

• **Chronology:** Sequence multiple events over time at the same place

Local Study:
Changes in
Sutton and
London over
time
(page 1)

3. Can I interpret sources and understand they can have different viewpoints?

- **Vocab:** historian, interpretation, source
- **Prior Learning (Y2 Summer):** explained how historians had different interpretations of a source (drawing of a hospital in 1871) (teachers: see lesson 7 of Y2 Summer for information/image)
- Recap that as historians, we look at historical sources to find clues about the past.
- Recap (link back to lesson 1) that in 1847, Sutton was connected to London by the railway and that by 1901 the population had grown significantly to 17,000
- Know that sources can show two different viewpoints of the same historical event. In this case, it is the railway arriving in Sutton
 - Know how to interpret source one (top):
 - An advertisement by a railway company advertising Sutton as peaceful village/town to move to as a family.
 - Viewpoint is positive as it is advertising how easy travel is on the railway, new opportunities to live and work in Sutton and London, it ignores the negative impact (noise and pollution)
 - Know how to interpret source 2 (bottom):
 - It is a letter by a resident to the local newspaper complaining about the smoke and noise from the new trains.
 - It is a negative viewpoint as it focuses on the problems (noise, pollution, change in countryside), and the quiet village life has gone.
- **Interpretation of the Past :** different sources give different versions of events



2. Can I use two primary sources to understand what has changed and what has stayed the same in Sutton over the last 50 years?

- **Vocab:** historian, historical enquiry, continuity, change,
- **Prior Learning (Y2 Summer):** used primary and secondary sources (historical enquiry) to learn about hospitals in 1800s
- Know that historians use sources (e.g. photos) to understand what has changed and what has stayed the same over time (e.g. new buildings, new technology, traffic and vehicles)
- Recap: a primary source is reliable/trustworthy as it shows what happened at that time e.g. photos, letters, diaries, objects, maps, buildings
- Know these two photos were taken 56 years apart.
- Know that Sutton High Street has changed over time (link back to lesson 1)
- Know that these changes would have been gradual (note to teachers: discuss how changes could be gradual e.g. transport and technology)

Stayed the Same (Continuity):

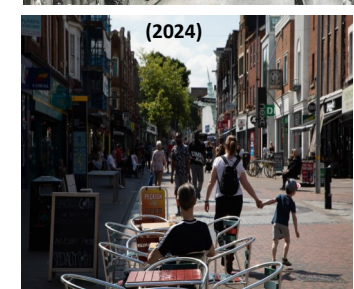
- Same location; shops on both sides; busy in both photos; most buildings unchanged

Change:

- **Transport:** 1958: buses and cars on road; 2024: high street is pedestrianised
- **Street Surface:** 1958: roads and pavements; 2024: all paved for walking and sitting
- **Shops:** 1958: old style signs; 2024: modern signs and bright colours
- **Activities:** 1958: walking on pavement; 2024: walking and sitting at tables outside cafes
- **Technology:** 1958: no visible technology; 2024: people carrying mobile phones, electronic signs in shop windows

• **Historical Enquiry**—use primary sources

Continuity and Change: identify an aspect of life that has changed; understand change is gradual





Knowledge and Skills Mind Map (History) - Year 3 Autumn Term

Disciplinary Concept:

4. Can I **sequence significant events** in London's history on a timeline?

- **Vocab:** chronological order, sequence, timeline, BC/AD, significant
- **Prior Learning (lesson 1):** sequenced significant events in Sutton/London's history
- Recap: sequencing means to put things in order on a timeline (link back lesson 1)
- Recap: 'significant' means important events or people
- Know key dates and events in London:
 - **AD43:** Romans built 'Londinium'
 - **AD800:** Vikings raided
 - **1066:** Tower of London built
 - **1666:** Great Fire of London
 - **1863:** first underground railway
 - **1939-1945:** World War 2
 - **2012:** Olympic Games held in London
 - **2022:** Queen's Jubilee

• **Chronology:** Sequence multiple events over time at the same place

Local Study:
Changes in Sutton
and London over
time
(page 2)

5. Can I explain **the causes and consequences** of London's population increase over time?

- **Vocab:** historian, cause, consequence, population, impact, migration,
- **Prior Learning (Y2 Summer):** cause and consequence of Mary Seacole, Florence Nightingale and Edith Cavell becoming famous (note to teachers: see Y2 summer lesson 4 for extra info)
- Know that cause means 'why' something happens, and consequence means the impact afterwards.
- Know that there are often multiple causes and consequences do changes and consequences in history (not just one)
- Know Sutton's population increase over the last 100 years (**1921:** 21,000; **2024:** 213,000)
- Know London's population increase over last 100 years: (**1921:** 7.4 million; **2024:** 9.1 million) and it is expected to reach 10 million by 2035
- Know how migration increased the diversity of the population and changed local areas
1921: London was largely White British;
2024: White British (43%), other white (14%), black African 8%, Indian (7%)

Causes:

- **Jobs:** London has many kinds of jobs. Some are in **finance** (looking after money for big companies and banks). Others work in **technology**, (making apps, websites, and computers). There are also **creative** jobs (e.g. making films, music, and fashion). These jobs often pay well, so people from different towns and even other countries want to come to London to work in them.
- **Education and Hospitals:** London has some of the best schools/hospitals in UK
- **Family Life:** London has many museums, parks and events (e.g. Olympics in 2012)

Consequences:

- **Crowded Transport:** London is always busy. The underground has 4 million journeys everyday and there are 6 million journeys on London's buses. Mornings and evenings are exceptionally busy
- **Pollution:** London's air pollution is too high, particularly in Central London. The Government have tried to reduce traffic through the Congestion Charge and ULEZ zone. The pollution can have an effect on people's health, especially for those with conditions like asthma.
- **Expensive houses:** London is the most expensive place in the UK to rent or buy a flat or house. The prices have risen faster than anywhere else.
- **Cause and consequence:** London's population growth

6. Can I **compare similarities and differences** in London's leisure activities over time?

- **Vocab:** compare, similarities, differences, historian, leisure,
- **Prior Learning (Y2 Summer):** compared similarities and differences between Mary Seacole, Florence Nightingale and Edith Cavell
- Recap that comparing means what's the same (similarities) and differences
- Know that leisure activities are things people do for fun and relaxation when they are not working.
- **Know present day examples of leisure activities in London:** parks/playgrounds (e.g. Hyde Park/Battersea Park), museums, galleries, watching sport, theatre (West End), restaurants, cinemas, shopping (Westfield, Oxford Street), special events (Notting Hill Carnival), gaming at home.
- **Know past examples of leisure activities (around 100 years ago):** cinemas (black and white films), visiting parks, watching sports (mainly football/cricket), dance halls/music, reading and libraries (libraries used for learning and relaxing), playing outdoors (hopscotch, skipping, marbles)

Similarities:

- **Parks and outdoor fun:** people use parks for walks, games, and picnics
- **Watching shows:** 100 years ago, people went to theatres and cinemas. Today, we still enjoy movies and plays (but now in colour and with sound!).
- **Sports:** Football was popular then and is still a favourite today. People still go to big stadiums to watch matches but for many more sports (e.g. rugby, boxing, tennis)

Differences:

- **Technology:** here were no TVs, video games, or streaming. People listened to music on gramophones or went to live shows. Today, we have screens everywhere.
- **Entertainment:** In the past, dance halls and jazz music were very popular. Today, people go to concerts, festivals, and even play games online.
- **Shopping/Eating out:** 100 years ago, there were small local shops and markets. Today, London has huge shopping centres and restaurants from all over the world.
- **Travel for fun:** In the past, most leisure was local because cars were rare. Today, people can easily travel across London or even abroad for holidays.
- **Similarities and differences:** identify similarities and differences in aspects of life



Knowledge and Skills Mind Map (History) - Year 3 Autumn Term

Disciplinary Concept:



7. Can I use sources to ask questions about the history of the River Thames?

- **Vocab:** historical enquiry, primary source, historical question, trade, River Thames
 - **Prior Learning (Y2 Summer):** used primary and secondary sources to learn about hospitals in 1800s)
 - Know that the role of an historian is to ask questions to find out clues about the past and to understand what has changed over time (in this lesson, the two images are about 500 years apart)
 - Know that the River Thames runs through London and has been important for London in history and today.
 - Reminder: primary sources (at time of event); secondary sources (after event)
 - Know that as historians, children can look at these two primary sources (made at the time) and think of a number of key questions to find out more. For example:
 - **Change over time:**
 - How has the River Thames changed between 1550 and today?
 - What differences can I see in the buildings along the river?
 - How has transport on the river changed?
 - **Trade and money:**
 - Why were there so many ships on the Thames in 1550?
 - What goods might have been traded then compared to now?
 - **Daily Life:**
 - What does the 1550 drawing tell me about how people lived and worked near the river?
 - How do modern buildings show what London is used for today?
 - **Technology:**
 - How have bridges changed from 1550 to today?
 - What does this tell me about engineering and transport?
- (suggested task: stick these two images into book and children write their own questions)
- **Historical Enquiry:** use sources to ask focused questions



Drawing of River Thames in 1550



Photos of River Thames today

Local Study:
Changes in
Sutton and Lon-
don over time
(page 3)

8. Can I understand the changes in London and its significance in history?

- **Vocab:** significance, global, Government
- **Prior Learning (Y2 Summer):** explained the historical significance of Mary Seacole, Florence Nightingale and Edith Cavell
- Know: as historians, certain events, places or people are significant (important) in history
- Know that London is significant in history as a city, but also for the country and world.
- Know how London has changed and its significance in history because it...
- **connected Britain with Europe during Roman times.**
 - When the Romans arrived (more learning about Romans in Year 4), they created Londinium in AD50.
 - It became a major port and marketplace as the River Thames allowed ships to sail inland from the sea, bringing goods like wine, olive oil, pottery, and metals from other countries.
- **is a Capital City/Royal links/Government:**
 - London became the capital city of England (and then the UK when Scotland joined with England) as Kings and Queens chose London as their main home because it was a rich city and safe.
 - The Tower of London (built by William the Conqueror in 1078) shows its importance for kings and queens and Westminster Abbey and Palace of Westminster (Houses of Parliament) became the centre of Government and still are today.
- **is a global city:**
 - London was the world's largest city.
 - It became a centre for trading goods, culture (theatres, museums), and finance during the British Empire.
 - Today, it is known for historic landmarks (Big Ben, Tower Bridge, Buckingham Palace) and millions of people visit London every year for its history and heritage.
- **Historical Significance:** changes in local history