



Independent Investigation: Changes in leisure and entertainment since the Nineteenth Century (Page 1)

1. Can I create an historical question for investigation?

- **Vocab:** historical enquiry, investigation, hypothesis
- **Prior learning (Year 6 Spring):**
 - questioned the reliability, purpose and perspective of sources about the Windrush Generation
 - used evidence to build my own argument about what life was like for the Windrush Generation?
- Know that as historians, we can choose a leisure theme and create enquiry questions around a topic of interest, such as:
 - Technology
 - How did technology change entertainment from Victorian times to today?
 - Clothing
 - How did leisure clothing change between the Victorian era and modern Britain?
 - Gaming
 - How have children's games changed since the 19th century?
 - Sports
 - How has participation in sport changed since Victorian times?
 - Dancing
 - How have popular dances changed across different generations?
 - Cafés/Shops
 - How has shopping as a leisure activity changed since the Victorian era?
- Know that a historical enquiry is an investigation into the past that begins with a question and uses evidence to find answers.
- Know that an investigation is a careful search for information and evidence to answer a historical question.
- Know that a hypothesis is an informed prediction about what we think we might find out before examining the evidence.
- Know that historians do not guess; they use evidence to test and refine their hypotheses.
- Know that historical enquiries require questions that can be investigated using sources and evidence.
- Know that different questions can lead historians to investigate different aspects of the same topic.
- Know that a useful historical question is open-ended and encourages explanation rather than a simple yes/no answer.
- Know that evidence collected during an investigation helps historians draw conclusions about the past.

Suggested task: create accurate timeline using scale and interval based on selected topic area

Historical Enquiry: Create historical question around a topic of interest for independent investigation

2. Can I use timelines to show scale and intervals and compare different periods and cultures across time?

- **Vocab:** chronology, timeline, interval, scale
- **Prior learning (Year 6 Spring):** used scales and intervals on a timeline when sequencing key events linked to colonisation, slavery and Windrush
- Recap chronology is the arrangement of events in time, helping historians identify patterns of change, development.
- Recap historians use timelines with appropriate scales and intervals to accurately represent and compare historical periods.
- Know developments in leisure and entertainment occurred at different rates, with some changes happening gradually over decades and others occurring rapidly.
- Know comparing different periods and cultures across time helps historians identify similarities, differences and significant turning points.

Possible Timeline Events by Topic (*Children select events relevant to chosen enquiry*)

Technology

- 1837 – Electric telegraph invented
- 1922 – BBC radio broadcasting begins
- 1936 – BBC television service begins
- 1990 – World Wide Web developed
- 2007 – Smartphones become widely used

Gaming

- Victorian period – Traditional board and outdoor games
- 1930s – Monopoly becomes popular
- 1972 – Home video game consoles introduced
- 1990s – Handheld gaming expands
- 2000s – Online gaming becomes widespread

Dancing

- Victorian ballroom dancing
- 1920s – Charleston
- 1950s – Rock and Roll
- 1970s – Disco
- 2000s–present – Social media dance trends

Suggested task: Create an accurate timeline using an appropriate scale and interval based on the topic area. Use the timeline to compare developments across different periods and identify patterns of change, continuity and rate of development.

Chronology: Use timelines to show scale and intervals; compare different periods and cultures across time.

Clothing

- 1850s – Crinolines popular
- 1920s – Flapper fashion emerges
- 1950s – Distinct youth fashion develops
- 1980s – Sportswear becomes everyday fashion
- 2000s – Fast fashion expands

Sports

- 1863 – Football Association founded
- 1896 – Modern Olympic Games begin
- 1928 – Women's athletics added to Olympics
- 1992 – Premier League established
- 2012 – London Olympic Games

Cafés/Shops

- 1850s – Department stores expand
- 1950s – Self-service supermarkets grow
- 1980s – Shopping centres become popular
- 1990s – Online shopping emerges
- 2020s – Click-and-collect services increase



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3. Can I evaluate which causes were the most significant and how consequences varied for different groups?

- **Vocab:** cause, consequence, significance, impact
- **Prior learning (Year 6 Spring):** explained how the causes and consequences of colonisation, slavery, and Windrush are connected.
- Recap that a cause is a reason why a historical change or event happened, and that most historical changes have multiple causes.
- Recap that a consequence is the result of a change or event, and consequences can be short-term, long-term, positive or negative.
- Know that significance is a judgement about which causes or consequences had the greatest impact on people's lives and why.
- Know that historical changes in leisure and entertainment often affected different groups of people in different ways depending on factors such as age, gender, location or wealth.

Possible examples based on selected area of independent investigation:

Technology

- Causes: inventions, electricity, internet development
- Consequences: greater access to entertainment, changing family leisure habits

Clothing

- Causes: new materials, changing fashions, mass production
- Consequences: cheaper clothing, greater consumer choice

Gaming

- Causes: technological innovation, increased leisure time
- Consequences: new forms of entertainment, changes in how children socialise

Sports

- Causes: improved transport, organised competitions, changing attitudes
- Consequences: increased participation, greater opportunities for women

Dancing

- Causes: cultural influences, music trends, media
- Consequences: new social activities, changing fashions and behaviours

Cafés/Shops

- Causes: urbanisation, increased wealth, technological developments
- Consequences: wider consumer choice, shopping becoming a leisure activity

Suggested task: Identify the causes and consequences of a significant development within the chosen topic. Rank the causes in order of significance and explain how the consequences differed for particular groups of people.

Cause and Consequence: Evaluate which causes were most significant and how consequences varied for different groups.

4. Can I explain the similarities and differences and identify change over time?

- **Vocab:** similarity, difference, compare, contrast
- **Prior learning (Year 6 Spring):** explained why there were similarities and differences in the lives, cultures, and societies of people in Britain, Africa, and the Caribbean during colonisation and slavery
- Know that historians compare different time periods to identify similarities (what remained alike) and differences (what changed).
- Know that comparing historical evidence helps historians explain how leisure and entertainment have changed over time.
- Know that some aspects of leisure and entertainment may appear different but still serve similar purposes for people in different periods.
- Know that identifying similarities and differences helps historians understand the pace and nature of historical change.

Possible Examples based on selected area of independent investigation:

Technology

- Radio and podcasts both provide entertainment and information.
- Modern smartphones offer many functions that once required several separate devices.

Clothing

- Victorian and modern leisure clothing both reflect contemporary fashion.
- Comfort and practicality have become increasingly important over time.

Gaming

- Victorian board games and modern video games are both forms of recreation.
- Digital technology has transformed how games are played and shared.

Sports

- Football remains popular today, but participation and audiences have increased significantly.
- Opportunities for women and girls have expanded over time.

Dancing

- Dancing has remained a popular social activity across generations.
- Styles and influences have changed considerably.

Cafés/Shops

- People have always used shops to buy goods and meet others.
- Online shopping has changed how and where people shop.

Suggested task: Compare your chosen leisure theme in the Victorian era and today. Identify at least three similarities and three differences, explaining what these reveal about change over time and (importantly) the impact. Present as a table under headings 'Change over time' and 'Impact'

Similarities and Differences: Explain change over time and impact.



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5. Can I evaluate the impact and significance of changes over long periods of time?

- **Vocab:** change, continuity, impact, significance
- **Prior learning (Year 6 Spring):**
 - explained what changed (social, political, cultural) for people in Britain and the Caribbean during Colonisation, Slavery, and Windrush
 - understood if these changes had a major or minor impact on people's lives?
- Know that change refers to developments that occur over time, whilst continuity refers to aspects that remain the same.
- Know that historians examine both change and continuity to understand how leisure and entertainment developed across different periods.
- Know that the impact of a change is the effect it had on people's lives, and these effects can differ between groups of people.
- Know that significance is a judgement about how important a change was and whether it had lasting consequences over time.

Possible examples based on selected area of independent investigation:

Technology

- Entertainment has changed from shared local experiences to global digital access.
- People have consistently used technology for communication and recreation.

Clothing

- Leisure clothing has become more practical and informal.
- Clothing continues to reflect identity, status and fashion.

Gaming

- Gaming has evolved from physical games to digital and online experiences.
- Games continue to provide entertainment, challenge and social interaction.

Sports

- Access to organised sport has increased for many groups.
- Sport remains a popular form of leisure and competition.

Dancing

- Dance styles have changed considerably across generations.
- Dancing continues to be used for celebration, enjoyment and social interaction.

Cafés/Shops

- Shopping has expanded from local stores to online platforms.
- People still use cafés and shops as places to socialise and spend leisure time.

Suggested task: Independently identify what has changed, what has remained the same and which change has been most significant over time and why

- **Change and Continuity:** Evaluate impact and significance of changes over long periods of time.

6. Can I debate which development was most historically significant and use evidence to support my judgement?

- Vocab: significance, criteria, evidence, legacy, debate
- **Prior learning (Year 6 Spring):** explained different perspectives of the significance of the Windrush Scandal (2018)?
- Know that historical significance is a judgement about how important a person, event, development or change was in the past.
- Know that historians use criteria to judge significance, such as how many people were affected, how long the impact lasted and whether it led to further change.
- Know that evidence must be used to support claims about why one development was more significant than another.
- Know that a historical legacy is the long-term impact or influence that remains after an event or development has occurred.
- Possible examples based on selected area of independent investigation:

Technology

- Which was the most significant entertainment technology: radio, television, the internet or the smartphone?

Clothing

- Which development had the greatest impact on leisure clothing: mass production, synthetic materials or sportswear?

Gaming

- Which was most significant: board games, arcade games, home consoles or online gaming?

Sports

- Which development had the greatest impact on sport: organised leagues, the Olympic Games, increased media coverage or greater participation for women?

Dancing

- Which dance movement had the greatest cultural impact: ballroom dancing, the Charleston, Rock and Roll or social media dance trends?

Cafés/Shops

- Which development was most significant: department stores, supermarkets, shopping centres or online shopping?

Suggested task: Select three significant developments from your chosen topic. Use evidence to rank them and justify/debate which was the most historically significant using agreed criteria.

Historical Significance: Debate which development was most significant and use evidence to



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7. Can I explore **why interpretations of the past differ?**

- **Vocab:** interpretation, perspective, viewpoint, bias
- **Prior learning (Year 6 Spring):** explored why interpretations of Britain's role in slavery differ, and explain how and why these interpretations have changed over time?
- Know that a historical interpretation is an explanation or understanding of the past based on evidence.
- Know that people's perspectives and viewpoints can influence how they interpret historical events and developments.
- Know that different historians may reach different conclusions because they use different evidence or give greater importance to certain evidence.
- Know that bias occurs when a source or interpretation favours one viewpoint over another, so historians must evaluate evidence carefully.
- Possible examples based on selected area of independent investigation:

Technology

- Has technology improved leisure opportunities or reduced face-to-face social interaction?

Clothing

- Has the development of fast fashion been beneficial or harmful?

Gaming

- Do video games have a positive or negative impact on children's leisure time?

Sports

- Has modern sport become more inclusive than it was in the past?

Dancing

- Have modern dance trends improved access to dancing or reduced traditional forms of dance?

Cafés/Shops

- Is online shopping a positive development compared to traditional shopping?

Suggested task: Examine two possible historians' contrasting interpretations about your chosen topic. Identify the evidence used, explain why the interpretations differ and reach your own supported conclusion.

Interpretation of the Past: Explore **why interpretations differ**.