

About the unit

This is a thematic study which uses a single place to reinforce understanding of period and to understand key phases in the History of England and Britain.

It is deliberately content light to give plenty of opportunity to fully explore each era and to make comparisons between earlier periods and make connections with previous study.

It puts further flesh on the **chronological spine of British history** that we first mapped out in the thematic study of water. The same periods are referenced.

It covers a very broad period of time from Roman Britain to modern Britain but viewing the **broad arc of time**.

The **topic** of London is both important in its own right as it is the largest city in England and a city which exerts such a strong influence on the development of England and Britain's global role from Roman times to the present.

It is also a **local study** in itself for hundreds of schools (or even more) with over 20 million people living in southern England in the orbit of its capital.

It also provides a **model** for how you might approach similar studies of other cities as part of your own local history investigation. No city in England has as long and well documented history but the idea and approach is replicable in all contexts.

Short and focused thematic studies such as this are one of the best ways to develop chronological understanding and awareness of the broad arc of time. But they need to have focus.

- Our first thematic study viewed a long period through a single feature (sanitation).

- This views it through a single place (London).
- The next through a single product (sugar).
- And the last through a single issue (migration).

Learning Outcomes

This thematic study will help your students to develop:

- a deepening sense of period
- further vocabulary to talk about periods
- overview knowledge of the history of London – a major British and world city
- an awareness that some things change over time and some things stay the same
- an understanding of why things change – including the role of invasion, natural disaster, trade, empire and war on the development of London.

At the end students will know:

- what each period is called and its dates
- the shape and character of London in each period
- how we use different kinds of sources to find out about each period.

They will be able to:

- identify some changes and continuities over time
- identify key features of each period
- write some clear descriptions of key features in each period.

Key terms and vocabulary development

Through the activities in this unit students will be able to understand, use and spell correctly the following words:

- **Key terms:** Amphitheatre; Archaeologists; Basilica; City; Fort; Forum; Great Fire; High-rise towers; Londinium; London; Lundenwic; Monasteries; Normans; Public Baths; Religious precincts; River Thames; Saxons; Second World War; Skyscrapers; Suburbs; Theatres; Trade; Traitors; Underground; Vikings.

Assessment opportunities

The **end of enquiry final task** is a supported piece of extended writing that will reveal:

- students' **writing skills** independence
- their awareness of **key features** of London in each period
- their understanding of **change over time** (how things have changed or stayed the same from period to period)
- their understanding of **causes** (why things have changed or stayed the same).

Every lesson offers opportunities for formative assessment, particularly:

- how we use photos and reconstructions to find out about the past (every lesson).

Links to 2014 National Curriculum

Content knowledge:

- a study of a site dating from a period before 1066.

Disciplinary knowledge

- chronological knowledge of British History
- correct use of historical terminology
- analyse trends over a long arc of time
- write an evidentially supported account.

Links to future learning in Understanding History

- The same periods will be revisited in the later thematic studies (Units 5 and 7).
- This study provides a chronological context for the next period study (Unit 4) on Early Modern Britain, in particular:
- the increasing connections between Europe and the new World studied in 4.2
- the religious and political changes under Henry VIII studied in 4.4
- the symbol and function of Hampton Court Palace studied in 4.5
- the Elizabethan cultural golden age studied in 4.6
- the site study of the Globe theatre studied in 4.7

Links to future learning at GCSE

This unit will provide useful contextual background for:

AQA GCSE History	Restoration England, 1660–1685
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GCSE **exam skill sheets** based on this unit for use now or later in the course are:

Pearson Edexcel GCSE History	Skill sheet	Content focus/enquiry	Skills focus
	5	Roman London (3B)	Describe key features

Lesson sequence

These six lessons form a single sequence in which students visit six periods of British history and compare them. NB These are at-a-glance lesson summaries. You can use the below table to identify where all the supporting resources listed in the summaries can be found:

Resource	Located in:	
	Printed	Online
Lesson plans	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	9781398331334 – Understanding History: Key Stage 3: Boost Core 9781398331457 – Understanding History: Key Stage 3: Boost Premium
Lesson worksheets	9781398314306 - Understanding History: Key Stage 3: Planning & Teaching Pack	
Pearson Edexcel, AQA and OCR B skill sheets	9781398314337 - Understanding History: Key Stage 3: Assessment Pack	
Lesson presentations		

Lesson summaries

Lesson 3A Thematic study: Enquiry set-up and London through time

Learning objectives	Main teaching activities	Key term	Supporting resources
<ul style="list-style-type: none"> Understand that London is a modern city but with a long and rich history 	<ul style="list-style-type: none"> Setting up the enquiry – to write a Time Traveller’s Guide to London Creating a walking tour poster of London 	<ul style="list-style-type: none"> City London River Thames 	<ul style="list-style-type: none"> Lesson plan 3A Worksheet 3A Lesson presentation

Unit 3 Thematic Study: London through time (6 lessons)

Lesson 3B Roman London, AD43–AD400

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand key features of Roman London 	<ul style="list-style-type: none"> Examining features of Roman London Writing the first section of the Time Traveller's Guide to describe London in this period 	<ul style="list-style-type: none"> Amphitheatre Archaeologists Basilica Baths Fort Forum Londinium Public Religious precincts 	<ul style="list-style-type: none"> Lesson plan 3B Worksheet 3B.1 Worksheet 3B.2 Lesson presentation Pearson Edexcel skill sheet 5

Lesson 3C Medieval London, AD400–AD1450

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the changes that took place in London during the Middle Ages 	<ul style="list-style-type: none"> Creating a timeline of changes in London in the early and late Middle Ages, and colour-coding the reasons for the changes Writing the second section of the Time Traveller's Guide to describe what's changed in London 	<ul style="list-style-type: none"> Londinium Lundenwic Normans Saxons Vikings 	<ul style="list-style-type: none"> Lesson plan 3C Worksheet 3C Worksheet 3B.2 Lesson presentation

Unit 3 Thematic Study: London through time (6 lessons)

Lesson 3D Early Modern London, 1450–1750

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the changes that took place in London between 1450 and 1750 	<ul style="list-style-type: none"> Studying a painting of London to understand how and why it changed in this period Learning about the Great Fire of London Writing the third section of the Time Traveller's Guide to describe what changed in London 	<ul style="list-style-type: none"> Great Fire Monasteries Suburbs Theatres Trade Traitors 	<ul style="list-style-type: none"> Lesson plan 3D Worksheet 3D Worksheet 3B.2 Lesson presentation

Lesson 3E London, 1750–1900

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the changes that took place in London between 1750 and 1900 	<ul style="list-style-type: none"> Finding evidence of new buildings on a painting of London Examining the impact of the railways on London Writing the fourth section of the Time Traveller's Guide to describe what the traveller would have seen in London in 1810 and in 1900 	<ul style="list-style-type: none"> Suburbs 	<ul style="list-style-type: none"> Lesson plan 3E Worksheet 3E Worksheet 3B.2 Lesson presentation

Lesson 3F London since 1900

Learning objectives	Main teaching activities	Key terms	Supporting resources
<ul style="list-style-type: none"> Understand the effects of the war on London Understand what London looks like today 	<ul style="list-style-type: none"> Recording changes to the city after the war and in recent years Writing the final section of the Time Traveller's Guide to describe London in the 1940s and 1980s Writing a recommendation about which period was the best time to visit London 	<ul style="list-style-type: none"> High-rise towers Second World War Skyscrapers Underground 	<ul style="list-style-type: none"> Lesson plan 3F Worksheet 3F Worksheet 3B.2 Lesson presentation