

# Sharnbrook Primary Knowledge Organiser - Y6 History

**Key Question: How has education changed since the school opened in 1873?**

**Similarity and Difference**

**What Should I Already Know**

Children will have studied the history of the school (Y2), and learned about the dissolution of the monasteries (Y5) and Crime and Punishment (Y6).

**Key Facts**

Elementary Act 1870: schools should be paid for by local taxes; places should be available for every child aged 5-12; and parents would pay a small fee, but free for the poor.

1880 education becomes compulsory for children aged 5-10.

1889 school leaving age rises to 12.

1891 schooling becomes completely free.

Children were taught the 3 Rs (**R**eading, **wR**iting and **aR**ithmetic) as well as religious instruction.

1944 Education Act leads to primary and secondary schools.

1951 O-Levels (ordinary) and A-Levels (advanced) introduced.

1986 GCSEs (general certificate of secondary education) replace O-Levels.

1988 The National Curriculum is introduced and so are SATs.

**Significant People**



Henry VIII



Edward VI



Robert Raikes



Seebold Rowntree



William Beveridge

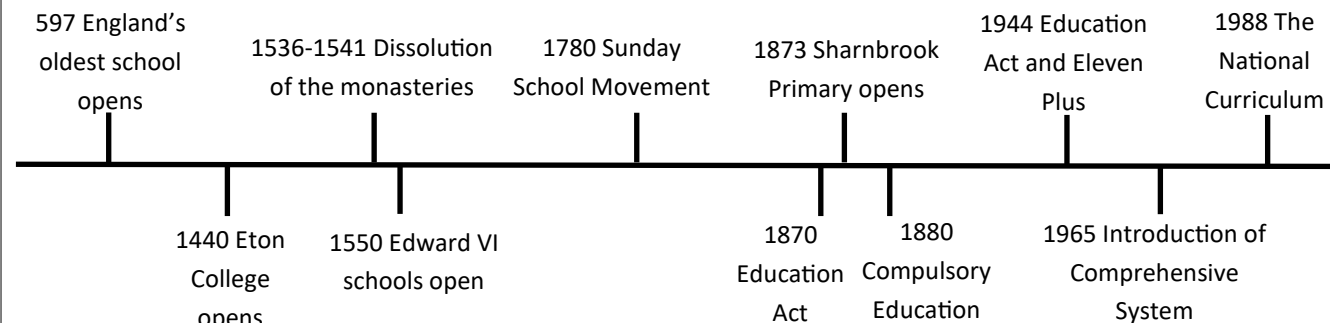


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**Vocabulary**

Act(s)	A written Law passed by Parliament e.g. the Education Act 1944.
Compulsory	Required by Law or a rule.
Empire	An extensive group of states or countries ruled by a single monarch e.g. the British Empire.
Equality	A state of being equal, especially in status, rights or opportunities.
Franchise	The ability and right of someone to vote in an election (also known as suffrage).
Grammar School	A state secondary school to which pupils are admitted on the basis of ability (selection).
Latin	The language of Ancient Rome and its empire, widely used historically as a language of scholarship and administration.
Philanthropy	The desire to promote the welfare of others, expressed especially by the generous donation
Reforms	Make changes in order to improve something.

**Timeline**



**How to be a Historian**

- Explain how people living in the same period of time have similar or different experiences to one another.
- Analyse the usefulness of historical sources in learning about the past.
- Draw conclusions about people and significant events, using historical sources of evidence.