

# ACET Junior Academies'

## Scheme of Work for history

### Unit 8: The Victorians - Great Changes?



#### About this unit:

This is both the second history unit of Year 5 and also the second to focus on Britain post 1066. Through studying the Victorians and the effects of the Industrial Revolution on Britain, pupils will consider the extent to which Britain changed during this period by drawing comparisons with Tudor Britain and assessing how big a change Britain went through. Pupils will once again develop understanding of a range of concepts with enquiry questions focussed around the key second order concepts for history. Children will use a range of evidence including written sources and pictorial sources to develop an understanding of the past. They will also have the opportunity to assess whether Queen Victoria was the 'ultimate Victorian' in addition considering change and continuity both across the period and in relation to other periods they have studied.

#### Unit structure

This unit is structured around six sequential history enquiries:

1. When were the Victorians and how did they get their name?
2. Was Queen Victoria the ultimate Victorian?
3. Lovely and clean or dirty and glum, what was life like in a Victorian slum?
4. Did the lives of Victorian children improve?
5. Did the railways change everything?
6. Was the Victorian era an era of great changes?

#### National Curriculum unit:

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Victorians.

#### Links to previous and future National Curriculum units

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Tudors (Y5 HT1.1)

## Enquiry 1: When were the Victorians and how did they get their name?

Links to previous learning	Knowledge and second order concepts	Historical skills:	Assessment criteria:	Curricular links:
<p>Children should have started to develop a chronological narrative of British history to and beyond 1066 in previous units. They will have used timeline previously, asked enquiry questions and handled sources.</p>	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i> The Victorian era was named after Victoria who was Queen for over 60 years, from 1837-1901. During the Victorian era Britain a lot changed in Britain. Sources suggest that there were some similarities but also some differences between the lives of Victorians and our own.</p> <p><b>Second order concepts:</b> <i>(What students should understand)</i> Chronology Similarity and difference</p>	<ul style="list-style-type: none"><li>- Chronology - place current study on time line in relation other studies and relate current studies to previous studies making comparisons.</li><li>- Enquiry - use evidence to build up a picture of the past and make inferences.</li></ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"><li>- Place the Victorian era on a time line?</li><li>- Explain how the Victorian era got its name?</li><li>- Make inferences from a range of sources about life in Victorian Britain and make comparisons between their lives and the lives of people in other time periods they have studied?</li><li>- Devise increasingly complex enquiry questions based on previous learning?</li></ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
		<b>Key concepts:</b>		
		Victorians Source Queen Monarch Reign		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>First of all children could place the Victorians on the class timeline - what came before/what came after? <i>NB. If children struggle with chronology and a sense of time, use toilet rolls as in previous schemes.</i> Here it is important that children understand that although the Victorians were around 100 years ago this was much closer in time than other periods they have studied - draw links to the Tudors what do they expect to have changed/stayed the same? What would be similar/different to their own lives?</p> <p>Next, the children could watch the first part of the BBC video on Queen Victoria which explains why it was called the Victorian period and why it was an important period for British history.</p> <p>Children could then look at a range of picture sources from the Victorian periods and make inferences about what they tell us about this period of history - encourage children</p>		<p>Class timeline.</p> <p>Toilet rolls?</p> <p>BBC clip on Queen Victoria.</p> <p>Range of source pictures showing life in Victorian Britain.</p> <p>Whiteboards for enquiry questions?</p>	<p>For background reading: <a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a> <a href="https://www.bl.uk/victorian-britain#">https://www.bl.uk/victorian-britain#</a></p> <p>Alf Wilkinson <i>Victorian Times: Pupil Book</i> (2019)</p> <p>For picture sources on the Victorians use Google or: <a href="https://www.nationalarchives.gov.uk/education/resources/victorian-lives/">https://www.nationalarchives.gov.uk/education/resources/victorian-lives/</a></p>	

<p>to consider what are similarities and differences between their own lives and those features shown in the sources? Are these sources useful?</p> <p>Finally, encourage the children to devise their own enquiry questions for the Enquiry Wall - what do they want to find out? Add these to the Enquiry Wall - remember to encourage children to devise more complex questions and draw comparisons with other periods of history they have studied.</p>		<p>For BBC clip on Queen Victoria:  <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk">https://www.bbc.co.uk/teach/class-clips-video/ks2-queen-victoria-the-ultimate-victorian/z79vhbk</a></p>
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## Enquiry 2: Was Queen Victoria the ultimate Victorian?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children should be able to locate the Victorian era on a timeline and explain who Victoria was and how the Victorian era got its name. Pupils should also have used criteria to assess the significance of an event/individual.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            Queen Victoria was the longest reigning monarch before Elizabeth II.            There were many significant individuals who made great changes to Britain in the Victorian period.            Historians use criteria to assess the significance of people/events and use evidence when drawing conclusions.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Chronology            Similarity and difference            Significance</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology: know and sequence key events.</li> <li>- Range &amp; depth: study different aspects of different people</li> <li>- Enquiry - select relevant sections of information.</li> <li>- Communication - communicate knowledge and understanding in a variety of ways.</li> </ul> <p><b>Key concepts:</b>            Victorians            Invention            Criteria</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Sequence sources chronologically and explain possible reasons for differences between sources?</li> <li>- Identify and explain why someone might be considered significant using set criteria?</li> <li>- Compare individuals and reach a conclusion based on evidence?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

Suggested activities:	Resources:	Useful links:
<p>Pupils could begin with a series of pictures showing Victoria - can they put them in chronological order? Why have they chosen that order? What do they notice about the pictures after 1861? What might have happened? Are there any significant events shown? Children could then move onto a biography of Queen Victoria - who was she and what did she do and link in the pictures.</p>	<p>Picture sources showing Queen Victoria throughout her life.</p> <p>Key information on Victoria and other individuals.</p>	<p>For a range of portraits of Victoria throughout her life:  <a href="https://artuk.org/discover/stories/the-most-painted-royal-in-history-queen-victoria-in-portraits">https://artuk.org/discover/stories/the-most-painted-royal-in-history-queen-victoria-in-portraits</a>            For a video clip on Queen Victoria use:  <a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zfdkhhbk</a></p>

<p>Next pupils could move onto looking at other significant groups - there are a range on the BBC website - children could work in groups to put together a short presentation/biography of their person- encourage pupils to consider why that person was significant. Pupils could use either Dawson's criteria or could come up with their own.</p> <p>Finally, children could present their research. Using set criteria pupils could decide who was the ultimate Victorian. If there is time, children could then create their own set of Top Trumps cards on the key Victorians.</p>	<p>Criteria for judging significance.</p> <p>Template for Top Trump cards.</p>	<p>For key facts about Victoria:  <a href="https://www.natgeokids.com/uk/discover/history/monarchy/ten-facts-about-queen-victoria/">https://www.natgeokids.com/uk/discover/history/monarchy/ten-facts-about-queen-victoria/</a></p> <p>For short videos on other famous Victorians:  <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd">https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd</a></p> <p>For Ian Dawson's criteria for significance:  <a href="http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html">http://canonshistory.weebly.com/what-criteria-can-we-use-to-make-a-judgement-about-significance.html</a></p>
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**Enquiry 3: Lovely and clean or dirty and glum, what was life like in a Victorian slum?**

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Children know that during the Victorian era, Britain changed. They have also investigated a range of sources and made inferences in previous enquiries.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            The population of Britain increased dramatically between 1801 and 1901, and that more people went to live in the towns.            These changes were brought about by the Agricultural and Industrial Revolutions.            Slum housing was where the poor people lived in the towns.            Conditions in slums were very poor.            Not everyone lived in slums.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>            Cause and consequence.            Similarity and difference.</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - consider the causes of change and the effects of these changes.</li> <li>- Enquiry - use evidence to build up a picture of the past and select relevant information.</li> <li>-</li> </ul> <p><b>Key concepts:</b>            Population            Migration            Agricultural            Industrial            Diversity</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify and describe demographic changes in this period?</li> <li>- Give reasons for the demographic changes?</li> <li>- Identify key information in sources and describe conditions in a slum?</li> <li>- Identify and describe differences between the lives of the rich and poor?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Pupils could begin by looking at a range of statistics - population of Britain 1801 and 1901, and the population of towns and cities (try to include statistics for Sheffield) - why did the population increase? Link to the Agricultural and</p>		<p>Census records from 1801 and 1901.</p>	<p>For background reading:  <a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a>  <a href="https://www.bl.uk/victorian-britain#">https://www.bl.uk/victorian-britain#</a></p>	

<p>Industrial Revolutions, migration from the countryside to the towns and the problems in the new towns.</p> <p>Next pupils could look at a picture source showing Victorian housing - what would it have been like to live in houses such as these? What problems could there have been? This could then lead onto a source investigation outlining slum housing - were slums clean and lovely or dirty and glum?</p> <p>Finally, pupils could compare slum housing to the lives of the rich in Victorian Britain - Chatsworth, Wentworth Woodhouse (try to bring in a local example) etc - children could look at videos/floorplans/pictures - was life the same for everybody?</p>	<p>Background information about changes brought by Agricultural and Industrial Revolutions.</p> <p>Picture of Victorian housing.</p> <p>Sources relating to slum housing.</p> <p>Video tour of Chatsworth or similar.</p>	<p>Alf Wilkinson <i>Victorian Times: Pupil Book</i> (2019)</p> <p>Tony Triggs, <i>Folens Primary History Victorians</i> (2006)</p> <p>For contemporary sources of Victorian houses search for Gustave Dore, London.</p> <p>For information on the local area: <a href="http://www.localhistories.org">www.localhistories.org</a></p> <p>For a walk through a Victorian house: <a href="http://www.geffrye-museum.org.uk">www.geffrye-museum.org.uk</a></p>
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### Enquiry 4: Did the lives of Victorian children improve?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils should have previously studied how urbanisation led to problems in the industrial towns. They should also know that the new industrial towns offered a range of new jobs.</p>	<p><b>Substantive knowledge:</b> (<i>What the children should know.</i>) Interpretations of the past in films are not always historically accurate. Many poor children in Victorian England were forced to work in a range of dangerous jobs. Laws were introduced to improve/stop children working. Going to school became compulsory in 1870.</p> <p><b>Second order concepts:</b> (<i>What the children should understand</i>) Change and continuity.</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Chronology -know and sequence key events of time studied.</li> <li>- Range &amp; depth - compare life in early and late 'times' studied.</li> <li>- Interpretations - understand that different versions of the past exist.</li> </ul> <p><b>Key concepts:</b> Victorians Children Interpretation</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify ways in which the clip might not be accurate?</li> <li>- Describe jobs performed by Victorian children and the dangers they faced.</li> <li>- Explain why reform was needed?</li> <li>- Identify ways in which the lives of Victorian children changed over time?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	

<p>Pupils could start by watching a clip from <i>Mary Poppins</i> - 'Chim Chim Che ree' - ask pupils what a Chimney Sweep did and what impression they get from the clip. Explain to them that the clip is an interpretation.</p> <p>Next pupils could look at what the life of a chimney sweep was actually like - explain that many chimney sweeps employed small children. At this point, the teacher could ask a smaller, male member of the class to demonstrate - lay out the dimensions of a chimney on the floor with paper and then get them to pretend climbing up - what would the dangers? There is also a source from an adult chimney sweep describing conditions for children that pupils could look at.</p> <p>Pupils could then move onto looking at other jobs performed by Victorian children - there are some excellent clips/podcasts on the BBC website children could use.</p> <p>Pupils could then rank the jobs - most to least dangerous. This could lead to pupils writing a letter to the Earl of Shaftesbury giving reasons why laws needed to be introduced to improve working conditions.</p> <p>Finally pupils could produce a timeline outlining the changes brought in to help to improve working conditions, introduction of compulsory education etc. Pupils should be encouraged to consider changes across the period and whether life improved.</p>	<p>Clip from <i>Mary Poppins</i></p> <p>Chimney sweep source.</p> <p>Paper/props for chimney sweep demonstration.</p> <p>Range of clips/information packs relating to jobs for Victorian children.</p> <p>Worksheet for letter.</p> <p>Timeline - key dates/information to include.</p>	<p>For background reading:  <a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a>  <a href="https://www.bl.uk/victorian-britain#">https://www.bl.uk/victorian-britain#</a>  Alf Wilkinson <i>Victorian Times: Pupil Book</i> (2019)  <a href="https://victorianchildren.org/">https://victorianchildren.org/</a></p> <p>For chimney sweep source either use additional resources folder or:  Tony Triggs, <i>Folens Primary History Victorians</i> (2006)  For a range of clips linked to children's working conditions:  <a href="https://www.bbc.co.uk/programmes/b0078vk7/clips">https://www.bbc.co.uk/programmes/b0078vk7/clips</a>  Or for Podcasts:  <a href="https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h">https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h</a></p> <p>For a timeline outlining changes in Victorian Britain:  <a href="https://www.theschoolrun.com/homework-help/victorian-era">https://www.theschoolrun.com/homework-help/victorian-era</a>  For the worse jobs in Victorian Britain:  <a href="http://www.mentalfloss.com">www.mentalfloss.com</a></p>
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### Enquiry 5: Did the railways change everything?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils should now have started to acquire knowledge of some of the changes that came about in the Victorian period.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>  At the start of the 19<sup>th</sup> century, travel around Britain was slow - most people travelled by foot or horse and carriage.  Railways created jobs, led to the growth of seaside towns and standardised time across Britain.  There were also other changes in transport including bicycles, trams, buses, the underground and cars.</p> <p><b>Second order concepts:</b>  <i>(What the children should understand)</i>  Change and continuity  Chronology</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - compare life in early and late 'times' studied.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> <li>- Chronology - sequence events and make comparisons.</li> </ul> <p><b>Key concepts:</b>  Transport  Steam power</p>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify and describe ways in which methods of transport changed across the Victorian period?</li> <li>- Describe the impact of railways?</li> <li>- Analyse the methods of transport and decide whether</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

			railways had the greatest impact.	
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Suggested activities:		Resources:	Useful links:	
<p>Pupils could first of all look at a picture source showing Stephenson's Rocket - what is it? Why might it be important? Explain that before railways, travel around Britain was very slow (and often expensive) - foot, horse and carriage or canal. This could lead into children watching the BBC clip on the development of steam engines.</p> <p>Next pupils should consider the impact of railways - provide pupils with a range of cards with impact, they could then organise them into a pyramid - most to least important.</p> <p>Pupils could then put together a timeline showing other methods of transport were introduced by the Victorians - it is important here to consider change and continuity across time. They could then spend time researching the other methods and considering which method of transport brought the greatest change.</p>		<p>Picture of Stephenson's Rocket</p> <p>Cards showing impact of the railways - holidays, standardised time, improved communication.</p> <p>Timeline cards showing key dates for transport developments.</p> <p>Key information on the different modes of transport.</p>	<p>For background reading:  <a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a>  <a href="https://www.bl.uk/victorian-britain#">https://www.bl.uk/victorian-britain#</a></p> <p>Alf Wilkinson <i>Victorian Times: Pupil Book</i> (2019)</p> <p>For an outline of some of the key changes:  <a href="https://www.bbc.co.uk/bitesize/clips/z4fvr82">https://www.bbc.co.uk/bitesize/clips/z4fvr82</a></p> <p>For information on key developments:  <a href="http://www.victorians.co.uk/victorian-transport">http://www.victorians.co.uk/victorian-transport</a></p> <p>For a range of resources on canals:  <a href="https://canalrivertrust.org.uk/explorers/resources">https://canalrivertrust.org.uk/explorers/resources</a></p> <p>For the development of the steam railway:  <a href="https://www.bbc.co.uk/bitesize/clips/z8vb4wx">https://www.bbc.co.uk/bitesize/clips/z8vb4wx</a></p>	

### Enquiry 6: Was the Victorian era an era of 'Great Change'?

Links to previous learning	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts	Knowledge and second order concepts
<p>Pupils should have acquired a narrative understanding of some of the key changes of the Victorian era.</p>	<p><b>Substantive knowledge:</b>  <i>(What the children should know.)</i>            There were many changes to life in the Victorian era. Some historians have stated that the Victorian era was an era of 'great change'.            Many people were better off in 1901 than they had been in 1837.            Historians use evidence and produce interpretations.</p>	<p><b>Historical skills:</b></p> <ul style="list-style-type: none"> <li>- Range &amp; depth - compare life in early and late 'times' studied.</li> <li>- Enquiry - use evidence to build up a picture of the past.</li> <li>- Interpretations.</li> </ul>	<p><b>Can your children:</b></p> <ul style="list-style-type: none"> <li>- Identify and describe ways in which life changed/stayed the same?</li> <li>- Analyse the extent of change?</li> </ul>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

	<p><b>Second order concepts:</b> (What the children should understand) Change and continuity</p>	<p><b>Key concepts:</b> Interpretation Evidence</p>	<p>- Describe groups for whom life may not have changed? - Write their own interpretation of the Victorian era?</p>	
<p><b>Suggested activities:</b></p>		<p><b>Resources:</b></p>	<p><b>Useful links:</b></p>	
<p>Pupils could begin by looking at Bruce Robinson's interpretation of the Victorian era or another which is similar - that everything had changed. Next pupils could review their work - they could create three columns - 'big changes', 'medium changes' and 'small changes' - and consider where they would put each change.</p> <p>Pupils could then consider who the changes affected the most - men, women, children, rich, poor etc.</p> <p>Finally pupils could produce their own interpretation of the Victorian era - was it a period of 'great change' for all?</p>		<p>Copy of Robinson's interpretation or similar.</p> <p>Grid for recording changes.</p> <p>Scaffolding for producing own interpretation.</p>	<p>For background reading: <a href="http://www.bbc.co.uk/history/british/victorians/">http://www.bbc.co.uk/history/british/victorians/</a> <a href="https://www.bl.uk/victorian-britain#">https://www.bl.uk/victorian-britain#</a></p> <p>Alf Wilkinson <i>Victorian Times: Pupil Book</i> (2019)</p> <p>Tony Triggs, <i>Folens Primary History Victorians</i> (2006)</p> <p>For Bruce Robinson's interpretation: <a href="http://www.bbc.co.uk/history/british/victorians/speed_01.shtml">http://www.bbc.co.uk/history/british/victorians/speed_01.shtml</a></p> <p>Or for Historic Britain's: <a href="https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rise-to-Power-Victorians/">https://www.historic-uk.com/HistoryUK/HistoryofBritain/Rise-to-Power-Victorians/</a></p>	

**END POINTS:**

<p><b>Knowledge and second order concepts:</b></p>		<p><b>Key concepts developed:</b></p>		
<p><b>Substantive knowledge:</b> (What the children should know) This is not an exhaustive list but an outline of what might be expected: The Victorian era was named after Victoria who was Queen for over 60 years, from 1837-1901.</p>	<p>Agriculture   Children Criteria Diversity</p>	<p>Interpretation Invention Migration Monarch</p>	<p>Reign Source Steam power Transport</p>	

<p>There were many significant individuals who made great changes to Britain in the Victorian period.          By 1901 for the first time, more people lived in towns than in rural areas.          Life was difficult for many people in Victorian Britain - slum housing, child labour.          Railways had a big impact on Britain.          By 1901, life was better for most people.  <i>Taken and adapted from Sue Temple and Alf Wilkinson, 'Collins Primary History: Teacher's Guide', (2019), p.87.</i></p> <p><b>Second order concepts:</b>          Children should start to have an understanding of:          cause and consequence          change and continuity          similarity and difference          significance          chronology</p>	<p>Evidence Industrial</p>	<p>Population Queen</p>	<p>Victorians</p>
<p><b>Key historical skills developed:</b></p>			
<p>By the end of the unit, children will have studied a series of question led enquiries. In do so, children will have had the opportunity to:</p> <ul style="list-style-type: none"> <li>● place events on a timeline developing their chronological narrative of the history Britain.</li> <li>● conduct their own research increasingly independently.</li> <li>● identify key information in a source and make inferences.</li> <li>● use criteria when judging significance.</li> <li>● ask and pose questions about the enquiry.</li> <li>● present their findings in a variety of ways.</li> <li>● produce their own interpretations based on historical evidence.</li> </ul> <p>The children will also have started to investigate written and picture sources, identifying key information and consider whether they agree with historians' interpretations of the past.</p>			
<p><b>The next step ...</b></p>			
<p>This unit will have allowed children to build on their historical narrative of the British Isles while continuing to develop their historical skills and understanding of key concepts. In the next history unit, pupils will study the <i>Ancient Greeks</i>. This is the third unit in which pupils have the opportunity to study an Ancient Civilisation in depth. In this unit, pupils will continue to develop their historical skills - in particular handling and assessing evidence. Pupils will also have the opportunity to conduct research increasingly independently. In addition to this, they will have the opportunity to draw comparisons with previous units they have studied.</p>			