

## Half term two - The History of British clothing

**Learning outcome:** Study the history of clothing in Britain from 1066 through to the present day. Learn about the key changes in fashion, materials and manufacturing processes and gain an understanding of this aspect of social history in Britain. Finish your topic by meeting a design challenge brief and putting on a catwalk show!

### Oracy

- To use models and brooches as a prop for “Standing and Delivering” key information about the impact on fashion of beliefs and social class

### Key Vocabulary:

Evidence, timeline, chronology, society, rich, poor, religion, Catholics, puritans, Tudors, Stuarts, Georgian, Victorian, industrial revolution, fabrics, natural, man-made, weave, dye, print, Henry VIII, Elizabeth I, James I, Guy Fawkes, Louis XIV,

### PSHE and Citizenship

Discussions on freedom of expression through style and clothing. The impact of slogan wear on society.

### Key Texts

Along came Coco - Eva Byrne  
History of Clothing Booklet – Hamilton Trust document

### Experiences/Visits/Visitors/Showcase

Fashion Show – children wear or display fashion items and speak about what each item tells us about British History

### Subjects covered:

History

Geography

Art and Design

### History threshold concepts

- Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- Understand chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

## Geography Threshold Concepts

### Investigate places

- This concept involves understanding the geographical location of places and their physical and human features

## Art and Design Threshold Concepts

- **Master techniques**

This concept involves developing a skill set so that ideas may be communicated.

- **Develop ideas**

This concept involves understanding how ideas develop through an artistic process.

This scheme of work will be structured all around fashion from 1066 to now and supplemented by reading the text 'Along Came Coco.'

<b>Lesson title and learning Intention</b>	<b>Threshold concepts (success criteria)</b>	<b>Milestones (success criteria)</b>	<b>Lesson structure</b>
1. The purpose of clothing.	<b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	<ul style="list-style-type: none"><li>• Use evidence to ask questions and find answers to questions about the past.</li></ul>	<ul style="list-style-type: none"><li>○ Look at an Elizabethan ball gown and comment on the fabric, purpose, origin and design.</li><li>○ Children to draw and label their favourite outfit now and when they were younger.</li></ul>
2. <ul style="list-style-type: none"><li>○ To understand and compare changes in fashion over time in relation to wealth.</li></ul>	<b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.  <b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.	<ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a time line using dates.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li></ul>	<ul style="list-style-type: none"><li>○ Children to study and order pictures of fashion from 1066 to modern day.</li><li>○ To discuss and make notes on historical events from that period.</li><li>○ Draw a comparison of a poor and rich person from a view point of the clothes they wore.</li></ul>

		<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	
3. To study fashion in Tudor Times and the reasons behind it.	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features</p>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <ul style="list-style-type: none"> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ To share PowerPoint of Tudor fashion of Kings and Queens</li> <li>○ Children to create their own pictorial explanation of how and the Kings and queens wanted to appear stylish and powerful</li> </ul>
4. Explore the Stuarts from the 17th Century and how the politics and religion of the period influenced their clothing and identified people.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p>	<ul style="list-style-type: none"> <li>○ • Compare some of the times studied with those of other areas of interest around the world.</li> <li>○ • Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>○ Place events, artefacts and historical figures on a time line using dates.</li> </ul>	<ul style="list-style-type: none"> <li>○ Share and compare religious differences in British and French society</li> <li>○ Discuss the gunpowder plot and King James/Guy Fawkes/Thomas Catesby</li> <li>○ Children to make replica models of puritans and French Catholics.</li> </ul>

	<p><b>Investigate places</b> This concept involves understanding the geographical location of places and their physical and human features.</p>	<ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics</li> </ul>	
5. Explore Georgian society in the 18th Century. Examine how Georgian high society dressed and acted at society balls.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Share PowerPoint of Georgian society balls and what this meant for society women.</li> <li>Children to create a fan as a symbol and accessory that represents that particular aspect of society.</li> </ul>
6. Explore Victorian society in the 19th Century. Investigate how Queen Victoria affected British fashions.	<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Master techniques</b> This concept involves developing a skill set so that ideas may be communicated.</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Use clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the life of Queen Victoria and society at the time. How the death of her husband had a huge impact on what she wore, and the fashion and customs at the time.</li> <li>Look at mourning brooches and children design and create a brooch out of clay that represents an emotion.</li> </ul>
7. To study the impact of the changes of the early 20 <sup>th</sup> century on the	<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes</p>	<ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the war years and the impact on society.</li> <li>Focus on "Make Do and Mend" and "Hand me</li> </ul>

<p>clothing options and choices people made.</p>	<p>from an interpretation of the available evidence.  <b>Build an overview of world history</b>  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Suggest causes and consequences of some of the main events and changes in history.</li> <li>○ Shape and stitch materials.</li> <li>○ Use basic cross stitch and back stitch</li> </ul>	<p>Down" culture and discuss options for repair or renew instead of buying fresh.</p> <ul style="list-style-type: none"> <li>○ Children then learn to repair or renew through sewing</li> <li>○ Teach children back stitch technique.</li> </ul>
<p>8. Look at the link between availability of resources as well as freedom of speech and the impact on fashion.</p>	<p><b>Build an overview of world history</b>  This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p> <p><b>Develop ideas</b>  This concept involves understanding how ideas develop through an artistic process.</p>	<ul style="list-style-type: none"> <li>○ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>○ Develop ideas from starting points</li> <li>○ Annotate sketches to explain and elaborate ideas.</li> </ul>	<ul style="list-style-type: none"> <li>○ Look at PowerPoint of modern clothing, freedom of expression and improved availability of resources.</li> <li>○ Discuss how some fashion comes back around and uses influences from the past as well as new innovations.</li> <li>○ Children to mix elements of fashion they have learned about during this topic as well as their own personal taste and viewpoints to design a T Shirt that represents them.</li> </ul>