

<u>History</u> <u>Year 6</u> <u>Autumn 1</u>	
<p align="center"><b>The Industrial Revolution</b></p> <p><b>Topic Key Question: Should we remember the Victorian times as a “golden age” of tremendous change for the better or a “dark age” of human suffering?</b></p>	
<p><b>NC objectives covered:</b></p>	<ul style="list-style-type: none"> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> <li>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</li> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>
<p><b>Prior Knowledge needed:</b></p>	<ul style="list-style-type: none"> <li>What monarchy is</li> <li>Know who Queen Victoria is and what the Victorian era was like.</li> <li>Knowledge of how life has changed for people living in Britain prior to the Industrial Revolution.</li> <li>Knowledge of what Britain is and places around Britain.</li> </ul>
<p><b>Curriculum Concepts and Themes:</b></p>	<ul style="list-style-type: none"> <li>Monarchy</li> <li>Power</li> <li>Industrialisation</li> <li>Revolution</li> <li>Living Conditions</li> <li>Technology</li> <li>Social Change</li> <li>Empire</li> </ul>
<p><b>Learning in this topic:</b></p> <p><u>Knowledge of Chronology</u></p> <ul style="list-style-type: none"> <li>Children will look at the events that led up to the Industrial Revolution. Look at how Britain was a <b>rural</b> nation with adequate transport and many people living in a farming community in their village.</li> <li>They will analyse how Britain changed during the Industrial Revolution (starting in about 1760) from a land of small towns, villages and farms into a land of <b>cities</b>, large towns and <b>factories</b>. The <b>population</b> grew from 16 million in 1801 to over 41 million by 1901. <b>Cities</b> grew fast, as people moved from the countryside to work in factories. In 1837, Britain was still a rural nation with 80% of the population living in the countryside. By the middle of the nineteenth century over 50% of the population lived in towns and cities.</li> <li>Study when the new <b>technological advancements</b> occurred: Thomas Newcomen created the Newcomen Engine 1712, James Watt’s <b>steam engine</b> created 1776, George Stephenson Locomotion 1825 (First train - Never had so many been carried so far, so fast.) Isambard Kingdom Brunel’s SS Great Britain first steam-powered boat in 1847. Within this, discuss how <b>transport</b> was prior to the Industrial Revolution using horse and cart and how these changed the way in which people could travel. Also, you can make links with how the technological advancements would have led towards the development of cars and aeroplanes in the 20<sup>th</sup> Century.</li> <li>Analyse the impact on the <b>Empire</b> and events that preceded Britain to be a global power. Britain ruled 1/5 of the land on Earth. Discuss that it has always had a strong navy defeating the Spanish Armada in 1588 and established strong naval links in Asia through trading. This grew in the 18<sup>th</sup> Century and the Industrial Revolution at its peak in 19<sup>th</sup> Century saw Britain become a world superpower through trade and new technologies.</li> </ul> <p><u>Knowledge of Historical Terminology</u>            Revolution, Industrialisation, Poverty, Empire, Population, Living Conditions, Life Expectancy, Inventions.</p> <p><u>Knowledge of Historical Enquiry: using evidence and communicating ideas</u></p> <ul style="list-style-type: none"> <li>Children will learn about the technological advancements that the Industrial Revolution brought and look at a range of depictions of the social impacts of this. They will look at paintings, drawings to give impressions of how the landscape in Britain changed from a rural to an urban one. They will also read Oliver Twist which introduces the workhouse as well as researching the conditions of these. They will also study pictures of these to give an impression of the conditions.</li> <li>They will use a range of primary and secondary sources (Census, photo, extract from Oliver Twist, internet resource with information about workhouses) they will use these to support their judgement on living conditions during the Industrial Revolution.</li> </ul> <p><u>Knowledge of Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Whilst children investigate a range of primary and secondary sources to assess what living conditions were like in Britain during the Industrial Revolution, they will analyse which sources will be more accurate and which ones are more trustworthy to use as evidence to support their judgements. A discussion will be had about the difference in the types of sources. How reliable is a second-hand source? Does it depend on who has written it? Traditionally, we tend to see the viewpoint from the successful side of historical events.</li> <li>Consider how other countries may look at the Industrial Revolution and whether they see Britain as the first nation to industrialise? How do we view the Industrial Revolution and British Empire now? Have views changed on these?</li> </ul> <p><u>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</u></p> <ul style="list-style-type: none"> <li>How did Britain change from a farming nation to an urban one? Britain went from a country made up of only two cities of 50,000 people to twenty-nine cities with this number with the population growing significantly.</li> <li>How have the inventions and famous inventors impacted transport, medicine and technology of today? Make links with greater technology leading to breakthroughs in medicine and discovering ‘Germ Theory.’</li> <li>How has it changed the working life and social life of people living in Britain? Do we still have some of the impacts today? Has Britain changed again since?</li> <li>What were the consequences on the rest of the World? How has that changed as a result? Are there any similarities with modern countries around the World?</li> </ul>	
<p><b>Curriculum Skills Progression:</b></p>	<ul style="list-style-type: none"> <li>Use appropriate terminology and methods to present information about the past.</li> <li>Pursue historically valid enquiries including some they have framed themselves.</li> <li>Extend and deepen chronological knowledge and understanding of British, local and world history.</li> <li>Analyse and evaluate the cause and effect of changes that took place in the past.</li> <li>Support evaluations with a range of effective evidence from a range of appropriate sources.</li> <li>Describe the ideas, political power, industry and empire: Britain, 1745- 1901.</li> <li>Conduct an in depth local study.</li> </ul>
<p><b>Direct links to made other subjects:</b></p>	<ul style="list-style-type: none"> <li>Science: Advancements in technology supporting discoveries in medicine.</li> <li>English: Practise writing in different non-fiction styles and structuring a discussion text with PEE paragraphs. Covering Oliver Twist in English.</li> <li>Art: Looking at Lowry’s Industrial Landscapes.</li> <li>Maths: Ordering dates and chronological order.</li> <li>Geography: Knowledge of Britain and its towns and cities.</li> </ul>
<p><b>Inspirational Start:</b>            Links to discuss how Hednesford played a part in the Industrial Revolution and how it changed the landscape of Hednesford and Britain too.</p>	<p><b>Mid-way Milestone:</b>            Visit to Blists Hill Victorian Town</p>
<p><b>Extraordinary End:</b>            A discussion text to answer the Key Question</p>	

<b>History</b> <b>Year 6</b> <b>Spring 1</b>  <b>The Vikings</b> <b>Topic Key Question: Are the Vikings merely bloodthirsty warriors?</b>		<b>Learning in this topic:</b> <u>Knowledge of Chronology</u> Children will discuss what they think Britain was like before Viking invasion and this year will explore who <b>Anglo-Saxons</b> were and how Britain was ruled prior to Viking raids. They will focus on the first <b>Viking raid at Lindesfarm in 793AD</b> and then look at the invasion 50 years later where the Vikings looked to conquer and rule over Britain. This will then look at the Anglo-Saxon kingdoms ( <b>Northumbria, East Anglia, Mercia and Wessex</b> ) that the Vikings attempted to take control over. They will look at the agreement between <b>Guthrum and Alfred the Great</b> and how the area of Danelaw (an area of Britain that was ruled by the Vikings) was created. The children will analyse the life of Vikings who settled in Britain and what their <b>settlements</b> were like. During the topic, they will also look at Viking exploration around the World and compare that to explorers who followed much later. Looking in particular at how they <b>travelled to Constantinople</b> to buy and trade goods before returning and then selling these to their own people. Viking beliefs will be covered and discussed as to how these differ and are similar to other beliefs ( <i>Greeks, Egyptians</i> ) and more modern beliefs. Children will focus on the struggle for power between Anglo-Saxons and Vikings and how ultimately the Viking efforts to rule Britain failed in 1066 prior to the <b>Norman invasion</b> . They will write about how <b>English King Harold Godwinson</b> defeated invading <b>Norwegian King Harald Hardrada</b> .  <u>Knowledge of Historical Terminology</u> Raid, Invasions, Warrior, Heathen, Settlement, Norse, Longboats, Ruling, Kingdom, Battle, Exploration, Trade  <u>Knowledge of Historical Enquiry: using evidence and communicating ideas</u> Analysis of Viking graves where original artefacts have been found and developing our learning from what has been discovered. Also looking at the 6 foot skeleton of a Viking warrior; what does this tell us about the warriors at that time? Use of videos and non-fiction texts will help the children to develop their understanding of the Viking longboats and Viking beliefs. Children will use images and paintings to develop their understanding of what Viking life was like.  <u>Knowledge of Interpretations of History</u> Discuss how different people living in Britain would have had different interpretations of the Viking invasions. There are not many written pieces from these days so from teaching clips: analyse what they discuss about Saxon news that was written at the time and their feelings towards the Vikings. In the cases where primary sources of information are found, discuss what these can tell us about the Vikings and what they would have been like living in Britain. Use secondary sources to research and gain more knowledge about the Viking times.  <u>Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events</u> How have the Vikings had an impact on exploration during history? Look at the place they managed to visit and how long it was before other explorers managed to compete with their voyages. What impact did they have on Britain when they left? Analyse the impact that they have on Britain today: Language - Thor's Day = Thursday, Place names, Words: Egg, Angry Was Britain better off under Anglo-Saxon or Viking Rule? Compare the two rulers and lives. Look at how some communities merged and managed to live together. Discuss how British heritage has always had an outside influence and how this links today with a multicultural society.			
<b>NC objectives covered:</b>	<ul style="list-style-type: none"> <li>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> </ul>				
<b>Prior Knowledge needed:</b>	<ul style="list-style-type: none"> <li>Who the Anglo-Saxons were</li> <li>What Britain was like prior to the Viking invasions</li> <li>What happened to Britain after the Roman occupation</li> <li>Where Scandinavia is located in Europe and in relation to the British Isles</li> </ul>				
<b>Curriculum Concepts and Themes:</b>	<ul style="list-style-type: none"> <li>Raids</li> <li>Invasion</li> <li>Kingdoms</li> <li>Settlements</li> <li>Trade</li> <li>Ruling/Power</li> <li>Monarchy</li> <li>Exploration</li> </ul>	<b>Curriculum Skills Progression:</b>	<ul style="list-style-type: none"> <li>Identify how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</li> <li>Understand and explain the reasons for, and results of, key historical events.</li> <li>Support evaluations with a range of effective evidence from a range of appropriate sources.</li> <li>Gain an understanding of the development of Church, state and society in Medieval Britain 1066-1509, then 1509-1745.</li> <li>Use sound evidence to support enquiry and conclusions.</li> </ul>	<b>Direct links to made other subjects:</b>	<ul style="list-style-type: none"> <li>English: 1000 Year Old Boy as Guided Reading text. Writing a non-chronological report about Viking Gods.</li> <li>Design and Technology: Create Viking longboats and research how they were used during the period.</li> <li>Geography: Map reading and awareness of locations around Earth when looking at exploration and voyages that the Vikings completed.</li> <li>Maths: Developing the idea of chronology and how long ago these events were in comparison to other historical events.</li> </ul>
<b>Inspirational Start:</b> The Invasion of Lindesfarm		<b>Mid-way Milestone:</b> Create Viking longboats to replicate those used to explore and travel.		<b>Extraordinary End:</b> Create their own retell of the Battle of Stamford Bridge and how the Viking quest for power in Britain ultimately ended.	

<b>History</b> <b>Year 6</b> <b>Spring 1</b>  <b>Local Industry</b> <b>Topic Key Question: How has industry impacted on the economy of our local area?</b>		<b>Learning in this topic:</b> <b>Knowledge of Chronology</b> <ul style="list-style-type: none"> <li>The children will learn about the development of industry within the local area. They will explore the chronology, cause and effect and development of some of the world firsts to emanate from Ironbridge including cast iron rails, iron wheels, steam cylinders, <u>steam locomotives</u>, iron boats and, most famously the first iron bridge.</li> <li>They will explore how local chronology and development of industry and world chronology of industry relate.</li> <li>The children will evaluate the cause and effect of past events and how they impacted the development of local industry.</li> </ul>		
<b>NC objectives covered:</b> <ul style="list-style-type: none"> <li>A local history study</li> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<b>Knowledge of Historical Terminology</b> Revolution, Industrialisation, Inventions, industry, economy, urbanisation, transport, expansion, iron, brass, coal, charcoal, steam.			
<b>Prior Knowledge needed:</b> <p>Knowledge of the Industrial Revolution            Knowledge of urbanisation            The impact of the Industrial Revolution on people's lives and events.            A basic understanding of the materials used and produced with the time period.            The basic understanding of the local area – e.g. the midlands, Telford and the Wrekin borough.</p>	<b>Knowledge of Historical Enquiry: using evidence and communicating ideas</b> <ul style="list-style-type: none"> <li>The children will use primary and secondary sources of information to identify how peoples lives have been shaped by people and events.</li> <li>They will support their evaluations and explanations using a range of sources.</li> <li>The children will explore historical sources and current sources to compare industry overtime and the impact it has had and is still having today.</li> <li>The children will use a range of sources to explore how industry has impacted the economy of the local area over time.</li> </ul>			
<b>Curriculum Concepts and Themes:</b> <ul style="list-style-type: none"> <li>Industrialisation</li> <li>Urbanisation</li> <li>Economy</li> <li>Land use</li> <li>Local area</li> </ul>	<b>Curriculum Skills Progression:</b> <ul style="list-style-type: none"> <li>Conduct an in depth local study.</li> <li>Describe a significant society or issue in world history and its interconnections with other world developments.</li> <li>Use appropriate evidence sources to identify how people's lives have been shaped by people and events.</li> <li>Use sound evidence to support enquiry and conclusions.</li> <li>Use appropriate terminology and methods to present information about the past.</li> <li>Describe the ways in which different types of historical sources are used rigorously to make historical claims.</li> <li>Describe the ideas, political power, industry and empire: Britain, 1745- 1901.</li> <li>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time.</li> <li>Understand and explain the reasons for, and results of, key historical events.</li> <li>Support evaluations with a range of effective evidence from a range of appropriate sources.</li> <li>Analyse and evaluate the cause and effect of changes that took place in the past.</li> <li>Compare and contrast challenges for Britain, Europe and the wider world 1901 to the present day.</li> </ul>	<b>Direct links to made other subjects:</b>	Maths – links to money and the economy.  Science – links with materials	
<b>Inspirational Start:</b> (hook to capture the imagination) The children will carry out research on Thomas Telford to create a 'This Your Life' episode.	<b>Mid-way Milestone:</b>  Children to explore maps, leaflets and sources to compare industry within the local area now and in the past.	<b>Extraordinary End:</b> (a recognised end point to work towards)  Invite a local business person or county councillor in to speak about industry in the local area and how this can impact on the community around it.		