

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: History Year Group: 6	Area of learning: Victorians (British History beyond 1066)	
Links to previous work/Remember when	<p><u>National Curriculum:</u></p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y4 Victorians study and Y5 World War 11) <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understanding of people, events and changes- More clearly understands the impact of historical events on later periods of history (Y4 Victorian study and Y5 World War 11) • Historical Enquiry- Use a range of primary and secondary resources for historical enquiry. • Ask questions that are centred on important historical aspects. <p>*Children should have a recollection from Y4 of a Victorian study including knowledge about children at work and the development of the railways.</p>	
Term	Year 6	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons	<p><u>National Curriculum-</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><u>Key Skills</u></p> <p><u>Chronology-</u> <i>Place current study (The Victorians- beyond 1066) on a timeline in relation to other studies.</i> <i>Sequence up to ten events on a timeline.</i> <i>Know key dates, characters and events of time studied (The Victorians).</i></p> <p><u>Range and depth of historical knowledge-</u> <i>Know key dates, characters and events of time studied (The Victorians- Industrial Revolution).</i></p> <p><u>Historical Enquiry-</u> <i>Use a range of sources to find out about an aspect of time past.</i> <i>Bring knowledge gathered from several sources together in a fluent account.</i></p> <p><u>Significance-</u> <i>Make observations about the importance and impact of this period of time (The Victorians- Industrial Revolution).</i></p> <p><u>Continuity and Change-</u> <i>Use a greater depth of historical knowledge to describe and make links between different periods and societies (Victorians / Romans).</i></p> <p><u>Organisation and Communication-</u> <i>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</i></p> <p><u>*Cross-curricular link to Art (William Morris artist study- 1834-1896)</u></p>	

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Vocabulary

Victorian, chronology, period, duration, significance, impact, describe, make links, Lord Shaftesbury, philanthropist, politician, social reformer, William Morris, Industrial Revolution, rural, industrialised, working conditions, population, The Factory Act 1833, compare, invention, contribution

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). Chronology- <i>Place current study (The Victorians- beyond 1066) on a timeline in relation to other studies.</i> <i>Sequence up to ten events on a timeline.</i></p> <p>Topic Hook / Launch- All about the Victorians Quiz! (To test what the children already know about the Victorians and address gaps in knowledge- children could write their answers on black card using white chalk to represent what Victorian children would have used at school- take away the pencils and pens!)</p> <p>Key Questions</p> <ul style="list-style-type: none"> ● <i>What do you already know about the Victorians?</i> ● <i>Where is the Victorian period of time in history? (1837-1901)</i> ● <i>Why is this time period known as the <u>Victorians</u>? (powerful reigning monarch at the time- Queen Victoria)</i> ● <i>What happened during Queen Victoria's reign?</i> <ul style="list-style-type: none"> ● <i>Locate Victorian period on class timeline (in relation to time periods already studied- Stone Age to Iron Age, Romans, Mayans, Ancient Greece and Ancient Egypt).</i> ● <i>Sequence (up to ten) key events from the Victorian era in chronological order.</i> ● <i>Summarise what we know so far about the reign of Queen Victoria by beginning to understand the changes in Britain- some independent research could be carried out and presented using own style.</i>
2	<p>i). Range and depth of historical knowledge- <i>Know key dates, characters and events of time studied (The Victorians- Industrial Revolution).</i></p> <p>Britain changed from a rural country with small industries to a highly industrialised and wealthy nation. Many inventions were discovered during this time period.</p> <p>Y4 prior knowledge- People moving from the countryside to work in towns, transporting goods with the development of railways and arguments for / against the railways.</p> <p>Key Questions</p> <ul style="list-style-type: none"> ● <i>What was the Industrial Revolution? What happened in Britain during this time?</i>

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	<ul style="list-style-type: none"> ● How did key inventions transform Britain? (for example: steam engine, telegraph, sewing machine, telephone, lightbulb and vaccine- could link vaccine invention to present day vaccine development for Covid-19). ● Industrial Revolution introduction (possible video clips to use)- https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4 https://www.youtube.com/watch?v=xLhNP0qp38Q&t=78s https://www.youtube.com/watch?v=x59GiX23Z-E ● ‘Spot the difference’ between images of Britain before and during the Industrial Revolution (see PowerPoint within ‘possible resources’ folder- 2). ● Explore changes to transport, using coal and steam to power large machines, the first motor car to travel to places faster (1885) and railway links to boost trade (Y4 prior knowledge). ● Inventions- Compare the qualities of different inventors of the time and practise their skills of selection and advocacy in the Dragon’s Den, complete with all the drama and music from the TV show! ● Argument ‘FOR’ the Industrial Revolution- Present facts on the positive impact and importance of the Industrial Revolution. ● William Morris Art link- whose designs for furniture, fabrics, stained glass, wallpaper, and other decorative arts generated the Arts and Crafts movement in England and revolutionized Victorian taste.
3	<p>i). Historical Enquiry- <i>Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together in a fluent account.</i></p> <p>Industrialised towns were overcrowded and polluted. People worked very long shifts in dirty, noisy and very dangerous factory conditions. There were not many laws to protect workers in factories during the Industrial Revolution. Injuries were very common as most machines were unguarded. Children as young as five were sent to work in the factories.</p> <p>Key Questions</p> <ul style="list-style-type: none"> ● Did the Industrial Revolution make lives better or just easier? ● Can you think of any problems that some of the Victorians may have experienced due to the increasing population in many towns? ● What do you already know about Victorian children at work? (poor working conditions, working from a very young age and with limited education, if any) ● What needed to change for the working children? <ul style="list-style-type: none"> ● Look at sources of working Victorian children (child labour- see ‘possible resources’ folder- 3) and discuss working conditions (What do these sources tell us?) ● Argument ‘AGAINST’ the Industrial Revolution- Write a newspaper report to investigate claims that factories were using

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	<p>child workers unfairly. Include working conditions for the children, accidents which often happened and punishments given.</p> <ul style="list-style-type: none"> • Write a diary entry from the viewpoint of a working child (What would the sights, sounds and smells be like in a factory?)
4	<p>i) Range and depth of historical knowledge- <i>Examine causes and results of great events and the impact of people.</i></p> <p>Impact made and significance of Lord Shaftesbury- He was involved in reforming British factories; the working conditions and the length of a worker's day (for children)- The Factory Act 1833. Compare the work of Lord Shaftesbury to Dr Barnado (a missionary who set up homes for poor, homeless children with food, shelter and training. He rescued around 60,000 children). (https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/)</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Why is Lord Shaftesbury a significant individual in Victorian times? • What role did he take in reforming British factories? • What did he do for the early education of poor Victorian children? • What did Dr Barnardo do to support Victorian children? <ul style="list-style-type: none"> • Timeline of events for the life and work of Lord Shaftesbury. • Advantages of reforming British factories for all (particularly children). • Compare the life of a working Victorian child (pre and post Factory Act 1833). • Have a class debate on child labour with half of the class arguing for child labour (including education from 'The Ragged Schools Union' 1844- ensuring schooling for very poor children). • Design a campaign poster calling for the end of child labour. • Imagine what life would be like if children had to work with little or no education today (impact on the well-being of children and how lucky we are today). • Compare the work of Lord Shaftesbury with Dr Barnado. • Create a Victorian school to show that although children were eventually able to go to school, school life was very different.
5	<p>i) Organisation and Communication- <i>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</i></p> <p>Continuity and Change- <i>Use a greater depth of historical knowledge to describe and make links between different periods and societies (Victorian Britain / Roman Britain).</i></p> <p>Children will make links between two different time periods (Roman / Victorian) to compare the achievements and contributions to present day Britain.</p>

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	<p><u>Key Questions</u></p> <ul style="list-style-type: none"> ● <i>How does the British Empire compare with the Roman Empire?</i> ● <i>What did the Romans and Victorians do for Britain?</i> <ul style="list-style-type: none"> ● Recap what the Romans did for Britain- link back to Y3 prior knowledge. ● Use knowledge from both time periods to compare Roman and Victorian contributions to modern day Britain- impact both have had (examples could include facts presented as a Venn diagram, comparison notes on an A3 poster, Google slides presentation etc.)
6	<p>i). <u>Significance-</u> <i>Make observations about the importance and impact of this period of time (The Victorians- Industrial Revolution).</i></p> <p>Children summarise what they have learnt across this area of learning (Victorians) and consider how much of the modern world as we know it was already in existence by 1900. Many aspects of life by 1900 were not that dissimilar to today. Street lighting, medicines, trains, the motor car, department stores and compulsory education were all in existence by then.</p> <p>In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education. When Queen Victoria celebrated her Diamond Jubilee, it was captured on a new invention— the moving camera https://www.youtube.com/watch?v=pTG9NJTZFKk</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> ● <i>Could the 19th century be called ‘The Age of Improvement’?</i> ● <i>What had the Victorians achieved by the end of the era that didn't exist before?</i> ● <i>What existed by 1900 that you still benefit from today?</i> <ul style="list-style-type: none"> ● Ask the pupils to list their favourite hobbies (shopping, football, computer games) and consider how many of them existed by 1900. ● Children present their final piece of work (as they wish) to showcase what they have found out across this area of learning entitled ‘What did Victorians do for us?’ ● Children could devise an end of unit quiz by devising their own questions and asking peers to answer.

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	<ul style="list-style-type: none"> • Revisit the first session 'prior knowledge' quiz and ensure children now have the correct knowledge to answer all questions.
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<p>Learning Outcome/product</p> <p>To understand and explain the impact of the Victorian era on Britain- Industrial Revolution, inventions, child labour and education. To make links to the Romans and compare the effects both time periods have had on modern day Britain.</p>
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Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question
<i>What did Victorians do for us?</i>