






















Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: History Year Group: Year 5/6 - Cycle B	Area of learning: Victorians (<i>The Industrial Revolution</i>) Historical Enquiry Question: <i>How did the Industrial Revolution change England?</i>															
Links to previous work/ Remember when	<p><u>Year 5 Children (From Year 4 2022-2023)</u></p> <ul style="list-style-type: none"> • NC- Changes in Britain from the Stone Age to the Iron Age- <i>When do you think would be best to live? The Stone Age, Bronze Age or Iron Age?</i> • NC- The Roman Empire and its impact on Britain- <i>What did the Romans do for us? ('Romanisation' of Britain)</i> <p><u>Year 6 Children (From Year 5 2022-2023)</u></p> <ul style="list-style-type: none"> • NC- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of: Ancient Egypt. Ancient Greece – a study of Greek life and achievements and their influence on the western world (light touch coverage in the year 2022-2023)- <i>How have the Ancient Egyptians and Ancient Greeks influenced life today?</i> • NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)- <i>How has the way we punish criminals improved from 1066 to the present day?</i> 															
Term	Year	Key Skills to be taught														
Autumn 2023 What the children should know at the end of this series of lessons	5/6	<p><u>National Curriculum-</u></p> <ul style="list-style-type: none"> • NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Industrial Revolution). <p><u>Historical Skills (taken from the History Progression of Skills Y5/6):</u></p> <table border="1" data-bbox="501 1234 1401 1391"> <thead> <tr> <th>Chronology</th> <th>Sources of Evidence</th> <th>Similarities and Differences</th> <th>Historical Enquiry</th> <th>Analyse and Evaluate the Past</th> <th>Cause and Consequence</th> <th>Historical Significance</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • <u>Chronology-</u> Place current study (The Victorians- beyond 1066) on a timeline in relation to other studies. Sequence up to ten events on a timeline. Know key dates, characters and events of time studied (The Victorians- Industrial Revolution). • <u>Historical Sources-</u> Identify primary and secondary sources to find out about an aspect of time past. Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims. • <u>Similarities and Differences-</u> Compare similarities, differences and changes within and across a range of periods. • <u>Historical Enquiry-</u> Ask and answer questions about the past, considering aspects of change and significance. • <u>Analyse and Evaluate the Past-</u> Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Explore a significant historical event and question the impact the event had on Britain. • <u>Historical Significance-</u> Make observations about the importance and impact of this period of time. Understand and suggest why events, periods, societies and people may be considered historically significant. <p>*Cross-curricular link to D.T- Make a Victoria sponge cake with a twist!</p>	Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance							
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Vocabulary
Victorian, significance, impact, Lord Shaftesbury, Industrial Revolution, industrialised, working environment, living conditions, population, The Factory Act 1833, The Education Act 1870, The London Ragged School Union 1844, compare, invention, contribution.

See 'Possible Resources' in the MTP folder to support lesson ideas.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p style="text-align: center;"><u>Pre-assessment Activity</u> (recording not essential) <i>Do you know anything about the Victorians already?</i> <i>Have you heard of the Industrial Revolution? What do you want to know?</i></p> <p>i). Chronology- Place current study (The Victorians- beyond 1066) on a timeline in relation to other studies. Sequence up to ten events on a timeline.</p> <p>Key Learning Questions-</p> <ul style="list-style-type: none"> ● Where is the Victorian period of time in history? ● Why is this time period known as the Victorians? <p>Knowledge: Victorian period of history from 1837-1901. Queen Victoria was a powerful monarch who reigned during this time. The Victorian period was a time of huge change and resulted in a large expansion of the British Empire.</p> <p>Suggested Outcomes: 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). Sequence (up to ten) key events from the Victorian era in chronological order.</p>
2	<p>i). Chronology- Know key dates, characters and events of time studied (The Victorians- Industrial Revolution).</p> <p>Key Learning Questions-</p> <ul style="list-style-type: none"> ● What was the Industrial Revolution? What happened in Britain during this time? ● How did key inventions transform Britain? <p>Knowledge: The growth of industry in Victorian times is known as the Industrial Revolution. New inventions (including electric light bulbs, the telephone and cameras) all began to change people's lives. Queen Victoria's husband Prince Albert organised an event called the Great Exhibition to show off the inventions of the time to the world.</p> <p>Suggested Outcomes: Research the significance and impact of a variety of inventions from the Industrial Revolution. Look at the positive and negative aspects to Britain of the Industrial Revolution.</p> <p>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</p>
3	<p>i). Historical Enquiry- Ask and answer questions about the past, considering aspects of change and significance.</p> <p>Historical Sources- Identify primary and secondary sources to find out about an aspect of time past. Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p>Key Learning Questions-</p>

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	<ul style="list-style-type: none"> • What were working conditions like for Victorian children? • What needed to change? <p>Knowledge: 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, with little or no education.</p> <p>Suggested Outcomes: Research into the impact on children of working from a young age (include sources of evidence- see possible resources folder). Design a campaign poster calling for the end of child labour.</p>
4	<p>Historical Enquiry- Ask and answer questions about the past, considering aspects of change and significance.</p> <p>Historical Significance- Make observations about the importance and impact of this period of time. Understand and suggest why events, periods, societies and people may be considered historically significant.</p> <p>Key Learning Questions-</p> <ul style="list-style-type: none"> • Why is Lord Shaftesbury a significant individual in Victorian times? • What was his role in reforming British factories? <p>Knowledge: Lord Shaftesbury was involved in reforming British factories; the working conditions and the length of a worker’s day (for children)- The Factory Act 1833. (https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/)</p> <p>Suggested Outcomes: Compare the life of a working Victorian child (pre and post Factory Act 1833).</p>
5 (including Assessment Task)	<p>i) Similarities and Differences- Compare similarities, differences and changes within and across a range of periods.</p> <p>Analyse and Evaluate the Past- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Explore a significant historical event and question the impact the event had on Britain.</p> <p>Key Learning Questions-</p> <ul style="list-style-type: none"> • What had the Victorians achieved by the end of the era that didn't exist before? • What existed by 1900 that you still benefit from today? <p>Knowledge (to include and summarise what the children have learnt): 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. In 1870, Parliament made education compulsory for every British child up to 11 years old, beginning the age of mass education.</p> <p>Suggested Outcomes: Focus on Education / Inventions- Imagine what life would be like today if we didn't have these- <i>'The impact of ___ is ___'</i>.</p> <p>Children present their final piece of work to showcase their learning- <i>'How did the Industrial Revolution change England?'</i></p>

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Learning Outcome/product

To understand and explain the impact of the Victorian era on Britain- Industrial Revolution, inventions, child labour and education. To make links and compare the effects that this period of time had on modern day Britain.
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Assessment records	List only those children who <u>have not achieved</u> the expected outcomes.

End of unit assessment question
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<i>How did the Industrial Revolution change England?</i>
