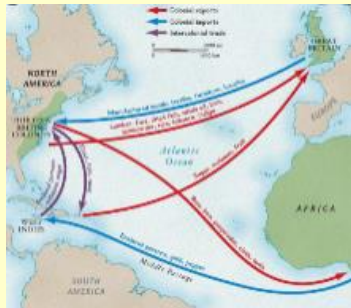



## History Unit Plan Year 6 – Spring 1

Year 6 Spr 1	Concept	Subject Skill (Learning Objective)	Subject Knowledge	Pedagogical Content (how you will teach)
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1	<p>Chronological understanding of events, people and changes in time.</p> <p>Chronological understanding of events, people and changes in time.</p> <p>Chronological understanding of events, people and changes in time.</p>	<p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can summarise how Britain has had a major influence on the world.</p>	<p>I know key dates and timespan of the Industrial Revolution.</p> <p>I know of some Industrial inventions. I know transport inventions and their impact.</p> <p>I know that Sir Richard Arkwright built the 1<sup>st</sup> factory which took industry out of the cottages and into mass production.</p>	<p><b>Lesson 1 and 2 What was the Industrial Revolution?</b>          Explain to the children that we are going to be learning about the industrial revolution this term. What do we think the industrial revolution is? How do we think that it might have changed Britain?  <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4</a>  <a href="https://www.twinkl.co.uk/resource/uks2-the-industrial-revolution-t-h-290">https://www.twinkl.co.uk/resource/uks2-the-industrial-revolution-t-h-290</a> Explain to the children what the industrial revolution was (see supporting resource, left, if wanted/needed). Show children the above video and ask children to describe what they think about the industrial revolution so far and the impacts it had on Britain and the world around us. Ask children to help you put the industrial revolution start and end date on the class timeline. What period was the industrial revolution in? Who can work out how long ago this happened? What do we know about life for Britains during this time?          Have children create a timeline spanning from 1764 – 1900. Using books and IPADS children are to research the important events of the industrial revolution.</p> <p><b>Lesson 3 What were the key events of the Industrial Revolution?</b>          Ask children if they remember any of the important dates from the previous day. What dates can we remember or can we remember anything significant from the previous day? What did we say the industrial revolution was? Using a list of inventions and dates, children are going to be putting inventions and new technology of transport on a new timeline.</p> <div data-bbox="1581 384 2179 703"> <p>1764 – James Hargreaves invents the spinning jenny            1769 – Richard Arkwright invented the water frame            1774 – The spinning mule is invented by Samuel Compton            1793 – Eli Whitney invents the cotton gin            1807 – Robert Fulton starts the first successful steamboat operation            1811 – The luddites attack factories in Great Britain            1824- George Stephenson patented the steam engine locomotive            1825 – The first passenger railway opens            1833 – The factory act is passed to protect children under the age of nine from working in the textile industry            1839 – James Nasmyth invents the steam hammer            1852 – The British shipbuilding company 'Palmer Brothers and Co opens.            1860 – The first iron warship is launched.</p> </div> <p><b>Lesson 4 What did the Industrial Revolution introduce to Britain and the world?</b>          Explain that we are going to be learning about Sir Richard Arkwright today. Put his birth on the class timeline and show them the following video (it is quite long) <a href="https://www.youtube.com/watch?v=rl_ZXCuD_pY">https://www.youtube.com/watch?v=rl_ZXCuD_pY</a>          Children are to draw a comparison of what their life might have been like without the inventions of Sir Arkwright compared to today. (mass production in clothing and manufacturing cotton products because of Sir Richard Arkwright with labels).</p>
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2

Historical Interpretation	I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).	<p>I know about the trade routes that were expanded because of the industrial revolution.</p> <p>I know about the growth of the British Empire and how the technology was taken abroad.</p>	<p><b>Lesson 1</b>    <u>How did Britain flourish during the Industrial Revolution?</u></p> <p>Explain that because of the impacts of the industrial revolution, Britain could make money by trading or selling goods to other countries and buying goods from the colonies under its control. What is an import? What is an export? Give the children a table that shows the imports and exports in and out of Britain. Go through the different things that Britain made, sold and exported over seas. Go through the power point (attached on your email to explain about British imports and exports)</p> <p>Using a blank map of the world, children will show the trade routes in and out of the country once the industrial revolution had began. The goods/colonies included are: Cotton, silk, spices, tea, indigo (spices) from India, Sugar and Alcohol from the Caribbean, Cotton, Sugar, Tabacco from the 13 colonies of America, Slaves, Ivory, diamonds from West Africa and Furs, Timber from Canada.</p> <table><thead><tr><th>Year</th><th>Exports (£ million)</th><th>Imports (£ million)</th></tr></thead><tbody><tr><td>1740</td><td>8.2</td><td>6.7</td></tr><tr><td>1750</td><td>12.7</td><td>7.8</td></tr><tr><td>1760</td><td>14.7</td><td>9.8</td></tr><tr><td>1770</td><td>14.3</td><td>12.2</td></tr><tr><td>1780</td><td>12.5</td><td>10.8</td></tr><tr><td>1790</td><td>16.9</td><td>17.4</td></tr></tbody></table> 	Year	Exports (£ million)	Imports (£ million)	1740	8.2	6.7	1750	12.7	7.8	1760	14.7	9.8	1770	14.3	12.2	1780	12.5	10.8	1790	16.9	17.4
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Historical Interpretation	I can identify and explain propaganda.	<p>I know the positives/negatives about the industrial revolution and how it transformed Britain.</p> <p>I know about riots in Nottingham, smashing of presses and burning of factories and how it enticed others.</p>	<p><b>Lesson 2</b>    <u>What is propaganda and how is it used to sway the mind of the public?</u></p> <p>Explain to the children that we are going to be learning about the differences between perspectives on the industrial revolution. Show children the following video: <a href="https://www.youtube.com/watch?v=viz5n5_uZNg">https://www.youtube.com/watch?v=viz5n5_uZNg</a> Ask the children what the positives on the industrial revolution are. Can we think of any negatives? Ask the children to think about what they might perceive the negative and positives were of the industrial revolution. Do we think that everyone was for the progress of the industry? Who might have been against it? Show the children the following video about the luddites <a href="https://www.youtube.com/watch?v=xu-uTjk95fo">https://www.youtube.com/watch?v=xu-uTjk95fo</a> Children to choose a piece of propaganda and write underneath what this piece of propaganda was for and how might have swayed others to join the cause for the luddites or protect their mills from them.</p> 																					
Historical Enquiry	I can describe a key event from Britain's past using a range of evidence from different sources.	<p>I know about riots in Nottingham, smashing of presses and burning of factories and how it enticed others.</p>	<p><b>Lesson 2</b>    <u>What was a luddite?</u></p> <p>Can we remember who the luddites were from last lesson? It was not just breaking pieces of machinery but the harassment of those that owned mills and factories that sometimes ended in violence. Children to use the sources from: <a href="https://www.nationalarchives.gov.uk/education/politics/g3/">https://www.nationalarchives.gov.uk/education/politics/g3/</a> to complete worksheet (written up into their CSI books) (found at the bottom as a download).</p>																					
Historical Enquiry	I can describe a key event from Britain's past using a range of evidence from different sources.	<p>I know what different sources contribute in terms of historical evidence.</p>	<p><b>Lesson 4</b>    <u>Where did the main events of the luddite movement take place?</u></p> <p>Children will be using a blank map of the United Kingdom to pinpoint the luddite activity through the industrial revolution. When are labelling the locations, underneath they must write a brief description of the event that occurred.</p>																					

3	Historical Interpretation	I can describe the features of historical events and way of life from periods I have studied and present this to an audience.	I know how to present structured and organised findings about the Industrial revolution using j2e to create a blog.	<p><b><u>Lesson 1</u></b> <b>What should others know about the Industrial Revolution?</b> Working with another, children to use a planning sheet to plan how they are going to present their knowledge they have learned. This could be a blog, powerpoint, spoken presentation, piece of drama, comic like horrible histories, historical writing piece etc.</p> <p><b><u>Lesson 2 &amp; 3</u></b> Children to spend 2 lessons creating their presentation plus practising how they are to deliver, advertise it and who to.</p> <p><b><u>Lesson 5</u></b> Children will present their presentation to their class and then to the audience that they have decided on.</p>
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## Resources

Resources for specific lessons can be found above.

Books, Videos, Podcasts, Pictures/Photographs, Media, Internet, Witnesses, Stories, Letters and Songs.



## Vocabulary

### **Chronological Understanding**

ACE/AD, Ancient civilisation, BCE/BC, AD, CE, Prehistory, Centuries, Change, Chronology, Civilisation, Development, Era, Millennia, Time Period, Past, Present, Provenance, Epoch

### **Historical Enquiry:**

Primary Sources, Secondary Sources, Evidence, Continuity, Hypothesis, Census, Conclusion, Point of view, Propaganda, Cause/consequence, Bias, Accurate, Similar, Different, Question starters, Conjunctions – because, if, and, therefore, nevertheless, although

### **Historical Interpretation**

Analyse, Change, Continuity, Hypotheses, Interpretation, Justification, Perspective, Propaganda, Social standing, Suitability, Utility, Primary Source, Secondary Source, Contrast, Question starters, Conjunctions – because, if, and, therefore, nevertheless, although, Anachronism, Cultural, Political, Religious, Social

### **Unit Vocabulary**

Agriculture, Assembly line, Automation, Canal, Capital, Capitalism, Competition, Cotton Gin, Demand, Factory, Industrialisation, Industrial Revolution, Industry, Invention, Labour, Labourer, Manufacture, Merchant, Middle Class, Mill, Modernisation, Natural Resources, Production, Railroad, Reaper, Revolution, Shuttle, Spinning Jenny, Standard of Living, Steamboat, Steam Engine, Strike, Supply, Technology, Textile, Textile Mill, Treadle, Working Class, Luddite, Ned Ludd, Trade, Silk Road.