

Year 6 HISTORY Topic 1: Talking 'Bout a Revolution (6 WEEKS)

Key Assessment Questions

When did the Industrial Revolution take place in Britain? In which century? What happened and why? What were the changes to life that the Industrial Revolution brought? Do historians think that the Industrial Revolution was a good thing for Britain? What was the legacy left?

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore how communities in Birmingham and in Britain changed over the period. The way that people lived and worked changed. Children should reflect on how people from different walks of life served their communities to contribute to those changes (engineers, scientists, farmers, people who made laws to improve conditions for children). How did the industrial revolution shape our community in Sparkhill today?

KNOW

DO

UNDERSTAND

Know that a **decade** is a period of 10 years.
Know that a **century** is a period of 100 years. When we say 19th Century, we mean years 1800 – 1899.

VOCABULARY
New vocabulary introduced in this unit: **industry/industrial, revolution, progress, migration, population movement, trend, suburbs, food distribution agriculture, child labour.**

Chronological Understanding

- Know that the Industrial Revolution in Britain began in the 1750s and carried on through the 1800s.
- Know that many of the main events of the Industrial Revolution were **technological** (new materials invention of new machinery)


Interpret and create timelines to place the Industrial Revolution chronologically, showing other known periods/civilisations (see school timeline).
Sequence the main advancements of the Industrial Revolution on a timeline, tracking changes to life and changes to land use/agriculture.

This unit traces how several aspects of national history are reflected in our locality (Birmingham). **Note the connection with the growth of factory and industry of the Cadbury family from 1824 in Bournville, studied in Y2. Note a connection with Victorians in Y2 during Seaside and Sandcastles**


Enquiry (Sources and Interpretation)

- Know that as cities grew more crowded there were many problems with water, waste, health and housing.
- Know that child labour in factories was happening all over Britain (children as young as 5/6).
- Know that events in the past can be **interpreted** in different ways because it is possible to understand the same set of events in different ways.

How would historians compare 2 primary sources (cartoons both from 1829) which tell us 2 different versions about the impact of Industrial Revolution?



March of Intellect by William Heath 1829



March of Bricks and Mortar by George Cruickshank, 1829.

How do historians view the Industrial revolution? Compare 2 historians' interpretations: Arnold Toynbee "disastrous and terrible" vs Professor Emma Griffin "Liberty's dawn." *

Note connections, contrasts and trends over time.
Geography link – Note changes to land use, migration and settlements over time.
PSHE and British Values Note to connect with work done in Y5 *Fight for Your Rights*. Children should understand that voices were heard, and laws were changed in 1800s/1900s.
Historical interpretation should be understood in Y6: an event can have a different impact on one person than it can on another. Historians understand an event differently.

Enquiry: Cause & consequence, change & continuity, similarity & difference Significance

Know that many of the main reasons for the Industrial Revolution were **technological** (new materials/metals used, invention of new machinery), **cultural** (changes in agriculture and food distribution, land as a source of money ending) and **social** (growth of cities and factories, more power to the working classes)

- Know that the Industrial Revolution changed Birmingham and Britain for the better but it did bring problems.
- Know that a **trend** is the way that something is moving, it moves in a certain direction.

Explain changes that took place in industry, land-use, technology and life in general in Britain, and also specifically in Birmingham with a focus on PACE and EXTENT OF CHANGE e.g. *Why did people move to cities why did it happen so quickly?*

Consider: If life was so hard for families in the towns why did so many leave the countryside and move to the towns?*

Compare trends in population movement in Britain by looking at records and maps between 1750 to 1900.
Geography link – comparison of maps of Birmingham in 1750, Birmingham in 1850 and Birmingham now.

Children should be given opportunities to reflect on the impact of migration and how it has built the city of Birmingham and Sparkhill.

By the end of the unit, children should be able to describe ways that social, cultural change has brought about diversity and industry in Birmingham and Britain. **PSHE Link: The Industrial Revolution shaped our city and local area. How does it reflect on our identity?**

Year 6 Geography Talking 'Bout a Revolution

Assessment Questions

- What is the difference between a continent, country, city, town, village? What do terms **urban** and **rural** refer to?
- What do the following terms mean with reference to your topic: **land-use patterns, population density, industrial and settlement?**
- How has Birmingham (and our local area) changed over time pre and post Industrial Revolution (describe human features e.g. trade links, distribution of natural resources)?
- Describe the population growth around Birmingham during the Industrial Revolution? Can you show me on a map?

Know	Do	Understand
<p><u>Locational Knowledge</u> Know the difference between a continent, country and a city. Know the position of Sparkhill within the city of Birmingham and Birmingham on a map of the UK. Identify familiar landmarks in local area on a map.</p> <p><u>Human and Physical Geography</u> Identify land use patterns and human and physical characteristics of the local area now and two hundred years ago (pre-IR) and observe how these have changed over time.</p> <p>Know the difference between an urban and rural areas, identifying their key features and land use patterns. Know that urbanization (movement of people from rural to towns) contributed to a shift away from agriculture and growth in industry.</p> <p><u>Key Vocabulary</u> Key, scale, continent, country, city, town, settlement, road and rail network rural, urban, urbanization, agriculture, industrial, land use patterns, grid references human features, physical features Geography Core Concepts: Resources (economic) Population Settlement Land-Use</p>	<p><u>Locational knowledge</u> NC: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Compare various maps of Birmingham and sort from oldest to newest by looking for clues within the map. Chart the changes within Birmingham shown on these maps: size, land use patterns, population and suggest reasons for these changes. Compare maps with aerial photographs.</p> <p><u>Human and physical geography</u> NC: describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Explain how our local area and the city of Birmingham have changed over time (pre to post Industrial Revolution) with reference to physical and human geography, including: types of settlement, land use (agriculture and industry) and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Find and recognise places on maps of different scales / Use 8 figure compasses, begin to use 6 figure grid references.</p> <p><u>Fieldwork Opportunities.</u> Land use in our local area. Children complete a shop/building survey along the Stratford Road to see how many/what type of shops dominate the local area now. Traffic survey – observe the flow of traffic along the Stratford Road by counting the number of vehicles over a specific period of time.</p>	<p>In this topic, children gain a deeper understanding of how their own city and local area has changed dramatically over the past three hundred years. They study a variety of maps of the area and look closely at how land use has changed over time with regard to human and physical features. Children think about why these changes may have occurred and this leads way to learning about the Industrial Revolution. This unit requires the children to think about the migration of people not only within the UK but also throughout the world. We explore the reasons why people move, the push and pull factors and then, in turn, they consider where their own families have come from and the reasons for their movement. This leads into our unit on identity where we learn the difference between refugees, migrants and asylum seekers.</p>

Year 6 ART Topic 1: Talking 'bout a Revolution

Assessment Questions

What is a personal response?

How does your art work reflect you?

Who is Julian Opie? What are features of his work?

KNOW	DO	UNDERSTAND
<p>Can explain what a personal response is.</p> <p>Know how artists are inspired by things that happen in their lives and how this impacts their work.</p> <p>Can discuss the meaning/intent of their own artwork.</p> <p>Key vocabulary: Julian Opie Portraiture Identity Modernist Outline Features Intent</p>	<p>Portraiture/identity – self. What defines me? How do I express myself vs how do others see me? What makes me, me?</p> <p>Children create modernist ‘word’ portraits, using words and phrases rather than lines to create a Julian Opie-style outline of their face.</p> <p>NC Aims: - produce creative work, exploring their ideas and recording their experiences</p> <p>NC Content: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Children are learning about their culture, their heritage, what it is that makes them who they are. They explore the diversity of Birmingham, and how this has come to exist – from the initial development from farming land (linking back to their knowledge from Year 5 about how Birmingham was created – Beorma-Inger-Hamlet) to industrialisation through the 1700s to the Victorian era. Children explore the diversity of what modern Birmingham looks like, looking at migration and demographics, learning about the geography of our city. They use Birmingham-born poet Benjamin Zephaniah to explore their own identity, culminating in their identity portraits.</p>

Year 6 MUSIC Topic 1: Talking 'bout a Revolution

KNOW	DO	UNDERSTAND
<p>I know that:</p> <ul style="list-style-type: none"> • Music has a steady beat, and rhythms off the beat are syncopated. • You need to developing your coordination and rhythm skills to perform a rhythmic sequence to a piece of music(dance and movement can help this) • Pitch has a shape to it which you can see in graphic notation (which will help you to play using it) • Rhythms can be layered together for musical effect. • To sing in harmony you must be able to sing your melody accurately, and listen carefully to others. <p>Vocabulary: Beat Syncopation Rhythm Melody Harmony Pitch shape Scat Stave notation</p>	<p>Music express: World unite (6)</p> <p>The children will listen to <i>World unite</i>, noticing how the verses are arranged, that there is a steady beat which supports syncopated (off-beat) rhythms and melodies. They will explore the syncopation with rhythm games. They will then create new body beat patterns and use a compass beat structure to build a repeated pattern which can be used as an accompaniment. They will then develop their coordination and rhythm skills by playing a cup game (repeating movements with cup and passing on, in time to the beat).</p> <p>After, they can make up their own cup passing game by changing direction, including syncopation, playing the cup in different ways. They will then watch movies (Latitude moves) which show the pitch shape of each melody from <i>World unite</i>. They can rehearse these shapes with their body movement before looking at the graphics (stave notation). They will use tuned percussion to learn to play each melody. Using the inspiration of scat singing (a jazz style), they will then make up their own vocalised version of <i>world unite</i>. The children will progress onto learning to sing the song in harmony, exploring how the first phrase continually repeats with the harmony layers building above in turn.</p> <p>They will then work on a way of performing the whole song incorporating instrumental sections, cup performance and harmony sections. They will continue to develop their rhythmic knowledge by combining rhythms through a dance sequence called 'move it' and one called 'two part step dance'. They will work with 8 beat step sequences and combine up to 3 rhythmic patterns to create a class performance.</p> <p>Cross curricular links:</p> <p>The Hobbit/ Lord of the Rings soundtrack can be used alongside topic work. Listen to the instruments, the effect it gives to the scene (folk style with pipe and fiddle, optimistic, fun and cheerful/playful etc)</p> <p>The sound of the Shire</p>	<p><i>The children have had experience of singing in parts and performing rounds. They have also followed rhythms and used stave notation to play melodies. This unit takes it further by layering rhythms and including syncopation. The patterns used here are complex and challenging for many children and require lots of games and movement of the body to secure them.</i></p> <p>NC Areas covered:</p> <ul style="list-style-type: none"> • Pupils improvise and compose music for a range of purposes using the inter-related dimensions of music • Pupils are taught to sing and play musically with increasing confidence and control • Pupils develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory