
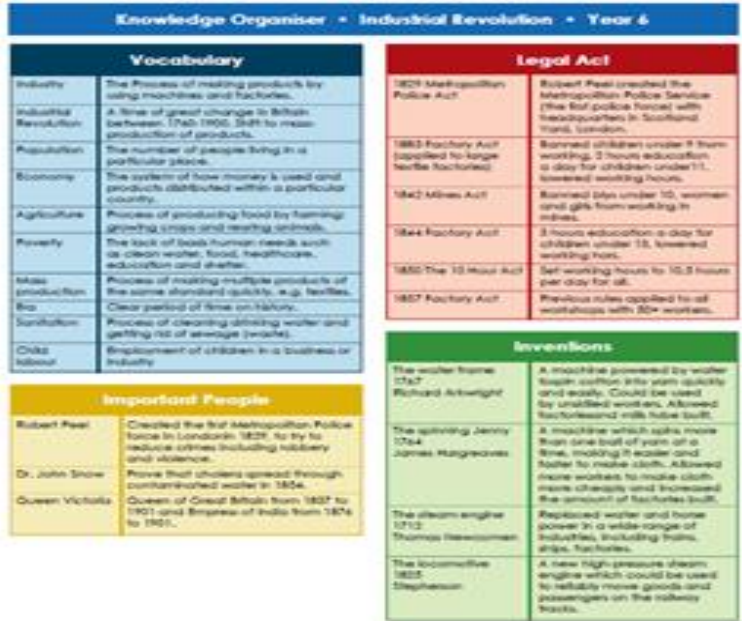


Learning journey	History	Industrial Revolution	Year 6 (Aut 1st)	
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Building on prior learning	Theme overview	Preparing for future learning	Vocabulary
<p><b>Previously in year 5, the pupils will have covered the Middle east. They learn about:</b>            The pupils will know the reasons why ME is important            They will identify features of the OE            The pupils will investigate key events            They will study the reasons why            They will understand the situation now            They will know reasons why the ME important to different religions</p> <p><b>Before the start of the unit they will be able to:</b>            - Describe main features associated with a period / civilisation            - Describe causes and / or consequences of an historical event</p>	<p><b>The pupils will know</b> what the key features of Victorian society was.  <b>They will study</b> living conditions during the industrial revolution  <b>They will learn</b> how working conditions changed during the period  <b>The pupils will investigate</b> what inventions revolutionised society  <b>They will study</b> political changes during the period  <b>Going on a local study</b></p>	<p><b>In the Spring 2nd term</b> the pupils will go onto study <b>Civil Rights</b></p> <p>The pupils will know what was the US like in the 1950s</p> <p>They will understand why Oliver Brown took the BofEd to the Supreme court</p> <p>They will explain why didn't Rosa Parks give up her seat</p> <p>They know what was Martin Luther King Jr dream</p> <p>They will understand why did 3200 people march from Selma to Montgomery</p> <p>They will investigate what is the Black Lives Matter movement</p>	<p>Gaza Strip</p> <p>Nakba</p> <p>Palestinian National Authority (PNA)</p> <p>Intifada</p> <p>Palestine Liberation Organisation (PLO)</p> <p>Zionism</p> <p>Hamas</p> <p>Israel</p> <p>Palestine</p> <p>West Bank</p>

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<p><b>National curriculum coverage for history</b></p> <p><b>The pupils will:</b></p> <p>Develop a chronologically secure knowledge of British and world history</p> <p>Develop the appropriate use of historical terms</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p><b>Through the study of the Industrial revolution, the pupils will:</b></p> <p>Understand the importance of the industrial revolution on society.</p> <p><b>HWJS skills development</b></p> <p><b>Chronology:</b> by exploring duration/timing (timelines) and locations (World maps)</p> <p><b>Characteristic features:</b> by comparing civilisations what is similar/different?</p> <p><b>Change and continuity:</b> Aspect and life and work changing during this period</p> <p><b>Cause and consequence:</b> How Britain changed – Basingstoke – the Great Reform Act</p> <p><b>Historical enquiry:</b> Examine how aspects of national history are reflected locally e.g Milestones museum</p>		 <p><b>Knowledge Organiser - Industrial Revolution - Year 6</b></p> <table border="1"> <thead> <tr> <th colspan="2">Vocabulary</th> <th colspan="2">Legal Act</th> </tr> </thead> <tbody> <tr> <td>Industry</td> <td>The process of making products by using machines and factories.</td> <td>1801 Metropolitan Police Act</td> <td>Robert Peel created the Metropolitan Police Service (the first police force) with headquarters in Scotland Yard, London.</td> </tr> <tr> <td>Industrial Revolution</td> <td>A time of great change in Britain between 1760-1850. 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<p><b>English / GR</b> – Street child / Workhouses / Industrial Revolution Poetry / Dr Barnados (biography)</p>	<p><b>Promoting social development:</b> Group working/collaboration</p> <p><b>Promoting cultural development:</b> Developing an understanding of how our country has been shaped by incomers in the past.</p>	<p><b>The pupils will be assessed</b> through ongoing assessment using the retrieval practice activities at the start of each session.</p> <p><b>By the end of the unit</b> know what the key features of Victorian society was. They will understand living conditions during the industrial revolution. They will know working conditions for people changed during the period. They will know what inventions revolutionised society. They will have a greater understanding of the political changes during the period.</p>																																																																