

Year group: 6 Term: 5 Topic Title: The Victorians

Lesson Number	Lesson question	Pupil Knowledge
1	Who was Queen Victoria and what was her influence over Victorian Britain and the wider world (British Empire)	<ul style="list-style-type: none"> • Queen Victoria was born on 24th May 1819, the only child of Prince Edward (Duke of Kent) and Princess Victoria Mary Louisa of Saxe-Coburg-Saalfeld in Kensington Palace in London • She came to the throne aged 18 on June 20th 1837 upon the death of her uncle, William IV who had no legitimate children. Her coronation was a year later on 28th June, 1838. • General public opinion about Queen Victoria. E.g. <i>her impact upon Britain and its Empire, as well as her role as a 'matriarchal' figurehead of the population. She seemed to reflect the general opinion of her subjects and was keen to appear liberal in her attitudes. Generally speaking, Victoria was a monarch who felt the affections of her people and was respected by the majority as a Queen who understood.</i> • The building of the British Empire. - <i>The British Empire is a term used to describe all the places around the world that were once ruled by Britain. Built over many years, it grew to include large areas of North America, Australia, New Zealand, Asia and Africa, as well as small parts of Central and South America, too.</i> • The role of Britain on a world scale during this era e.g. the part slavery played in the accumulation of wealth in Britain; <i>One of the most horrific parts of the history of the British Empire was its involvement in the trade of enslaved people – people who were made the property of others and forced to obey their owners' demands.</i> <p>Key websites: http://www.primaryhomeworkhelp.co.uk/victorians/victoria.htm#2 https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts/</p>
2	What was the industrial revolution?	<ul style="list-style-type: none"> • That prior to the industrial revolution, much of Britain's wealth came from the slave trade and slavery of African people to produce cotton, tobacco and sugar. • The money gained from slavery was used to buy the machinery in new factories in the UK. Such as those used in the production of cotton in large cities like Manchester (nicknamed Cottonopolis) • Cities increased in size and population do to new job opportunities • A few key inventions and their inventors (see lesson 6 for more examples): <ul style="list-style-type: none"> ➤ George Stephenson and his son Robert – The steam locomotive ➤ Alexander Grahame Bell – The telephone 1876 ➤ Karl Benz – First motor car 1885 ➤ Guglielmo Marconi – radio 1895

		<p>➤ Sir Rowland Hill – prepaid penny post 1840</p> <p>Key websites: http://www.primaryhomeworkhelp.co.uk/victorians/inventiotimeline.html</p>
3	What were the differences between the rich and poor during the Victorian era?	<ul style="list-style-type: none"> • The Workhouse - <i>The Poor Law Amendment Act of 1834</i>, ensured that no able-bodied person could get poor relief unless they went to live in special workhouses. The idea was that the poor were helped to support themselves. They had to work for their food and accommodation. • What life was like for the poor, for example; they had few luxuries, only ate food they could afford to buy, worked long hours in dangerous jobs, lived in damp, filthy and crowded conditions and many people, especially children, died of disease. (link to key text: Street Child) • That many poor children were expected to work and there were no laws preventing this until the Education Act in in 1880. • The role that charities played and how the idea of charity itself was a Victorian notion, e.g. <ul style="list-style-type: none"> ➤ The poor received money, time and expertise from charitable Victorian people and organisations to help them deal with poverty. ➤ Most of these charities believed in the theory of self-help and did not think the Government should intervene. ➤ Many also believed that the poor should be 'educated' to live better lives and improve themselves, and that they would provide this 'education'. ➤ Others linked to religion and charitable individuals often saw themselves as 'doing God's work' in helping the poor. • Who Thomas Barnardo was and what Barnardos charity did, e.g. Barnardo's work was radical. He set up his first home for boys in 1840 and a home for girls in 1873. • How people's view of the poor and needy changed during the era, e.g. The Victorians saw poverty as shameful, and the result of laziness or vice and often categorized the poor into 'deserving' and 'undeserving'. Thomas Barnardo helped to change this view. <p>Key websites: http://www.primaryhomeworkhelp.co.uk/victorians/workhouses.html https://www.barnardos.org.uk/who-we-are/our-history https://www.bbc.co.uk/bitesize/guides/zmgxsbk/revision/5</p>
4	What was it like for children who had to work in this era?	<ul style="list-style-type: none"> • That children worked very long hours with little breaks and no fresh air. • They often worked in very dangerous conditions resulting in injuries or even death. • Very young children were expected to work.

		<ul style="list-style-type: none"> • There was no education for the poor so it was very unlikely they could get better paid jobs when they were older • Children were paid very little because they were younger • Many children had no choice but to work to provide for themselves and their family. • Some jobs included; farm work, spinning wool, crawling underneath machinery, sitting in coal mines to open and close ventilation doors, chimney sweeps and selling wares in the street.
5	What was it like in a Victorian school?	<ul style="list-style-type: none"> • Schools were not free until 1891, before then, children had to pay for an education. • The realisation that it was important for all people to be able to read and write prompted the Church of England to become active in the field of education, setting up 'National Schools' • Attending school became mandatory in 1880 until a child was 10 years old. • There could be as many as 70 or 80 pupils in one class, especially in cities. • Teachers were able to physically punish children who disobeyed. • Schools typically taught reading, writing and arithmetic as well as religious instruction. • Children wrote on slates as paper was expensive.
6	Who were some of the key inventors and their inventions during the Victorian period?	<ul style="list-style-type: none"> • The Victorian period saw many major developments that made travel, communications and trade easier for many people. • The railways allowed people to travel cheaply and rapidly, opening up new possibilities for both rich and poor. • The postal service expanded after the introduction of the 'Penny Post'. • The first photographs were taken in the 1830's and within a few years, most towns had a photograph studio. • Alexander Graham Bell invented the telephone in 1876. • The German engineer Karl Benz built the first motorcar in 1885. • Guglielmo Marconi, from Italy, is credited with the discovery of radio in 1895. • Bicycles became very popular in the 1870s. Invention of the penny-farthing bicycle. by British engineer, James Starley. • After the invention of the electric light bulb by Thomas Edison (USA) and Joseph Swan (UK) in 1879, electric light started to replace the dim, yellow gas light, oil lamps and candlelight. Some towns were lit by electricity too, making them more welcoming at night. • Steam was used to power factory machinery, ships and trains.

Year group: 6 Term: 3 Topic Title: World War II

Lesson Number	Lesson question	Pupil Knowledge
1	How did WWII start?	<ul style="list-style-type: none">• The Munich agreement - an agreement between France, Italy, Nazi Germany and Britain. After Germany threatened an invasion of the Sudetenland in Czechoslovakia, the British and French prime ministers tried to get Hitler to agree not to use his military in the future in return for taking the land, including the Rhineland and others. After Hitler agreed, most people thought the agreement was a success, but Hitler invaded the rest of Czechoslovakia in 1939. Later that year, the Second World War started.• That the British Prime Minister at the time was Neville Chamberlain.• Who Adolf Hitler was and the part he played in the outbreak of WWII.• The Nazi party was a German political party. It was started in 1920 from the <i>Deutsche Arbeiterpartei</i> (German Workers' party). It set out to address the hardships that the German people faced after the First World War.• That Czechoslovakia and Poland were the first countries to be invaded by the German Army in 1939.• That both Britain and France declared War on Germany. <p>Key websites: https://wiki.kidzsearch.com/wiki/Nazi_Party https://wiki.kidzsearch.com/wiki/Munich_Agreement</p>
2	What was it like on the home front?	<ul style="list-style-type: none">• Rationing - <i>After war was declared in September 1939, the British government had to cut down on the amount of food it brought in from abroad as German submarines started attacking British supply ships. There was a worry that this would lead to shortages of food supplies in the shops so the British government decided to introduce a system of rationing.</i>• That some children were evacuated to the country.• The role of women and the new jobs that they did during wartime, e.g. making weapons, driving buses and trains etc. and the reasons why they had not traditionally done these jobs before.• The Homeguard - The Home Guard were volunteers who defended the five thousand miles of Britain coastline in the event of an invasion by Germany.• ARP wardens - Air Raid Precautions (ARP) were organised by the national government and delivered by the local authorities. The aim was to protect civilians from the danger of air-raids.

		<ul style="list-style-type: none"> • How propaganda was used to encourage British citizens to play their part in the war e.g. poster campaigns like 'Keep Mum, she's not so dumb', 'Dig for Victory' and 'Make do and Mend' • What types of shelters were used and how they may have been built – Anderson, Morrison and Underground (London) • What happened in the local area of Hastings through use of photographs - Hastings suffered 85 visits from the Luftwaffe from the first air raid on 26th July 1940 to the end of the war in 1945. (see 1066 online link below for more information) <p>Key websites: http://www.primaryhomeworkhelp.co.uk/war/rationing2.html http://www.primaryhomeworkhelp.co.uk/war/homeguard.htm http://www.primaryhomeworkhelp.co.uk/war/wardens.htm https://www.britishpathe.com/workspaces/df699ffd537d4e0c74710ad015dfd64d/PGSwXZAF https://www.1066online.co.uk/hastings-history/ww2/</p>
3	What was it like to be an evacuee?	<ul style="list-style-type: none"> • Children and pregnant women were evacuated and to ensure the protection of future generations. • Where they were evacuated from and to – from towns to the countryside. • That over 3.5 million children were evacuated during the war. • That it happened in waves started on 1st September 1939. <p>Key websites: http://www.primaryhomeworkhelp.co.uk/war/evacuation1.html https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-ww2-evacuation-index/zvs3scw https://www.britishpathe.com/video/evacuating-the-children</p>
4	What was it like to be in the armed forces?	<ul style="list-style-type: none"> • That men who were fit to fight were called up to serve and those that resisted or were pacifists, were jailed. • Some women also worked in the armed forces, unlike in WWI. • The role of allied soldiers in the UK such as American GI's – many of whom were black – that were stationed in the UK. • That more than 12,000 West Indians served in the British forces during the war and about some of their experiences. <p>Key websites: http://www.primaryhomeworkhelp.co.uk/war/soldiers.html</p>
5	What were some of the key battles?	<ul style="list-style-type: none"> • 10th May 1940 – Battle of France • 26th May 1940 – Dunkirk evacuation of allied forces

		<ul style="list-style-type: none"> • 10th July 1940 – Battle of Britain • 7th September 1940 – The Blitz • 7th December 1941 – Japan bombs Pearl Harbour (entry of US into war) • 16th and 17th May 1943 – Dambusters raid • 6th June 1944 – The D-Day landings <p>Key websites: http://www.primaryhomeworkhelp.co.uk/war/battleofbritain.htm http://www.primaryhomeworkhelp.co.uk/war/blackout.htm http://www.primaryhomeworkhelp.co.uk/war/blitz.htm</p>
6	How and when did the war come to an end?	<ul style="list-style-type: none"> • 7th May 1945 – Germany surrenders to the allies • 6th and 9th August 1945 – US drops atomic bombs on two cities in Japan • What happened to Hitler at the end of the war. • How the end of the war was celebrated in the UK and in allied countries. • About the uncovering of the atrocities of the Holocaust and the effect on the global population of Jewish people. • What life was like immediately after the war and into the beginning of the 1950's – e.g. national debt, rationing continuing, rebuilding of towns and cities etc. <p>Key websites: http://www.primaryhomeworkhelp.co.uk/war/end.html</p>

Year group: 6 Term: 6 Topic Title: Baghdad AD900

Lesson Number	Lesson question	Pupil Knowledge
1	What is Mesopotamia?	<ul style="list-style-type: none"> • The Tigris and the Euphrates rivers flood, creating fertile land. • An ancient civilisation began in Mesopotamia. • Look at a map of the world and identify the region that was Mesopotamia. • Look at the paths of the Euphrates and Tigris rivers and discuss why civilisation was able to develop in the region • Learn about cuneiform writing • laws from the Code of Hammurabi

		<ul style="list-style-type: none"> • difference between criminal law (to do with punishing someone who has done something wrong) and civil law
2	How did the city of Baghdad start?	<ul style="list-style-type: none"> • Baghdad is a city that was built near the Tigris River, in Mesopotamia, a long time ago. • Baghdad was built in this location because lots of people could travel through that land. • People came to Baghdad to buy and sell things and also to study. • Study where traders might have come from. • Learn about Middle Eastern and far eastern trade routes. • The city was the capital of an empire (the Abbasid Caliphate) so many people wanted to visit. • Learn about Caliph Al-Mansur, the founder of Baghdad.
3	How did Baghdad develop into a round city?	<ul style="list-style-type: none"> • The ancient city of Baghdad was a round city. • In the centre of the city there was a Mosque and a palace. • Around the outside of the city were markets and homes. • Learn the original layout of Baghdad. • Look at the size of the Abbasid Empire • Learn about the produce you may have been able to buy in a market in Baghdad. • Look at other examples of circles in Islamic architecture. Circles play an important role in Islamic Architecture as they have no end, reminding Muslims that Allah is infinite.
4	How did Baghdad develop into a city of trade, teaching and learning?	<ul style="list-style-type: none"> • In AD 900 people came from all over the world to learn in Baghdad. • One of the places where people went to learn was called the House of Wisdom. • In AD 900 Baghdad had the largest collection of books in the world. • Learn about traders and trade routes • Know the story of Offa's coin. • Look at some of the original translations and other work completed in the House of Wisdom. Discuss the importance of translation in sharing knowledge. • Find out about al Tabari who was a historian who wrote and taught in Baghdad.
5	How was the city of Baghdad destroyed?	<ul style="list-style-type: none"> • The Mongols attacked Baghdad in 1258. • The Mongols destroyed the city and killed its inhabitants. • Thousands of books were thrown into the Tigris River and lost forever. • Analyse the tapestry showing the invasion of Baghdad in 1258.
6	Why was this period in history known as the golden age of Islam?	<ul style="list-style-type: none"> • ASTRONOMY: Early Islamic society knew a lot about astronomy. Over a hundred stars in the sky have Arabic names. • WATER: Baghdad boasted paved streets, running water and sewerage systems long before cities like London.

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| | | <ul style="list-style-type: none">• HEALTH: Islamic doctors were aware of contagious diseases and how to prevent their spread.• MEDICINE: Scientists in Baghdad wrote about human veins as well as describing blood circulation and the way the heart works.• Al-Khawarizimi was an incredible mathematician. He invented Algorithms. He also found a way of measuring the circumference of the earth to create a world map. He also invented zero.• He also invented a sun dial.• The House of Wisdom was the main Baghdad library where all scientific and mathematical works were stored.• 1001 Arabian nights |
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