

Year 6 – The Industrial Revolution

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What was the Industrial Revolution?	* Pupils should complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Understand when the Industrial Revolution happened - Understand how the Industrial Revolution began - Analyse what the most significant causes of the Industrial Revolution were	empire factories revolution industrialisation steam engine	Pens and pencils
Which invention caused the greatest change in Britain?		- Understand what steam-powered means - Identify steam-powered inventions which changed Britain - Explain which inventions caused the most change in Britain	coal goods canal textiles spinning wheel	Pens and pencils. Optional: research tools such as books and online resources.
How did the railway transform Britain?		- Understand how the railway improved transport - Understand the benefits of the railway - Explain how the railway supported the Industrial Revolution	mine railway network engineer locomotive	Poster-making materials, e.g. paper, card or poster board, colouring pencils and pens, scissors, and glue.
How did towns change during the Industrial Revolution?		- Identify some of the problems caused in towns by industrialisation - Explain some of the solutions the Victorians found for these problems - Evaluate how effective the Victorians were in managing the issues of industrialisation	slum poverty disease pollution overcrowding	Pens, pencils, scissors, and glue
How did life for children change during the Industrial Revolution?		- Understand how working-class children spent their days - Identify some of the difficulties working-class children faced - Explain how campaigners tried to improve life for working-class children	soot educated conditions politician campaigner	Pens and pencils
Assessment: What was the most significant change of the Industrial Revolution?		- Describe some of the changes that happened during the Industrial Revolution - Explain how these changes affected people's lives - Consider how modern life would be different without the changes of the Industrial Revolution	unskilled journalist compulsory significant steam engine	Pens and pencils. Optional: Research tools such as books and online resources.

Year 6 – The Impact of World War II on Britain

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What were the causes of World War II?	* Pupils should complete a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Identify who was in power in Germany at the start of World War II - Understand some of the main causes of World War II - Explain the cause and effect of key events that led to World War II	alliance fascism dictatorship Nazi Party Treaty of Versailles	Scissors and glue
What happened during World War II?		- Identify how countries were allied during World War II - Describe some of the key events of World War II - Explain the causes and consequences of a key moment in World War II	front Allies Axis Powers Soviet Union occupied	Colouring pencils and research tools: books, online sources, or the DE research tool handout.
The Blitz: How did Britain survive the threat of invasion?		- Understand how Britain was attacked during World War II - Explain how British people kept themselves safe during World War II - Consider how living during the Blitz would have felt	RAF Luftwaffe morale air raid the blackout	Colouring pencils. Optional: model-making materials, e.g. cardboard, foam, straws, wooden sticks, tissue paper, tin foil, string, scissors, glue and sticky tape, etc.
How did evacuation change children's lives?		- Understand why children were evacuated during World War II - Explain how the evacuation happened - Explain how evacuation changed children's lives	evacuee evacuation gas mask foster families countryside	Pens and pencils
How did World War II change people's roles in Britain?		- Understand what rationing was - Understand how World War II changed women's lives - Explain why propaganda posters were created	morale rationing Land Army Home Guard propaganda	Poster-making materials (colouring pencils, paper, card, etc.) and research tools (books, online sources, or the DE research tool handout).
Assessment: What was the impact of World War II on life in Britain?		- Understand how World War II ended - Understand what happened after World War II - Explain the major consequences of the events of World War II	evacuee victory impact multicultural immigration	Colouring pencils or pens, paper or card, and either research tools such as online sources, or the DE challenge handout.

Year 6 – Our History

Lesson Title	National Curriculum Reference	Lesson Outcomes	Rocket Words	Resources Needed
What is your local history?	* Pupils should complete a local history study * Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study- * Pupils should note connections, contrasts and trends over time * Pupils should develop the appropriate use of historical terms * Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance * Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information * Pupils should understand how our knowledge of the past is constructed from a range of sources	- Identify a historically interesting place in the local area - Ask historically valid questions about a chosen area - Consider how to answer historical questions	local valid memorial landmark community	Pens and pencils. <i>Teachers should have already identified a local historical area to help guide the children's thinking.</i>
How long have people lived in your local area?		- Research when the area was first settled and how long people have lived there - Explore broader British and global events and periods from the same era - Demonstrate how the history of the local area fits within wider national and global timelines and events	settled research evidence architecture chronological order	Books, online sources and other research tools.
Why and how did people settle in your local area?		- Describe why people settled in your local area - Explain how the area was used and if it has changed over time - Evaluate recent changes to the area, and suggest how it will continue to change	structure annotate earthworks housing estate natural resources	Pens and pencils, research tools such as books, online sources and a digital mapping site, and timelines from lesson 2.
What historical landmarks are in your local area?		- Identify historical landmarks in the local area - Use secondary sources to research historical landmarks - Explain what primary sources can reveal about the significance of landmarks	preserve heritage construction primary source secondary source	Colouring pencils, books, online sources and other research tools, including primary sources (photographs, paintings, etc.)
What is most significant about your local area?		- Suggest reasons why an area might be significant - Explain why the local area is significant - Compare and contrast the local area with another significant place	figure significant Catholicism Protestantism social classes	research tools such as books and online sources
Assessment: How can you share your local history with others?		- Select an appropriate method to present information about the history of the local area - Use historical knowledge and evidence to answer a question about the history of the local area - Consider how to present this information to a specific audience	media engage present historian audience	Presentation materials (poster board, plain and lined paper, card, colouring pencils and digital tools for making and recording presentations and videos).