



## Godfrey Ermen Primary School Year 6 History Unit Overview



Autumn Unit 1- Local History	Spring Unit 2- British History	Summer Unit 3-World History
<b>The development of industrial cities, Cottonopolis and the legacy of Godfrey Ermen</b>	<b>How did the lives of children change in Victorian Britain?</b>	<b>The impact of World War II</b>
<p>L1 I can share what I already know about industrial cities, Cottonopolis and Godfrey Ermen.</p> <p>Timeline work plotting period studied and revisiting previous periods studied. <b>HCh</b></p> <p><b>How did industrialisation change life for people in Salford and other cities in the North? <b>HI HE HL</b></b></p> <p>Pupils will understand: -What life was like before industrialisation. -Migration- why people left the villages for the town. -Important inventions and inventors which led to industrialisation (James Watt) -The changes in cities such as Salford.</p> <p>L2:</p> <p><b>Why did the industrialisation of cities happen? <b>HE</b></b></p> <p>Pupils understand that there were six main factors that contributed to the industrial revolution:</p> <ul style="list-style-type: none"> <li>-a population boom</li> <li>-better farming methods</li> <li>-factories which could mass produce</li> <li>-steam power</li> <li>- better transport (canals, railways, roads)</li> <li>- the success of the British Empire which meant access to exotic goods like cotton.</li> </ul> <p>L3&amp;4</p> <p><b>What evidence of Industrialisation is still present in our local area today? How has it changed since the peak of industrialisation? <b>HE HL</b></b></p> <p>Complete a field walk of the local area, focus on the Bridgewater Mill, Bridgewater Canal and Pocket Park (Looking at the ironwork images).</p>	<p>L1: I can share what I already know about the Victorians and how lives changed for children in that period. Timeline work plotting period studied and revisiting previous periods studied. . <b>HCh</b></p> <p><b>When was the Victorian era and what do we think life would have been like for children living then?</b></p> <p>Pupils will be introduced to Queen Victoria and the Victorian era, placing the Victorians on a timeline. They will find out some basic information about this period and use pictures to generate questions and make inferences about what life would have been like for Victorian children. <b>HI HE HCh</b></p> <p>L2:</p> <p><b>What was life like for poor children in Victorian Britain?</b></p> <p>Pupils will find out about the lives of poor children in Victorian Britain. They will find out why many children had to work as soon as they were able and discover some of the dangerous jobs that children had to do to survive. They will use a variety of sources of information to find and infer facts.</p> <p>L3:</p> <p><b>What changes took place for poor children in the 19<sup>th</sup> Century? <b>HI HCo HE</b></b></p> <p>Pupils will find out about the lack of laws to protect children in the early Victorian period before moving on to look at some of the laws and changes that were introduced in order to protect children. They will find out about the work of Lord Shaftesbury and Dr Barnardo and consider why some people were against the changes they introduced.</p> <p>L4:</p>	<p>L1: I can share what I already know about World War II.. Timeline work plotting period studied and revisiting previous periods studied. <b>HCh</b></p> <p><b>Why did Britain have to go to war in 1939? <b>HCo HE HCh</b></b></p> <p>Pupils understand how the actions of Hitler threatened European peace.</p> <p>They understand what is meant by the term appeasement</p> <p>They are aware of the dilemma facing Chamberlain and other appeasers..</p> <p>They can explain why Chamberlain ultimately took the decision to go to war.</p> <p>L2:</p> <p><b>Why was it necessary for children to be evacuated and what was evacuation really like? <b>HE</b></b></p> <p>Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War.</p> <p>Pupils can use a graph of the changing numbers of evacuees and a photograph to raise enquiry questions.</p> <p>Pupils can investigate and explain the reasons for fluctuating numbers being evacuated</p> <p>They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.</p> <p>L3:</p> <p><b>How was Britain able to stand firm against the German threat? <b>HI HE</b></b></p>

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<p>Use images and maps from the height of industrialisation. Pupils to compare and contrast the number of mills present then and now. What industries are present now?</p> <p>L5:</p> <p><b>Why was the development of the Bridgewater Canal important for Patricroft/ Eccles?</b> HE HL</p> <p>Pupils will understand:</p> <ul style="list-style-type: none"> <li>-Why there was a need for canals</li> <li>-Who built them (Duke of Bridgewater)</li> <li>-The technology that was invented to overcome difficulties of the landscape (aqueduct, locks, tunnels)</li> <li>-The effect of the Bridgewater canal on Eccles</li> <li>-The goods that were transported.</li> </ul> <p>L6:</p> <p><b>What was Godfrey Ermen's role in the industrialisation of Patricroft and Salford and what was his legacy?</b> HI HCo HE</p> <p>Pupils are able to plot a timeline of significant events in Godfrey Ermen's life.</p> <p>Pupils understand the importance of the Ermen and Engels company for the local area.</p> <p>Pupils understand the legacy of Godfrey Ermen as a philanthropist.</p> <p>L7: <b>Why was Manchester nicknamed Cottonopolis?</b> HE HL</p> <p>Pupils understand that Manchester was the first industrial city and its name was derived due to the number of textile factories.</p> <p>Pupils understand that Manchester was at the epicentre of Britain's cotton industry and that it was responsible for 80% of global cotton yarn and fabric production.</p> <p>Pupils can identify the Cotton Exchange in Manchester as the commercial centre of Cottonopolis and that although it has</p>	<p><b>How is school in the modern day different to Victorian schooling?</b> HI HE</p> <p>Pupils will consider the differences between modern and Victorian schooling as they find out about the structure of Victorian classrooms. They will find out what subjects were taught and how classrooms were organised. They can also experience some of these features for themselves.</p> <p>L5:</p> <p><b>How did Victorian children spend their leisure time?</b> HE</p> <p>Pupils will consider some current leisure activities that would not have been available to Victorian children. They will learn about some different Victorian toys and games, and compare and contrast modern and Victorian leisure time for children.</p> <p>L6:</p> <p><b>What was daily life like for Victorian children?</b> HI HE</p> <p>Pupils will consider what they already know about the Victorian era and use this information to make predictions for what they might find out. They will use a variety of sources of information to carry out their own research to find out what life was like for Victorian children, relating this to areas such as religion, clothes, food and housing.</p> <p>L7:</p> <p><b>Why did the slums develop and what was it like as a child to live in the slums of Manchester?</b> HI HCo HE HL</p> <p>To understand and empathise with how the slums and squalor faced in Manchester affected people during the Victorian period through a local area study of Angel Meadow.</p> <p>L8:</p> <p><b>Were the Victorian times a Dark Age or a Golden Age?</b> HI HE</p> <p>Pupils understand that this period can be interpreted differently depending on what aspect is given greatest emphasis</p> <ul style="list-style-type: none"> <li>• children understand that textbooks give different impressions</li> </ul>	<p>Pupils are able to cite examples of how the government prepared to withstand the Blitz and to keep up morale. Pupils are able to identify key features of resistance to German invasion:</p> <p>Trying on gas masks</p> <p>Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters.</p> <p>L4:</p> <p><b>How did people manage to carry on normal life during the war and how do we know?</b> HI HCo HE</p> <p>Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time.</p> <p>They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'. Pupils' grasp that people making representations of the past eg in museums have to prioritise which stories to tell and whose contributions to feature most prominently and to also appreciate that this is controversial.</p> <p>L5:</p> <p><b>Why is it so difficult to be sure what life on the Home Front was really like?</b> HI HE</p> <p>Pupils grasp that much of the evidence from this period has to be treated with caution; all is not what it seems.</p> <p>They can explain how the government used:</p> <p>a. Censorship</p> <p>b. Propaganda</p> <p>Pupils can evaluate a piece of wartime footage of the Blitz explaining how they know it was staged</p> <p>L6:</p>
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<p>been rebuilt several times is still present today as the Royal Exchange Theatre.</p> <p>L8:</p> <p><b>Where did Manchester get its cotton from and why was this a blight on its reputation? HCo HE HL</b></p> <p><i>Pupils understand that innovation and profits went hand in hand with inequality and exploitation on a local and global scale.</i></p> <p><i>In 1860, over 80% of the cotton processed in mills in and around Manchester was grown by enslaved African people on plantations in the Southern United States.</i></p> <p>L9:</p> <p><b>How does the industrial revolution continue to affect Salford today? HE HL</b></p> <p><i>Pupils understand:</i></p> <ul style="list-style-type: none"> <li>-Immigration- why people came from other countries to work in textile factories.</li> <li>-Multi cultural influences in the area.</li> <li>-Living in a modern, diverse community (link to British values)</li> <li>-Decline of the textile industry-changes over time.</li> <li>-Changes of use of old textile mills (Bridgewater Mill used for different businesses).</li> </ul> <p>L10:</p> <p><b>Assessment Task:</b></p> <p><b>Explain why the nickname 'Cottonopolis was used to describe Manchester'</b></p> <p><i>Use the painting of Manchester, from Kersal Moor by W. Wylde as a stimulus for pupils to discuss the phrase 'Cottonopolis'.</i></p> <p><i>Pupils should name reasons the industrial revolution occurred, why Manchester was known as Cottonopolis and the wider impact of the cotton trade.</i></p>	<ul style="list-style-type: none"> <li>• historians also differ as to how they see the period</li> <li>• children grasp that our selection of material can create different images of the past.</li> </ul> <p>L9::</p> <p><b>Assessment Task:</b></p> <p><b>How does this Victorian scene depict what life was like for Victorian children?</b></p> <p><i>Using the provided image pupils to use their knowledge gained to explain what life was like for a typical Victorian child in the period.</i></p> <p><i>Pupils should identify:</i></p> <ul style="list-style-type: none"> <li>-Life in the factory/workhouse</li> <li>-Schooling</li> <li>-Reforms</li> <li>-Leisure time</li> </ul> <p><b>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in other eras where the poor were subject to hard manual labour in tough conditions (The Egyptians Y3 – The Greeks Y5 and Mayans Y4) . HCh</b></p>	<p><b>What was life like in Salford during World War II? HI HE HL</b></p> <p><i>Pupils can describe day to day life on the home front in Salford.</i></p> <p><i>Pupils can describe the damage done to Salford during the war</i></p> <p>.</p> <p>L7:</p> <p><b>What was VE day really like? HE</b></p> <p><i>Pupils can describe how VE Day was typically celebrated.</i></p> <p><i>They are aware that some families had mixed emotions.</i></p> <p><i>They can explain why depictions of VE Day parties might vary.</i></p> <p>L8 &amp; L9:</p> <p><b>What was the lasting impact of World War II on Salford, Britain and the wider world ? HCo HE HL</b></p> <p><b>Pupils will focus on:</b></p> <p><i>The rebuilding of Britain following the devastation of the bombing including why and how new towns were built.</i></p> <p><i>Changes to governance following the war including nationalisation and the creation of the welfare state.</i></p> <p><i>The creation of the NHS.</i></p> <p><i>Changes to the British Empire following the war- how colonies sought independence in the post war years.</i></p> <p><i>The reasons for, and effects of, migration from Caribbean countries after the Second World War (Windrush era)</i></p> <p>L10:</p> <p><b>Assessment Task:</b></p>
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<p>Revisit mind map and timeline recording new learning and key events within the period. Link to the following previously taught units: (Y2) Why is our School named Godfrey Ermen? What are the most famous buildings in Salford? (Y3) How has transport changed in our area? . <b>HCh</b></p>		<p><b>How do you know this is an image of Britain from the Second World War?</b></p> <p>Pupils will identify clues linked to evacuation including the billeting officer.</p> <p>That it is a rural location following a train journey.</p> <p>War time rationing and conserving food.</p> <p>Clues linked to the area being under threat- taped windows etc</p> <p>Identify the role of women.</p> <p>Revisit mind map and timeline recording new learning and key events within the period. Compare and Contrast with life in Victorian Britain (Y6 Term 2) . <b>HCh</b></p>
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