



St Peter's History Medium Term Plan



Year 6

Autumn 1	Spring 1	Summer 1
<p align="center">Victorian Britain 1837-1901</p>	<p align="center">Sinking Ships! Titanic and The Lusitania</p>	<p align="center">The Battle of Britain 1940</p>
<p>Links to prior learning: Y2 - Florence Nightingale, Y2 Sir Robert Peel, Y5 - The Industrial Revolution</p>	<p>Links to prior learning: Y5 - British Seafarers</p>	<p>Links to prior learning: Y6 - Sinking Ships!</p>
<p>Lesson 1 - To identify the historical context of Victorian Britain.</p> <p>Historical context: Industrial revolution had begun (see Y5); most people still lived on land in 1837; most people farmers or spun wool or cotton to make cloth in their own homes; Queen Victoria reigned throughout this period (longest reigning monarch until Queen Elizabeth II). Highlight where significant events with Sir Robert Peel and Florence Nightingale fall within these dates.</p> <p align="center">Class timeline</p> <p>Create a timeline to show the periods of history studied in KS2: Stone Age (10000BC-2500BC); Bronze Age (2500BC-800BC); Iron Age (800BC-43AD); Roman Britain (43AD-410AD); Anglo-Saxon Britain (450AD-1066AD); Early Industrial revolution (1733-1837); Victorian Britain (1837-1901); Ancient Egyptian civilisation 3100BC-332BC); Ancient Greek civilisation (800BC-146BC); Mayan civilisation (2000BC-1517AD).</p> <p>Create a timeline (to scale) to place the following events in order (Victorian events in red; previous topic in black): John Kay invented the flying shuttle (1733); James Hargreaves invented the spinning jenny (1764); Richard Arkwright invented the spinning frame (1769); Captain Cook discovered Australia (1770); Admiral Nelson won the Battle of Trafalgar (1805); Queen Victoria became Queen (1837); Sir Robert Peel's* Factory Act (1844); Sir Robert Peel resigned as Prime</p>	<p>Lesson 1 - To identify the historical context of the Titanic and Lusitania.</p> <p>Historical context: How the ships were different to earlier ones (e.g. contrast with Viking longship and ships of Drake, Nelson, Cook- Y5 Seafarers); link to the invention of steam power and the use of iron (link to industrial revolution) & the increasing use of steam power in Victorian period; Competition between White Star Line & Cunard; relevance of steel and coal power in making ships bigger, stronger and faster than before the Industrial Revolution (Industrial Revolution link).</p> <p align="center">Class timeline</p> <p>Create a timeline (to scale) to place the following events in order (current topic events in red; previous topic in black): The Battle of Hastings took place (1066); Spanish Armada defeated (1588); John Kay invented the flying shuttle (1733); Captain Cook discovered Australia (1770); Admiral Nelson won the Battle of Trafalgar (1805); Queen Victoria became Queen (1837); Sir Robert Peel resigned as Prime Minister (1846); Queen Victoria died (1901); the Titanic sank (1912); the Lusitania sank (1915).</p> <p align="center">The Sinking of the Lusitania, 1915 (eyewitnesstohistory.com)</p>	<p>Lesson 1 - To identify the historical context of the Battle of Britain.</p> <p>Historical context: Which countries won in World War I and which were defeated; Adolf Hitler ruler of Germany from 1933; Germany invaded Poland 1939 which led to the start of World War 2. Recap prior learning on the Lusitania (WW1)</p> <p>Link to English Unit on World War II: Know that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. (Applied to World War 2 generally - see 'World War 2 propaganda' Wikipedia page).</p>

Autumn 1	Spring 1	Summer 1
<p style="text-align: center;">Victorian Britain 1837-1901</p>	<p style="text-align: center;">Sinking Ships! Titanic and The Lusitania</p>	<p style="text-align: center;">The Battle of Britain 1940</p>
<p>Minister (1846); Crimean War begins (1854); Crimean War ends (1856); School attendance became compulsory for ages 5 to 10 (1880); Queen Victoria died (1901) Robert Peel was born in Bury</p>		
<p>Lesson 2 - To identify the changes in society during the 1800s. Recap prior learning from Y5 Industrial Revolution topic. Discuss what conditions were like and Sir Robert Peel's part in improving them. Conditions at the start of the Victorian era: What daily life was like; significance of changes in society: move from a rural society to an urban society (population statistics; growth of towns; movement of people from countryside to towns); causes of population increase and movement from countryside to towns (see knowledge mat). Consequences of increase in industry: wealth of rich people, e.g. mill owners; housing for poor people; pollution and ill-health; working conditions in factories and mines.</p>	<p>Lesson 2 - To identify why the sinking of the Titanic and Lusitania are historically significant. Significance: Titanic - maiden voyage of the then largest ship in the world; 2nd largest ocean liner wreck in history. Lusitania - destroyed by German U-boat in WWI; ship was carrying many innocent civilians.</p>	<p>Lesson 2 - To identify the historical context of the Battle of Britain and place significant events on a timeline. Class timeline Discuss the class timeline showing the periods of British history studied in KS2 (at the front of children's history books). Create a timeline (to scale) to place the following events in order (current topic events in red; previous topic in black): The Battle of Hastings took place (1066); Spanish Armada defeated (1588); John Kay invented the flying shuttle (1733); Captain Cook discovered Australia (1770); Admiral Nelson won the Battle of Trafalgar (1805); Queen Victoria became Queen (1837); Sir Robert Peel resigned as Prime Minister (1846); Queen Victoria died (1901); the Titanic sank (1912); the Lusitania sank (1915); World War II began (1939); the Battle of Britain (1940); World War II ended (1945).</p>
<p>Lesson 3 - To identify the significance of steam power during the Victorian era and its impact on the transport industry. Changes to life during the Victorian era: Significance of steam power, iron and steel: bigger, faster, more powerful machines that could run whole factories; statistics on steam power through Victorian period (e.g. 100,000 steam engines in Britain by 1870); application of steam power to railways - the growth of the railways and the increased speed of travel; importance of coal mining to produce steam; speed of iron/steel steam ships.</p>	<p>Lesson 3 - To identify the causes of the sinking of the Titanic and Lusitania. Causes: research Titanic causes. Lusitania: research German point of view and discuss whether the sinking could be justified or not; look at British propaganda poster from the time.</p>	<p>Lesson 3 - To identify the causes of World War 2. Briefly discuss Britain and Germany's part in World War 1 for historical context. Causes: Germany invaded Poland and were warned to withdraw or face war with Britain.</p>

Autumn 1	Spring 1	Summer 1
<p style="text-align: center;">Victorian Britain 1837-1901</p>	<p style="text-align: center;">Sinking Ships! Titanic and The Lusitania</p>	<p style="text-align: center;">The Battle of Britain 1940</p>
<p>Lesson 4 - To identify significant improvements made to daily life during the Victorian era.</p> <p><u>Improvements to working conditions</u></p> <ul style="list-style-type: none"> • Various factory acts, e.g. 1844 Factory act passed when Robert Peel was Prime Minister: • 1842 Mines and Collieries Act <p><u>Improvements in health</u></p> <ul style="list-style-type: none"> • Florence Nightingale helped to improve cleanliness in military hospitals, saving thousands of lives. • John Snow solving cholera epidemic in London • Bazalgette's London sewer system. <p><u>Improvements in education</u></p> <p>1870 Education Act</p>	<p>Lesson 4 - To identify the consequences of the sinking of the Titanic and Lusitania.</p> <p>Consequences: Titanic - improvements in maritime safety. Lusitania - effect on public opinion towards Germany around the world, especially in USA. Eventually USA entered WWI on Britain's side, in part due to sinking of Lusitania.</p>	<p>Lesson 4 - To understand the significance of Dunkirk during World War 2.</p> <p>Significance of the evacuation of Dunkirk in June 1940: Defeat of France; rescued many allied soldiers from mainland Europe. Invasion: Hitler expected Britain to surrender after this defeat. They didn't so there was a threat of invasion on Britain.</p>
<p>Lesson 5 - To identify the legacy of the Victorian era.</p> <p>Legacy: many inventions still used today (prior learning inventions during the Industrial Revolution), e.g. London underground; rail network (see knowledge mat).</p> <p>How do we know: e.g. surviving buildings, newspapers, written documents.</p>	<p>Lesson 5 - To identify the legacy of the Titanic and Lusitania.</p> <p>Legacy: e.g. Huge improvements made to maritime safety; effects on U.S opinion towards the Germans after they sunk the Lusitania causing them to join Britain's side during WWI; Titanic film</p> <p>Memorials: research for both ships</p>	<p>Lesson 5 - To identify the significance of the Battle of Britain.</p> <p>Significance of the Battle of Britain: Britain was the only major country fighting Germany at the time (France was defeated; USA and Russia not in the war at that point; Germany ruled most western Europe). Hitler wanted to invade Britain but had to defeat air force first; German air force was much stronger than British; what happened in the Battle of Britain, including Churchill's speech.</p>
<p>Lesson 6 - To identify the difference between primary and secondary sources of evidence.</p> <p>Explore different types of evidence that there is to support significant events from during the Victorian era. Discuss and make comparisons.</p>	<p>Lesson 6 - To explore significant historical sources.</p> <p>Explore significant historical sources (recap primary and secondary sources from autumn 1) relevant to the Titanic and Lusitania.</p> <p>How do we know? E.g. newspapers at the time (bias); survivor accounts; exploration of the wrecks</p>	<p>Lesson 6 - To identify the consequences of the Battle of Britain.</p> <p>Consequences of Battle of Britain: Germany did not defeat Britain in World War II; Germany concentrated on bombing London (the Blitz); Germany invaded Soviet Union which took pressure off Britain; the Allies went on to win the war, with the help of USA.</p> <p>Legacy: democracy continued in Britain; Britain continued to rule itself and avoided another conquest although it lost most of its empire as it was weaker after the war.</p> <ul style="list-style-type: none"> • Discuss the impact of propaganda.

Autumn 1	Spring 1	Summer 1
<p style="text-align: center;">Victorian Britain 1837-1901</p>	<p style="text-align: center;">Sinking Ships! Titanic and The Lusitania</p>	<p style="text-align: center;">The Battle of Britain 1940</p>
<ul style="list-style-type: none"> • Significant memorials around the UK. 		
<p>Use historical sources, e.g. books, pictures, eye-witness accounts, artefacts, buildings and visits, internet; buildings and visits, internet, visitors; understand the difference between primary and secondary sources of evidence.</p>		
<p style="text-align: center;"><u>Vocabulary</u> Victorian era/period; industry century; BC; AD; decade</p>	<p style="text-align: center;"><u>Vocabulary</u> conflict; maritime; century; BC; AD; decade</p>	<p style="text-align: center;"><u>Vocabulary</u> evacuation; invasion; democracy; century; BC; AD; decade</p>