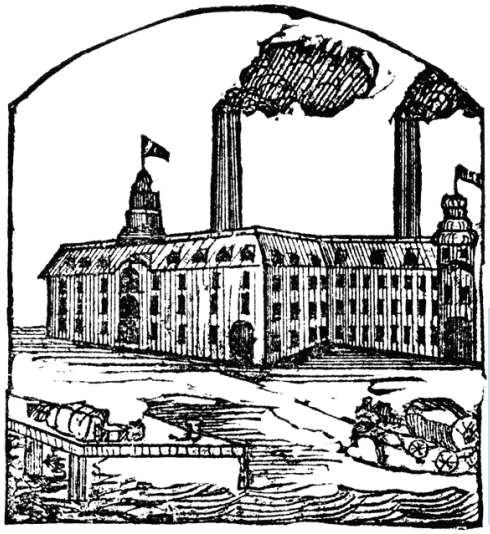
Revolution



Year Group: 5/6

Cycle A

History • A local history study (Cromford Mills) • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Industrial Revolution)	**Climate/Environment** • The impact of the industrial revolution on the environment; air and water pollution. How are things the same/different today?
Computing • Technology in our lives	**Art and Design:** Mixed media to include: • Printing – Wallpaper designs • Artist Knowledge – William Morris

History

National Curriculum: Pupils should be taught about:

- a local history study (Cromford Mills)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Industrial Revolution)

Key Lines of Enquiry: World War Two

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Who Richard Arkwright was and why he was significant.
- The importance of Cromford Mills and how the mills are linked to the Industrial Revolution.
- What it was like to work at the mills and live in Cromford.
- What leisure activities workers would have participated in.
- What other important inventions were made during the 18th and 19th centuries (steam engines, transport changes, electricity).
- When the railway and canal were developed at Cromford.
- How transport affected the development of the industrial age.
- How the lives of people changed; discussing whether they improved or were made worse by working in the mills

Climate/Environment

- What was the impact of the industrial revolution on the environment?
- How is this the same as/different from the impact that industry has on the environment today?

Teacher Resource:
https://www.manvilleschools.org/cms/lib/NJ01912793/Centricity/Domain/1848/Impact%20of%20the%20Industrial%20Revolution.pdf

Age Related Subject Skills (Progression Guidance):

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
- Devise, ask and answer more complex questions about the past, considering key concepts in history
- Select sources independently and give reasons for choices
- Analyse a range of source material to promote evidence about the past
- Construct and organise response by selecting and organising relevant historical data
- Understand that the past is represented and interpreted in different ways and give reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Begin to offer explanations about why people in the past acted as they did
- Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Give reasons why some events, people or developments are seen as more significant than others

Prior Learning

Forever Firs children working at ARE should already be able to:

- Develop increasingly secure chronological knowledge and understanding of history, local, British and world
- Put events, people, places and artefacts on a time- line
- Use correct terminology to describe events in the past
- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch
- Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance
- Suggest where we might find answers to questions considering a range of sources
- Understand that knowledge about the past is con- structed from a variety of sources
- Construct and organise responses by selecting relevant historical data
- Be aware that different versions of the past may exist and begin to suggest reasons for this
- Describe and begin to make links between main events, situations and changes within and across different periods and societies
- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes
- Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual
- Identify and begin to describe historically significant people and events in situations

Key Vocabulary		
Tier 1	**Tier 2**	**Tier 3**
Railway Train Steam Transport Electricity	Apprentice Significant Mill Textiles Leisure Inventions Workforce Labour Canal Steam Engine	Industrial Revolution Victorian Pollution

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History Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

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Art and Design

National Curriculum:

Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

Pupils should be taught:

- about great artists, architects and designers in history

Curriculum Intentions (Key Knowledge and Skills to be learned):

Mixed media to include:

- Printing – Wallpaper designs
- Artist Knowledge – William Morris

Age Related Subject Skills (Progression Guidance):

Year 5

Artist Knowledge

- Recognise the art of key artists and begin to place them in key movements or historical events.
- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.
- Compare the style of different styles and approaches

Printing

- Use tools in a safe way.
- Continue to gain experience in overlaying colours.
- Start to overlay prints with other media.
- Use print as a starting point to embroidery.
- Show experience in a range of mono print techniques.

Developing Ideas (Sketchbooks)

- Use sketchbooks to plan a sculpture through drawing and other preparatory work.
- Use the sketch book to plan how to join parts of the sculpture.
- Keep notes which consider how a piece of work may be developed further
- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Adapt work as and when necessary and explain why.

Year 6

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings explaining their views.
- Identify artists who have worked in a similar way to their own work.
- Explore a range of great artists, architects and designers in history.

Printing

- Demonstrate experience in a range of printmaking techniques.
- Describe techniques and processes.
- Adapt their work according to their views and describe how they might develop it further.
- Develop their own style using tonal contrast and mixed media.

Developing Ideas (Sketchbooks)

- Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material.
- Annotate work in sketchbook.
- Use the sketch book to plan how to join parts of the sculpture.
- Annotate work in sketchbook.

Prior Learning

Forever Firs children working at ARE in Year 5 should already be able to:

Artist Knowledge

- Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.
- Begin to explore a range of great artists, architects and designers in history.

Printing

- Increase awareness of mono and relief printing. Demonstrate experience in fabric printing.
- Expand experience in 3 colour printing.
- Continue to experience in combining prints taken from different objects to produce an end piece.
- Create repeating patterns

Developing Ideas

- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- Express likes and dislikes through annotations
- Use a sketch book to adapt and improve original ideas
  Keep notes to indicate their intentions/purpose of a piece of work

Forever Firs children working at ARE in Year 6 should already be able to:

- See Year 5 progression statements above.

Key Vocabulary

Artist Knowledge	Printing	Developing Ideas
Like, dislike, describe, similarities, differences, links	Printing, hard/soft materials	Record, sketch book, plan, develop
Explore, comparison, thoughts, feelings, emotions, feelings	Impressed printing, clean printed image	Colour mixing, colour wheel, colour spectrum
Successes, challenges	Relief printing	Texture, pattern
Change, develop	Repeating pattern	Media exploration, experimentation, source material, starting point, express, feelings, notes, annotate, techniques,
Practices, disciplines, techniques	Forms of printing	Like, dislike, improve, adapt
Cultures, periods of time	Roller, printing palette	Intention, purpose
Modifications, changes, review	Overprinting, mono-printing	Preparatory
	Fabric printing	
	Overlay, embroidery, tonal contrast, mixed media	

Art and Design Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

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Computing

National Curriculum:

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration § use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Computing Strand: Technology in Our Lives

Topic Links: To use search engines to effectively research information about the Victorian Era

Age Related Subject Skills (Progression Guidance - DDAT):

- *Pupils explore issues relating to online searching, including how to use effective keywords, using directories and subject categories, and how to analyse the usefulness and relevancy of the results. They learn to conduct searches that provide them with the most helpful and relevant information*
- *Pupils learn to collaborate electronically by blogging -mailing and working on shared documents using the pupil sites of the DLG. This can be extended to working with other schools*
- *Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call*
- *Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising*

Upper Key Stage 2

• Create specific searches using “” and or in a search engine • Discuss how results are ranked • Know how to check for reliability of a website *(Also covered in E-Safety)* • Label parts of a webpage	• Compare two websites that given information on the same topic. Which is the most reliable? *(Also covered in E-Safety)* • Use other sources to check reliability of information. *(Also covered in E-Safety)* • Understand copyright and how this effects images and information I find on the internet *(Also covered in E-Safety)*

Other Key Areas of Learning:

- Children will be able to talk about the problems with the web
- They will know how a search engine works
  - https://www.bbc.com/bitesize/clips/zwdxhyc
- Children will be able to identify four parts of deciding whether a webpage is reliable
  - https://firsestateprimary-my.sharepoint.com/:b:/g/personal/lbailey_firsprimary_derby_sch_uk/EXa4DgLgLjVLv2d8vuFNJ-oB0xItFVPyMDjzMHYLWinKEg?e=g6mnyR
- Children will be able to discuss how search engines need clear specific information as they only interpret information in one way
- They will be able to identify key words from a question to put in a search engine
  - https://www.tes.com/teaching-resource/search-engine-activity-11192243
  - https://www.tes.com/teaching-resource/using-a-search-engine-11788031
- Children will be able to use criteria to make their searchers more specific
- They will be able to omit key words from their search to make it more generalized
- They will understand the difference between bias and viewpoint and take this into account when deciding if a website is reliable

Prior Learning

Forever Firs children working at ARE should already be able to:

- Know how to create a simple search using a search engine
- Label and talk about the use of different parts of a computer (laptops and desktops) e.g. mouse, keyboard, screen, power cable.
- Navigate across websites using the buttons.

- Create more specific searches using key words in a search engine.
- Know how to choose an appropriate website (age, look, author)
- Label and talk about the parts of a computer and products that enhance it's use (webcam, headphones, printers) and know their uses.
- Navigate across websites using the back, forward, refresh and hyperlinks.
- Begin to talk about the author of websites an how this effects it's truth. (*Also covered in E-Safety)*

Key Vocabulary					
Tier 1		**Tier 2**		**Tier 3**	
Truth Fact Webpage Efficient	Search Results Website Effective	Rank Trustworthy Internet	Search Engine Source Wireless Evaluate	Reliability IP address Copyright Filter Plagiarism	Criteria Network Router Server

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Computing Assessment			
Children working below ARE	**Children working towards ARE**	**Children working at ARE**	**Children working above ARE**

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