



Ambition - Community - Equality

ELMS FARM PRIMARY SCHOOL CURRICULUM

|  |                               |
|--|-------------------------------|
| <b>Topic: Why was the Industrial Revolution important to the West Midlands?</b>  |                               |
| <b>Year Group: 6</b>   | <b>Term: Summer 1 &amp; 2</b> |
| <b>Ambition:</b><br>know that there are a range of industrial jobs<br>know the role of inventors to improve the world                        |                               |
| <b>Community:</b><br>know about key inventions which have changed the everyday life<br>know how communities supported each other in the past |                               |
| <b>Equality:</b><br>Know that people have not always been treated fairly and how this has changed to modern day                              |                               |

**Links to Prior Learning**

|                      |                |  |  |
|----------------------|----------------|--|--|
| <b>Y5 The Tudors</b> | <b>Y6 WWII</b> | <b>Y4 Inventors: Alexander Graham Bell</b> |  |
|----------------------|----------------|--|--|

**Writing Opportunities Through Topic Lessons**

|   |   |  |   |
|---|---|--|---|
| <b>Report: Queen Victoria and her reign</b>                             | <b>Letter: How Government reforms to improve working life</b> | <b>Report: Crime and Punishment in the Victorian Era</b>   | <b>Report: Great inventions of the Victorian Era</b>  |
| <b>Description<br/>How Victorian school life was different to today</b> | <b>Newspaper report: The Great Exhibition 1851</b>            | <b>Sum 1 RE: Explanation<br/>Text – the joy of Ramadan and Eid that Muslims experience/<br/>Sum 2 RE: Create a performance poem –<br/>(Linked to ed visit)<br/>Reflection of nature and the power of knowledge</b> | <b>Write a diary entry detailing the life of a Victorian person living during the Industrial Revolution</b> |

**Key Texts**

|   |                              |                                    |   |
|---|------------------------------|------------------------------------|---|
| <b>Street Child, Berlie Doherty</b>       | <b>Cogheart, Peter Bunzl</b> | <b>Oliver, Charles Dickens</b>     | <b>Twelve Minutes to Midnight, Christopher Edge</b> |
| <b>Rose Campion and the Stolen Secret</b> | <b>Chimney Child</b>         | <b>Unit on William Shakespeare</b> |   |



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## Key Vocabulary

**History**  
industry, industrial, economic, trade, mining, revolution, factories, child labour, exploitation, workhouses, slums, machinery, coal, raw materials, urbanisation, monarchy, government, reform

**Art**  
Art Nouveau, repetition, comparison, similarities, differences, relief printing, assemble, mono print, block print, effects

**Computing**  
**Summer 1:**  
Big data, digital footprint, hacker, ethical hacker  
**Summer 2:**  
Analogue, digital, selection, LEDs, sensor, trigger, audio, visual, device

## Projects

**Art project:**  
Overprint in the style of William Morris

**Computing project:**  
ENTRUST  
Understanding Big Data (7 lessons)

**Computing/DT project:**  
Design an intruder alarm Teach Computing Programming B – Sensing (Lessons 1-4) using micro:bits  
  
Then for project, children can choose between:  
  
[Simple door alarm | micro:bit \(microbit.org\)](#)  
  
[Simple tilt alarm | micro:bit \(microbit.org\)](#)  
  
[Pressure switch alarm | micro:bit \(microbit.org\)](#)



**Concrete Knowledge**

**History**  
Know key events in the Victorian Era and why Queen Victoria is significant in British History

**History**  
Know how Victorian life was different to today: daily life, schooling, jobs, crime and punishment

**History**  
Know how the lives of wealthy people were different from the lives of poorer people during the Victorian Era

**History**  
Know how industry had an impact on economic activity in Britain and the wider world (trade links)

**History**  
Know how The Industrial Revolution was reflected in the local area (coal mining, canal transportation, factories)

**History**  
Know about key inventions in the Victorian Era

**History**  
Know how Government reforms led to a fairer treatment of workers

**Art**  
Know that Art Nouveau was inspired by nature

**Art**  
Know that artists of a particular style have similarities and differences

**Music**  
Know about musical events that developed in the Victorian period  
The Proms, Royal Variety Performance, and Sunday afternoon in the park bandstand – relate to bandstand in Botanical Gardens still used today research the occasions who started them?

**Music**  
Appraise: Romantic music period: Appraise music Composers  
Brahms – Hungarian Dance No. 5, Wagner – Die Walkure - Ride of the Valkyries  
Beethoven – symphony number 9 ode to joy (4<sup>th</sup> Movement)

**Ed. visit follow up**  
Write a diary entry detailing the life of a Victorian person living during the Industrial Revolution.

Summer 2 DT and computing project

- I know that mechanical and electrical systems have an input, process and output.
- I know how more complex electrical circuits and components can be used to create functional products
- I know how to program a computer to monitor changes in the environment and control their products



## Skill Progression

### History

I can describe the main changes in a period of history and place it accurately on a timeline

### History

I can talk about how industry improved people's lives and its significance in British History

### History

I can bring together information from sources into a fluent account  
Consider how to check the accuracy of interpretations

### Art

I can use my sketchbook to explore the Art Nouveau style, comparing two artists

### Art

I can sketch a simple design and create it in a printing tile

### Art

I can compare the effects of different relief printing (cardboard, string, mono)

### Art

I can say why I have chosen a technique and use this to create two colour overlay printing

### Computing summer 1:

- I can explain what big data means
- I can explain what digital footprints means and evaluate my own digital footprint
- I can explain why understanding terms and conditions for online platforms is important
- I can give examples of some of the rights companies have when you agree to their terms and conditions
- I can explain what an ethical hacker is and what they do
- I can explain why a hacker might want to steal data
- I can explain what website cookies are and I can explain why someone would or would not want cookies enabled
- To be able to explain the pros and cons of accepting cookies
- I can explain multiple ways in which big data is used for good

### Computing Summer 2:

- I can use variables to control an output.
- I can identify and correct bugs in a program.
  - I can refine a program to improve its efficiency.



**DT – Design**

- I can work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment
- I can describe the purpose of their products
- I can indicate the design features of their products that will appeal to intended users
- I can explain how particular parts of their products work carry out research, using surveys, interviews, questionnaires and web-based resources
- I can identify the needs, wants, preferences and values of particular individuals and groups
- I can develop a simple design specification to guide their thinking
- I can make design decisions, taking account of constraints such as time, resources and cost
- I can generate innovative ideas, drawing on research
  - I can draw an annotated sketch for my design.

**DT – Make**

- I can select tools and equipment suitable for the task
  - I can explain their choice of tools and equipment in relation to the skills and techniques they will be using
  - I can select materials and components suitable for the task
  - I can explain their choice of materials and components according to functional properties and aesthetic qualities
  - I can produce appropriate lists of tools, equipment and materials that they need
  - I can formulate step-by-step plans as a guide to making
  - I can use a wider range of materials and components than KS1, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components
- I can use techniques that involve a number of steps
- I can demonstrate resourcefulness when tackling practical problems

**Evaluate – existing products:**

I can investigate and analyse:

- how well products have been designed
- how well products have been made
  - why materials have been chosen
- what methods of construction have been used
  - how well products work
- how well products achieve their purposes
- how well products meet user needs and wants

I can investigate and analyse:

- how much products cost to make
  - how innovative products are
- how sustainable the materials in products are
- what impact products have beyond their intended purpose

**Evaluate own product:**

- I can identify the strengths and areas for development in their ideas and products
- I can consider the views of others, including intended users, to improve their work
  - I can critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make
- I can evaluate my ideas and products against my original design specification



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Science, Music, R.E., PSHE, French and P.E. units

Science
Sum 1 - Light
Sum 2 - Scientists and inventors

Music
Sum 1 - Motifs: patterns in music
Sum 2 - Composing and performing a leaver's song

R.E
Sum 1 - Appreciating Beauty
Expressing Joy
Sum 2 - Being Reflective and Self-Critical
Being curious and valuing Knowledge

PSHE
Sum 1 - Rights and responsibilities
Sum 2 - Being a respectful and responsible individual

P.E.
Sum 1 - Athletics
Sum 2 - Rounders

French
Sum 1 - What Is The Date? Or Weather (Intermediate Language Unit)
Sum 2 - School (Progressive Language Unit)

Maths in Context

Measurements: DT

Understand how the jobs are linked to the wider economy

Cultural Capital

Self-control and self-discipline

Adaptability & Resilience

Taking responsibility

Self-reflection

Our place in the world

Ambition

Care and respect

Appreciation

Livelihood

Communication

Cultural diversity and equality

Technological advancements

Cultural and Artistic Icons

Charles Dickens

Oscar Wilde

Alexander Graham Bell
Steve Jobs



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## Health Education, Money Management, Environmental Education

Consider the impact of  
The Industrial  
Revolution on the  
environment

Health and living  
conditions in the  
Victorian Era-how are  
they different today?

The role of work to  
fund lifestyle and  
family income

The role of industry to  
the wider economy

## Rights Respecting

Article 32:  
Governments must  
protect children from  
work that is harmful or  
dangerous to them

Wider links  
Article 31 Right to play  
and rest

Wider links  
Article 36 Right to be  
protected from  
exploitation

Wider links  
Article 28 Right to a  
good quality education

## Enrichment experiences and Community Involvement

The Black Country  
Museum

English Unit on William  
Shakespeare

End of Year 6  
production

Share powerpoints to  
online audience



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## Supporting texts

The Villainous Victorians X1 Terry Deary

Queen Victoria X1 Susanna Davidson

Royal Nursemaid X1 Jill Atkins

Britain Through The Ages Victorians X1 Margaret Sharman (non-fiction)

The Victorians X1 Sally Hewitt (non-fiction)

Victorian Britain X1 John Guy (non-fiction)

A Victorian Secret Seller X1 Richard Wood (non-fiction)

Victorians X1 Ann Kramer (non-fiction)

How did your locality change in Victorian times? X1 Jill Barber

A Victorian School X1 Richard Wood (non-fiction)

Victorian Crime X1 Fiona Macdonald (non-fiction)

Victorians X1 Usborne History of Britain (non-fiction)

Victorian Life Schools X1 Nicola Barber (non-fiction)

Princess Victoria X1 Barbara Mitchelhill

At Play X1 Franklin Watts (non-fiction)

The Victorians X1 Liz Gogerly (non-fiction)

Victorians X1 Ann Kramer (non-fiction)

School Day X1 Monica Stoppleman (non-fiction)

The Victorians X1 Sarah Ridley (non-fiction)





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# Supporting Texts