



Year 6 History Autumn term

How did local trade during the 19th & 20th century lead to poverty and progress?

National Curriculum

Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connection, draw contrasts and analyse trends.

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

Gain historical perspective by placing their growing knowledge into different contexts understanding the connections between local, regional, national and international history.

A local history study.

A study of an aspect or theme in British history that extends pupils' chronological knowledge.

Key Vocabulary

Prosperity, industry, revolution, population, empire, sources of evidence, primary, secondary, employees, profit, terrace, chimney sweep, coal mine, slum, governess

Prior learning

KS1

What makes my town special?

UKS2

20th century conflict

Learning Sequence

How has Reading changed over time?

Substantive & Procedural Knowledge Core Components

Stone Age: people settled in Reading for its fertile river terraces and good access to water supplies.

Anglo-Saxons: *Reada* settled with his tribe due to the position between two rivers.

Normans: Reading prospered as it was on the main road between London and the West Country. Significance of Abbey. Emerging industries.

Tudors: dissolution of Abbey. Impact of plague. New industries. Brick and tile making.

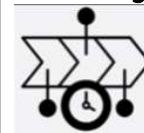
Georgians: Covered market, gas lamps, streets paved. Brewing began.

Victorians: Suttons Seeds. Huntley and Palmers. 3 Bs.

20th century: WWII evacuation and bombing. Housing. Shopping centres. M4.

Disciplinary Knowledge/Skills

Chronology



Look for clues which suggest time periods.

Arrange information chronologically.

Rate each stage of the town's development in terms of its prosperity.

What were the causes and impacts of the Industrial Revolution?

Substantive & Procedural Knowledge Core Components

Historical enquiry



The industrial revolution was a time in British history when the country changed from a mostly rural society to an industrial one.

6 factors came together to create the industrial revolution: population boom, agriculture, factories, power, transport and empire.

Disciplinary Knowledge/Skills

Continuity and change



Gather information about each of the 6 factors. Then assess which one

	had the most impact on Britain's development.
How did the industrial revolution change Reading?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
William Simonds established a brewery in 1785. It grew steadily and employed a variety of trades. Suttons Seeds was established in 1837. They supplied royal farms and gardens. They employed 2,000 people with an annual turnover of £210,000. Huntley and Palmers was founded in 1822 and became the most famous biscuit company in the world. Bricks and tiles have been made in Reading since the Medieval period. Tilehurst housed S&E Collier. The railway arrived in Reading in 1840. Helped business in the town through transporting goods.	Sources of evidence  Analyse maps, paintings and drawings as examples of primary sources of evidence, Make inferences about the development of Reading based on these sources, then compare them to historical information.
What was the impact of Huntley and Palmers on Reading?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Huntley and Palmers started as a small bakery, then grew into a larger business. They opened a large factory, employing more staff. The development of the railway aided transportation. Biscuits were produced in large quantities and profits increased. By 1900, Huntley and Palmers was the largest biscuit manufacturer in the world, employing 5,000 people. Impacts on Reading: - Population growth - Housing - Local business with mills - Recreational grounds and university buildings gifted to the town by the Palmer family	Chronology  Decide on significant events in the history of Huntley and Palmers and create a timeline to show these. Cause and consequence  Given some causes of change in Reading, identify the consequences for the town.
What was the experience of children during the Industrial Revolution?	
Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Through a range of sources of evidence, learn about the risks associated with jobs typically carried out by children during the Victorian era: - Factory worker - Chimney sweep - Street sweeper - Coal miner	Sources of evidence  Analyse a range of primary and secondary sources of evidence including diary entries, newspaper articles, notes from reports, drawings and illustrations. Use these to make judgments about different jobs done by children. Complete a 'would you rather?' task based on the conclusions from these sources of evidence.
What were the experiences of the rich and poor during the Industrial Revolution?	

Substantive & Procedural Knowledge Core Components	Disciplinary Knowledge/Skills
Discuss differences in the experiences of rich and poor people during the Victorian era in terms of: - Housing - Clothing - Food - school	Similarity and difference  Identify aspects of Victorian life which are the same and different for rich and poor people.

Final Assessment Piece

Answering Enquiry Question

Significance and interpretation



Classify events/learning from the unit in terms of these categories:

- remarkable – it was remarked upon by people at the time and/or since
- remembered – it was important at some stage in history within the collective memory of a group or groups
- resulted in change – it had consequences for the future
- resonant – people like to make analogies with it; it is possible to connect with experiences, beliefs or situations across time & space
- revealing – of some other aspect of the past'.