

AUTUMN TERM NEW CURRICULUM YEAR 6		
Main focus: HISTORY		
Title:		
NC Requirements HISTORY	Knowledge	Skills
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> the changing power of monarchs Victoria changes in an aspect of social history - crime and punishment 	<p>Link to Y1-What was the first type of transport? Link to Y2 – Who lives in a castle</p> <p>Historical Vocabulary - cause and effect, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, modern British values, laws, General Vocabulary – invasions, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice, withdrawal, contexts cultural, economic, military, political, religious, social history, short and long term timescales, civilisation, gender, period/era, achievements, influence, scholars, dynasties, symbolic, renowned, conquer, comparison, calendar, astronomy, observatory, wisdom, community, impact, merchants, archaeologists, complexity, follies of mankind, successful leaders, contrasting, arguments and interpretations. Topic Specific vocabulary - long arc of time, legacy, reform, reformation.</p> <p>The changing power of monarchs Victoria Queen Victoria reigned from 1837 until 1901.</p> <p>Lot of change in the lives of British people. Britain became the most powerful and richest country Factories and machines were built. Railways, originally built to transport goods, meant people could travel easily around the country for the first time. The first petrol motorcar was built by Karl Benz (Y1) The electric light bulb invented by Swan and Edison (link to science this term)</p> <p>Queen Victoria – from age of 18 Reigned for 63 years, seven months and two days, longest-reigning British monarch and the longest-reigning queen regnant in world history until her great-great-granddaughter Elizabeth II surpassed her on 9 September 2015. Last monarch of Britain from the House of Hanover. She adopted the additional title of Empress of India on 1 May 1876.</p> <ul style="list-style-type: none"> Victoria's great influence on the kingdom made her a popular political figure. The Queen had very strict morals and family values. Her era saw the UK evolve in several spheres: scientifically, politically, culturally and industrially. She expanded the British Empire to include places all across Asia and Africa. Queen Victoria narrowly escaped a total of 8 plots by assassins to take her life. First queen to occupy Buckingham Palace. Victoria expended all her efforts and gave the palace a new look. She even constructed a new extension of the palace. Thanks to her massive reconstruction work on the place, the Buckingham Palace became the seat of successive British monarchs, including Queen Elizabeth II. 	<ul style="list-style-type: none"> I can continue to develop my knowledge, chronologically securely. I can identify clear narratives and links within and across periods I have studied. I can begin to see connections, contrasts and trends over time. I can devise questions to help me understand. I can show that I understand how knowledge of the past is constructed from a range of sources. I can select and organise relevant historical information. I can show that I understand that different versions of the past may exist, and I can give some reasons for this. I can describe / make links between main events, situations and changes within and across different periods/societies I can identify and give reasons for, results of, historical events, situations, changes I can describe social, cultural, religious and ethnic diversity in Britain & the wider world. <p>Skills vocabulary Deduction Inference Organising Information Chronology Comparison Observation Discussion Research Reflection Interpretation</p>

	<ul style="list-style-type: none"> • 1845, Ireland suffered the Great Famine. The major crops that were affected by this blight were potatoes. For four years, more than a million citizens died in Ireland. Queen Victoria decided to donate £2,000 to help victims of the famine. Her donation was the biggest among the rest. • Queen Victoria - need for Britain to develop a cordial relationship with her neighbour France. Met with key French leaders such as King Louis Philippe. Her visit set her a record as the first British queen to meet with a king of France. In the latter part of the 18th century, when the French Revolution broke out, the deposed French monarchs sought to build alliances with other monarchs across Europe. Queen Victoria's reign witnessed enormous strides made to build a friendly relationship between France and the UK. • Prince Albert- She loved him to the fullest such that after his sudden death in 1861, Victoria got disheartened and hid from public appearances for a good number of years. wore black clothes on most of her public appearances for the rest of her life. Prince Albert advised the Queen on many monarchical matters. • Nine children she bore with Albert. Some of her 9 children went on to become princess, princes, and dukes. When the Queen died in 1901 at the age of 80, her son Edward VII succeeded her. • In 1867, the queen endorsed the passage of a Reform Act which opened more voters to the electoral register. • Empress of India. A civil war broke out in India which led to chaos between the British empires and the state. Queen Victoria stayed neutral and condemned the civil wars. She decried the senseless loss of lives in India. The queen also signed acts with Benjamin Disraeli (then-British Prime Minister) which guaranteed religious freedom. Due to her contribution towards a peaceful transfer of power in India, the British Parliament bestowed upon her the title, "Empress of India" in 1876. • Explosive expansion of the British Empire. She was quoted to have said that Britain didn't seek to conquer other countries; it only did so when it was forced to. • Reign witnessed the Industrial Revolution and scientific management discipline. • Breakthrough scientific discoveries/theories such as Darwinism all happened within her tenure. • Trains and telegraphs were introduced during her time. The Queen holds the slightly enviable honour of being the first monarch to ride in a train. • The Police force was introduced in 1829. 1361 – three or four men in each county were appointed to arrest & punish criminals 1750 'The Runners' – small police force, plain-clothed. • Sir Robert Peel introduced a police force of 95 constables, 88 sergeants and 20 inspectors in 1829, and by 1856 there were over 200 police force in the UK. They became known as 'bobbies' or 'peelers'. • Photography changed the way criminals could be identified in the Victorian period and beyond. <p>Changes in an aspect of social history - crime and punishment</p>	<p>Questioning – historically valid</p> <p>Perceptive questions</p> <p>Investigate</p> <p>Forming conclusions</p> <p>Making links</p> <p>Historical perspective</p> <p>Judgement</p>
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Victorians firmly believed in punishing criminals. One attempt to stop the growth of crime had been through making punishments severe (hanging or transportation). However, since the end of the 1700's, many people had become more and more angry at the number of people hanged for petty crimes.

By the time Queen Victoria came to the throne, fewer crimes carried a compulsory death sentence. There were fewer hangings, and sentences for petty crime were getting lighter. In their place, other ideas were being tried out. These included building new gaols and looking at how these could be used to stop criminals from re-offending in the future. transportation was often used instead of hanging for more serious crimes.

Types of punishment

- **Transportation or penal servitude** – sent to the colonies. Any criminal with a sentence of 7 years or longer. Later in the Victorian Period this was replaced with Penal Servitude. After the 1853 Penal Servitude act, only long-term transportation was retained and transportation was finally abolished after the Penal Servitude act of 1857. Means 'Serving a sentence that is meant to punish the prisoner'. A term of imprisonment that usually included hard labour and was served in this country. This gradually replaced transportation. The sentence for penal servitude could range from 3 years to life.
- **Hanging** - most severe but common punishment for serious offences. Over 200 crimes carried the death sentence including pick pocketing or stealing food. End of the 1700's, the number of people hanged for petty crimes was causing public unrest. 1823, Sir Robert Peel reduced the number of offences for which convicts could be executed, by over 100. Death by Hanging could only be ordered by the Assize judges (the equivalent of today's Crown Court) - where more serious offences would be tried. At the start of the Victorian period, executions were still carried out in public - quite festive, although riots occasionally broke out. At this time, the type of gallows used and the short drop resulted in death by strangulation, which could take several minutes before the victim lost consciousness. As the century progressed, it was realised that such a public spectacle did not deter criminals but encouraged troublemakers and allowed thieves easy pickings from the pockets of onlookers. Prisons Act of 1868 executions take place within the prison walls. From around 1874 onwards, the authorities also looked for more humane ways of treating the condemned and different methods for hanging that ensured a quicker, less painful death.
- **Imprisonment** until the late eighteenth century in England, it was unusual to imprison guilty people for long terms. By the Victorian era, prison had become an acceptable punishment for serious offenders and it was also seen as a means to prevent crime. It had become the main form of punishment for a wide range of offences. However, there was also public unease at the number of people being hung. By the 1830s, many areas in Australia were refusing to be the 'dumping-ground' for Britain's criminals. There were more criminals than could be transported. The answer was to reform the police and to build more prisons: 90 prisons were built or added to between 1842 and 1877. This was a massive building programme, costing millions of pounds.
- **Prison including Hard labour** - As an element of segregation became part of a prison sentence, for both petty and serious crimes, hard labour was often carried out in a prisoner's cell or under guard in silence. Most prisons had a treadmill or tread wheel installed, where the prisoner simply walked the wheel. the treadmill provided flour to make money for the gaol, from which the prisoners earned enough to pay for their keep. However, in later times, there was no

end product and the treadmill was walked just for punishment. It became loathed by the prisoners. Another equally pointless device was the Crank. This was a large handle, in their cell, that a prisoner would have to turn, thousands of times a day. This could be tightened by the warders, making it harder to turn, which resulted in their nickname of 'screws'. These punishments were not abolished until 1898.

- **Prisons** - The Prison hulks - old sailing ships at south coast harbours or on the Thames at Woolwich. They were originally used as holding prisons for people waiting to be transported. Rise in crime at the end of the French Wars caused a shortage of prisons, and so the hulks used to house ordinary prisoners. At one point, over two thirds of all prisoners were on the hulks. Conditions in them were terrible. During outbreaks of disease such as cholera, large numbers of prisoners died because of the insanitary conditions on board and because water taken from the polluted Thames was used for all purposes. Prisoners were chained to their bunks at night to prevent them from slipping ashore. During the day most of them worked ashore, usually on hard labour.
- **Hard labour**. Prisoners were often used as the main work force in quarrying, building roads or labouring on the docks. Criminals could be sentenced for just a few days, weeks or even years. Prisoners were also set to hard labour within the prisons themselves. Reasons – 1) it was felt that it would teach prisoners the value of hard work; 2) it would remove the temptation for idle men get up to mischief and 3),it would deter others from committing crime. 4) needed cheap labour.
- **Physical punishment** (stocks / pillory use dying out)
- **Sending to the armed forces** (hard to recruit people)
- **Fines** (not common)

Children who break the law in Victorian times

- What changes over time is how society deals with its **young offenders**.
- Before Victorian times no distinction was made between criminals of any age. Accordingly, young children could be sent to an adult prison. There are records of children aged 12 being hanged.

Reformatory Schools

- The Victorians were very worried about crime and its causes.
- **Reformers** were asking questions about how young people who had broken the law ought to be treated. They could see that locking children up with adult criminals was hardly likely to make them lead honest lives in the future. On the other hand, they believed firmly in stiff punishments.
- In 1854 **Reformatory Schools** were set up for offenders under 16 years old. These were very tough places, with stiff discipline enforced by frequent beatings. Young people were sent there for long sentences – usually several years. However, a young offender normally still began their sentence with a brief spell in an adult prison
- Child crime shocked the Victorians.(Charles Dickens' Oliver Twist) In 1816, Parliament even set up a 'Committee for Investigating the Alarming Increase in Juvenile Crime in the Metropolis' (London).

	<ul style="list-style-type: none"> • Juvenile Offences Act of 1847, young people under 14 (soon raised to 16) should be tried in a special court, not an adult court. Young people were sent to a Reformatory School for long periods – several years. The long sentences were designed to break the child away from the “bad influences” of home and environment. • From 1899 children were no longer sent to adult prisons. • In 1902 an experimental school was set up at Borstal, in Kent – led to other ‘borstals’ being set up. <p><u>Transport</u></p> <p>At the beginning of Victoria's reign, there were steam trains on the railways. By the 1860s, they rode bicycles, watched airships, and talked excitedly of the latest huge iron steamships. In the 1890s they could travel by motor car.</p> <p>At the start of the Victorian period, most people travelled by road, either on horseback, in horse-drawn vehicles or on foot. There were no cars or aeroplanes. Instead stagecoaches were used for long-distance travel between major towns. Wealthier people could afford to buy their own horse-drawn carriages. In towns people travelled in horse-drawn buses. Most people living in the country travelled in open vehicles, such as wagons and drays. These were larger, heavier and slower than carriages. Wagons were used for carrying people as well as goods and animals.</p> <p>Towards the end of the Victorian period the horseless carriage (motor car) started appearing on roads. The very first petrol driven car appeared in 1865 however, these first cars were rarely seen until the 1880s and 1890s. Only the very wealthy could afford to buy them.</p> <p><u>Writing and Communication</u></p> <p>Letter writing was the primary mode of communication in the Victorian era. This placed a lot of emphasis on handwriting being neat, fluent and legible. Being proficient at handwriting was a badge of honour for Victorians. Good penmanship often indicated a quality education and high standing.</p>	
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NC Requirements GEOGRAPHY	Knowledge	Skills
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<p>Locational Knowledge On a world map locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>Linking with history, map how land use changed over time (Australian settlers) Types of settlements linked to History.</p> <p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries</p> <p>Added this to link to the history as no specific geography allocated for this term.</p>	<p>Link to Y1-Which is the largest country in the UK? Link to Y2-Where can I find a castle? Link to Y2 – Do all explorers need the same equipment?</p> <p>Transportation as a Punishment. Where were criminals sent?</p> <ul style="list-style-type: none"> • Why transported to Australia? What was it like for the prisoners? What is it like for them now? (Still descendants living and settled in Australia) • Between 1788 and 1868, 165,000 convicts were transported to Australia. • Took three months. Approximately 25,000 of these convicts were women, charged with petty crimes such as stealing bread. • The First Fleet of 11 ships, each one no larger than a Manly ferry, left Portsmouth in 1787 with more than 1480 men, women and children onboard. Although most were British, there were also African, American and French convicts. After a voyage of three months the First Fleet arrived at Botany Bay on 24 January 1788. <p>Know where Botany Bay is – eastern Australia below Sidney and plot the journey.</p> <ul style="list-style-type: none"> • Sydney, New South Wales, the first European settlement on the continent. • Other penal colonies - Van Diemen's Land (Tasmania) in 1803 and Queensland in 1824, while Western Australia, founded in 1829 as a free colony, received convicts from 1850. South Australia and Victoria, established in 1836 and 1850 respectively, remained free colonies. • Alternatives to the American colonies were investigated and the newly discovered and mapped East Coast of New Holland was proposed. • The details provided by James Cook (linked to year 2) during his expedition to the South Pacific in 1770 made it the most suitable. <p>Victorian Empire</p> <ul style="list-style-type: none"> • – why those countries? How are they similar? Which are still part of the commonwealth? • She expanded the British Empire to include places all across Asia and Africa. • The British Empire comprised the dominions, colonies, protectorates, mandates, and other territories ruled or administered by the United Kingdom and its predecessor states. It originated with the overseas possessions and trading posts established by England between the late 16th and early 18th centuries. • At its height, it was the largest empire in history and, for over a century, was the foremost global power. • By 1913, the British Empire held sway over 412 million people, 23% of the world population at the time • by 1920, it covered 35,500,000 km² (13,700,000 sq mi), 24% of the Earth's total land area. • Its political, legal, linguistic, and cultural legacy is widespread. At the peak of its power, the phrase "the empire on which the sun never sets" was often used to describe the British Empire, because its expanse around the globe meant that the sun was always shining on at least one of its territories. <p>Empress of India - A civil war broke out in India which led to chaos between the British empires and the state. Queen Victoria stayed neutral and condemned the civil wars.</p> <ul style="list-style-type: none"> • India became known as "the jewel in the British crown" because the country was an important part of the British Empire. 	<ul style="list-style-type: none"> • I can locate the main countries in Africa, Asia and Australasia/Oceania. • I can map how land use has changed over time. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use 6 fig grid references.
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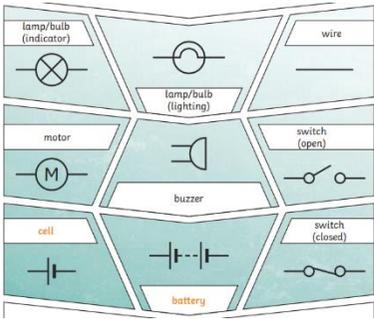
- The rise of photography in the nineteenth century made India more accessible to the Brits.
- As well as spices, jewels and textiles, India had a huge population. Soldiering was an honourable tradition in India and the British capitalised on this. They regimented India's manpower as the backbone of their military power.
- British first established trading posts in India. They first came to trade and not to conquer. Soon Clive and other Company commanders defeated Indian, French and other forces that were contesting British influence in India. – (Compare this to the Anglo-saxons, Vikings in Year 5)

Focus on Australia:

During Queen Victoria's reign in 1851, gold was discovered in Australia. A rush to find riches came as a result, bringing thousands of new immigrants to the country. By 1859 six separate colonies existed, and in 1901 these colonies joined to form the Federation of Australia. The gold rush changed Australia from a convict settlement to a free settlement. Gold was actually discovered by convicts as early as 1815 in the Blue Mountains but authorities kept this information quiet to prevent a convict uprising. Convicts and workers were needed to build roads, buildings, transportation and to run farms - among other things - and authorities didn't want workers to leave their jobs. Authorities were able to keep gold discoveries in New South Wales and Victoria secret until 1851. In 1851, Australia changed forever when Edward Hargraves discovered gold in Bathurst in New South Wales. He announced his discovery in the Sydney Herald newspaper. Within a month, over a thousand men had left their jobs and rushed to Bathurst, in the hope of finding gold and becoming rich. As more gold was found in New South Wales, gold fever took over the country. Many workers left their jobs and headed into the gold fields. The first gold found in Victoria was in 1851 in Bendigo by two women, Julia Farrell and Margaret Kennedy. It led to a thriving Melbourne, with visitors coming from Britain, Germany, Italy, France, USA and China to join in the boom time. In the ten years from the first gold being discovered in New South Wales, the population tripled. This led to convicts no longer being needed as there were plenty of workers to help in construction and farms. Colonial life was changed from the wealth created by the gold. New towns were formed and telegraph poles were built - allowing increased communications between people through telegraphs - a device for communicating over a distance. It sends coded messages through wires and in the 1800s was the fastest way to communicate over long distances.

Australia today is one of the world's most ethnically diverse nations. Nearly a quarter of the people who live in Australia were born in other countries. Many come from the United Kingdom and other European countries, as well as from China, Vietnam, North Africa and the Middle East. Australia's warm, sunny climate and abundance of open spaces give the population a love of the outdoors. The people are also passionate about sports, including swimming, surfing, sailing, tennis, soccer, cricket, rugby and their own invention – Australian rules football! As a commonwealth of the United Kingdom, Australia's head of state is the British monarch. Many Australians think the country should end its ties to Britain and become a republic. In a vote in 1999, Australians decided against separating from the UK, but the vote was close and the debate continues. Australia is an important exporter of agricultural

	goods like wool, wheat, beef and fruit. The country is also rich in minerals and metals and is the world's fourth largest producer of gold.	
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NC Requirements SCIENCE	Knowledge	Skills
<p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram. 	<p>Link to Y2-Kings, Queens and Castles Link to Y4-Romans Link to Y5-Anglo Saxons and Vikings</p> <p>Know that: Making changes to circuits and their effects:</p> <ul style="list-style-type: none"> • More batteries or a higher voltage create more power to flow through the circuit. • Shortening the wires means the electrons have less resistance to flow through. • Fewer batteries or a lower voltage give less power to the circuit. • More buzzers or bulbs mean the power is shared by more components. • Lengthening the wires means the electrons have to travel through more resistance. <p>Series Circuit - A circuit that has only one route for the current to take. If more bulbs or buzzers are added, the power has to be shared and so they will be dimmer or quieter. If just one part of this series circuit breaks, the circuit is broken and the flow of current stops. To know what a 'broken' circuit means Know and use the components of a circuit and their symbols.</p> <p>Key Vocabulary (Twinkl) symbol A visual picture that stands for something else. cell/battery A device that stores energy as a chemical until it is needed. A cell is a single unit. A battery is a collection of cells. current The flow of electrons, measured in amps. amps How electric current is measured. voltage The force that makes the electric current move through the wires. The greater the voltage, the more current will flow. resistance The difficulty that the electric current has when flowing around a circuit. electrons Very small particles that travel around an electrical circuit.</p> 	<p>INVESTIGATIONS Systematically identifying the effect of changing one component at a time in a circuit Designing and making a useful set of traffic lights, a burglar alarm or another useful circuit</p> <p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments

Light:

Pupils should be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Other Vocabulary (from skills mapping document): Electricity, electrical circuit, complete circuit, circuit symbol, components, positive/negative, connect/connection, loose connection, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, fast(er)/slow(er), voltage, current, conductor, insulator, metal/non metal, resistance, terminal,

Light

Need light to be able to see things.

Light waves travel out from sources of light in straight lines called rays or beams of light

The waves do not need a medium to travel through. It can travel through a vacuum – a completely airless space.

The law of reflection states that the angle of incidence is equal to the angle of reflection. Whenever light is reflected from a surface, it obeys this law.

The angle of reflection is the angle between the normal line and the reflected ray of light.

The angle of incidence is the angle between the normal line and the incident ray of light.

Refraction - Light bends when it moves from air to water.

Isaac Newton ([link to Y5 science on Gravity](#)) shone a light through a transparent prism, separating out light into the colours of the rainbow/spectrum. All the colours merge and make visible light.

A **shadow** is always the same shape as the object that casts it. This is because when an opaque object is in the path of light travelling from a light source, it will block the light rays that hit it, while the rest of the light can continue to travelling.

Shadows can also be elongated or shortened depending of the angle of the light source. A shadow is also larger when the object is closer to the light source. This is because it blocks more of the light.

Key vocabulary

Refraction – when light bends as it passes from one medium to another

Visible spectrum – light is visible to the human eye. It is made up of colours

Prism – a solid 3d shape with flat sides. The two ends are equal in size and shape. A transparent prism separates out visible light into all the colours of the spectrum

Shadow – an area of darkness where light has been blocked

Transparent - objects that let light travel through them easily meaning you can see through the object

Translucent – objects that let some light through but scatter the light so you can't see through them properly

Opaque – objects that do not let any light pass through them

[Link this to Victorian inventors too light and electricity](#)

In 1879 the first viable incandescent light bulb was made. These bulbs were found in a wide range of shapes and designs.

In 1901, when Queen Victoria died, electricity was still seldom used. Electricity was widely used in cities and large towns along with candles and **oil** lamps.