

OLC learners know it, show it, think it and prove it.

History – Great Britain

In this project, children will explore significant people and events that have shaped modern British history including the industrial revolution. They will link history with science when they learn about the significant Victorian scientist, Charles Darwin and link history with DT when they learn about the significant designer Isambard Kingdom Brunel. They will finish their work by thinking about the future of the United Kingdom.

Vocabulary	Victorian, timeline, invention, steam railway, steam locomotive, Houses of Parliament, Queen Victoria, Prince Albert, the Mine Act, Education Act, Industrial Revolution, machinery, workers rights, unions, factories, Thomas Edison, Alexander Graham Bell, Karl Benz, Isambard Kingdom Brunel, Thames Tunnel, Great Western Railway, Charles Darwin, theory of evolution,	Prior Learning	<p><u>British History</u></p> <ul style="list-style-type: none"> • Queen Victoria and Queen Elizabeth II. • The Roman impact on Britain <p><u>Significant Events in British history:</u></p> <ul style="list-style-type: none"> • The great fire of London • The Battle of Britain in the great wars
Know It: essential knowledge	<ul style="list-style-type: none"> • Queen Victoria was born in 1819 and died in 1901. She was queen for 63 years. • Her reign, known as the Victorian era was a period of significant industrial, political, and social change in Britain and the expansion of the British Empire. • During the Industrial Revolution, many factories were built. Laborers began making large numbers of things using machines powered by engines. • England was the first country in which these changes took place. However, the Industrial Revolution soon spread to other European countries, the United States, and Japan. • Isambard Kingdom Brunel was a British civil engineer – one of the most famous in British history. • He engineered the Great Western Railway, the Thames Tunnel and many steamships. • Charles Darwin (1809-1882) is famous for his theory of evolution. 		
Think It:	RUAH	Oracy	Discernment
	<ul style="list-style-type: none"> • Speak respectfully when discussing historical figures like Queen Victoria, even when questioning their decisions • Show empathy for Victorian children working in factories during the Industrial Revolution by imagining their daily lives • Write diary entries from the perspective of a child labourer, expressing understanding and compassion • Celebrate achievements of figures like Isambard Kingdom Brunel with positive language and admiration • Use humour appropriately in role-play (e.g. a light-hearted Victorian classroom scene) without mocking historical hardship • Show affection for learning by presenting work neatly and with pride • Respect differing opinions when discussing Charles Darwin and his theory of evolution 	<ul style="list-style-type: none"> • Take part in structured debates (e.g. “Was the Industrial Revolution good or bad?”) • Perform short speeches as historical figures such as Queen Victoria or Isambard Kingdom Brunel • Use sentence stems to build clear explanations (e.g. “I believe this because...”) • Retell key facts about the Victorian era in pairs using accurate vocabulary • Present research findings to the class using eye contact and clear voice • Engage in role-play interviews (e.g. interviewing Charles Darwin about evolution) • Practise active listening by summarising what a partner has said • Use discussion circles to explore big questions about change and progress • Record short podcasts explaining inventions or historical changes 	<ul style="list-style-type: none"> • Compare sources about the Industrial Revolution and decide which are most reliable • Discuss whether all Victorians benefited equally from industrial changes • Evaluate the impact of inventions by Isambard Kingdom Brunel — who gained and who didn’t? • Consider different viewpoints on Charles Darwin’s ideas and why they were controversial • Identify bias in historical texts or illustrations • Rank Victorian inventions in order of importance, justifying choices • Debate whether the expansion of the British Empire was positive or negative • Ask thoughtful questions such as “What might be missing from this account?” • Distinguish between fact and opinion in historical statements

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	<ul style="list-style-type: none"> • Create thank-you letters to Victorian inventors, showing appreciation for their impact on modern life • Listen carefully and respond kindly to classmates' ideas during discussions • Use thoughtful language when comparing modern life to Victorian life, avoiding judgemental comments 	<ul style="list-style-type: none"> • Use drama techniques such as freeze frames to explain key events or ideas 	<ul style="list-style-type: none"> • Reflect on how Victorian values differ from modern values and why
Prove It: assessment	<ol style="list-style-type: none"> 1. Who were the Victorians and why is that particular era in British history so important? 2. Explain what the industrial revolution is and why it is relevant to today. 3. Describe some of the key inventions that took place in the Victorian era. 4. Who is Isambard Kingdom Brunel and why is he famous? 5. Explain Charles Darwin's theory of evolution. What does the church believe? 6. Present information about a significant Briton who has made a great impact. 7. Describe what you think the future of Britain is and why. 		
Beyond Year 6	<ul style="list-style-type: none"> • Britain as the first industrial nation – the impact on society • Darwin's 'On The Origin of Species' 		
Lesson Sequence	Lesson 1	Introduction	Who were the Victorians?
	Lesson 2	Develop	The Industrial Revolution
	Lesson 3		Victorian Inventions
	Lesson 4		The impact of Isambard Kingdom Brunel
	Lesson 5		Describe the impact of the Industrial Revolution
	Lesson 6		Who was Charles Darwin?
	Lesson 7		Significant Great Britons
	Lesson 8		The future of Great Britain

Show It: historical skills and concepts	Compare and Contrast	Changes Over Time	Artefacts and Sources
	<p>Year 5: Compare and contrast an aspect of history across two or more periods studied.</p> <p>Year 6: Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>	<p>Year 5: Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Year 6: Describe the causes and consequences of a significant event in history.</p>	<p>Year 5: Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p>Year 6: Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p><i>In 1829 the Victorians invented the first steam locomotives for railways.</i></p> <p><i>In 1901 they invented the first disposable razor.</i></p> <p><i>In 1885 they invented the first motor car – Karl Benz.</i></p> <p><i>In 1886 Alexander Graham Bell invented the telephone.</i></p>

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			<p><i>In 1878 Thomas Edison invented the first incandescent light bulb.</i></p> <p><i>In 1839 the first practical camera was invented.</i></p>
Chronology	Significant Events	Local history	
<p>Year 5 Skill: Sequence and make connections between periods of world history on a timeline.</p> <p>Year 6 Skill : Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p>	<p>Year 5: Explain why an aspect of world history is significant.</p> <p>Year 6: Present a detailed historical narrative about a significant global event.</p>	<p>Year 5: Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p>Year 6: Present an in-depth study of a local town or city, suggesting how to source the required information.</p>	<p><i>The car factory in Cowley is a significant result of the industrial revolution.</i></p>
British History			
<p>Year 5: Create an in-depth study of an aspect of British history beyond 1066.</p> <p>Year 6: Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p><i>Queen Victoria was born in 1819 and died in 1901. She was queen for 63 years.</i></p> <p><i>Her reign, known as the Victorian era was a period of significant industrial, political, and social change in Britain and the expansion of the British Empire.</i></p> <p><i>The Industrial Revolution began in the cloth industry. Before that time making cloth was a slow process. After the wool was gathered it had to be spun into yarn and then woven into fabric by hand. In 1733 an invention called a flying shuttle made it easier to weave cloth. A machine called a spinning jenny, invented in 1770, made it easier to spin yarn. In 1793 Eli Whitney invented a machine called a cotton gin. It helped clean cotton after it was picked.</i></p> <p><i>During the Industrial Revolution, many factories were built. Laborers began making large numbers of things using machines powered by engines.</i></p> <p><i><u>England</u> was the first country in which these changes took place. However, the Industrial Revolution soon spread to other European countries, the <u>United States</u>, and <u>Japan</u>.</i></p> <p><i>By the late 1700s, many people could no longer earn their living in the countryside. People moved from farms and villages into bigger towns and cities to find work. Cities grew larger, but they were often dirty, crowded, and unhealthy.</i></p> <p><i>Isambard Kingdom Brunel was a British civil engineer – one of the most famous in British history.</i></p> <p><i>He engineered the Great Western Railway, the Thames Tunnel and many steamships.</i></p> <p><i>Charles Darwin (1809-1882) is famous for his theory of evolution.</i></p>			