

Thematic Concepts	Governance & Societal structure, Invasion, Language and Communication		
Disciplinary Concepts	chronology, cause and consequence, interpretation, similarity and difference, significance		
Year group	6	A Northern Powerhouse	
Term	Summer		
National Curriculum	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		
Prior knowledge	Democracy in previous units.		
Skills progression	<u>Chronological Understanding</u> Use timelines to place events, periods and cultural movements from around the world. Use timelines to demonstrate changes and developments in culture, technology, religion and society. Describe the main changes in a period in history. Name specific dates of significant events studied from the past and place it correctly on a timeline.	<u>Historical knowledge of events of people and changes in the past</u> Choose reliable sources of factual information.	<u>Historical enquiry</u> Use a wide range of sources including databases, censuses and local council websites to collect information Investigate historical problems and select the most appropriate source to answer my own historically valid questions. Evaluate the usefulness and accurateness of different sources of evidence.
	<u>Interpretations of History</u> Show clear understanding that the past has been represented in different ways. Suggest accurate and plausible reasons for how and why aspects of the past have been represented in different ways. Identify that some evidence is propaganda, opinion or misinformation and that this can affect interpretations of history.	<u>Organisation and communication</u> Can I select and organise information to produce detailed structured work using historical terminology. Can I present information in the most appropriate way (written explanation/ tables and charts/ labelled diagram.	
Topic specific (Sticky) vocabulary	Industrial revolution, Empire, Victorian, Mines, canals, Factories		

<p>End points</p>	<p>Children know the importance of the canals (Wigan pier), the mines and the factories and the part they played in the growth of the British Empire under Queen Victoria (industrial revolution). Children can place the Victorian reign on a timeline. Children can compare life in modern Wigan to Victorian times (including up to WW2 and 'The Road to Wigan pier') . Children can compare social mobility in modern Wigan to Victorian times (including up to WW2 and 'The Road to Wigan pier') Children understand that in modern times your birth does not ensure your status- determination and hard work can bring success- look at the life of Dave Whelan. Children know about the founding and growth of Wigan Athletic and Wigan Warriors- Some of the children now shop on Wigan rugby's old stadium! Children know we vote for the leaders of Wigan (and the country) through a democratic system were all people over 18 can vote. Children know about the worldwide success of Wigan rugby and how people as far as Australia know about Wigan. Children know about the importance of Wigan to the northern soul music scene and how that affects music today. Children can talk about changes they have seen in their lifetime. Children can research Wigan by asking parents and relatives of their memories of Wigan and how it was. Children can present findings and show their knowledge using a variety of different formats. Children can select and present information appropriate to the audience.</p>
<p>Final Question</p>	<p>This question will encourage children to make links to what they already know and, in some cases, encourage the children to look at history from a different perspective.</p> <p>Why is Wigan Class?</p> <p>Possible follow up questions. What changes have your parents seen? Worsley Mesnes flats and chimneys have gone.</p>