

 <p>Freedom & Equality</p> 	Year	5	Topic	Children of the Revolution
			Focus	Children's Rights from the Victorian era to the present day
			Big Question	Does the legacy we inherited protect all children's rights?
	<p>As well as existing under our whole school theme of 'Freedom and Equality' this unit forms part of our history curriculum. The children will now consider the themes of social justice and equity and human rights in the context of children's rights in the UK and how these have changed from the Victorian era to the present day. As well as being a local study of the Industrial Revolution and its impact on the rest of the world, the topic will explore the notion of class - how work, living conditions and opportunities were significantly different for people of different classes during the Victorian era. Children will examine the similarities and differences between the lives of children from different social classes but then learn about some of the legislation that was introduced to start to lessen this divide. They will look at how children's rights have now changed since the Victorian era with a recap on the relevant UN Sustainable Development Goals with particular focus on the rights of the child. Children will apply their learning to their 'big question' by looking at examples of other parts of the world in which children's rights are not respected and actions we can take here in the UK to help combat this issue.</p>			

Prior Learning	Future Learning
<p>Children will have learned some of similarities and differences between their own lives and the lives of children living in the Victorian era (The Victorians, Y1).</p> <p>Children will know some of the similarities and differences between the rights of women in the UK during the Victorian era compared with the present day (Fighting for Equality, Y2).</p> <p>Children will have learned that all people in the UK have an equal right to job opportunities; safety for themselves and their families; safe and clean housing and food (Bangladeshi Bear, Y1).</p>	<p>Children will learn about some of the groups of people that arrived in the UK from India why they settled in certain areas of the country.</p> <p>Children will examine the issue of prejudice and discrimination from the perspective of different groups within society, empathise and show an</p>

<p>Children will have explored the Law Value of 'empathy', looking at equality and fairness through the eyes of a child starting school in a new place, amongst people with a different language and culture. (Bangladeshi Bear, Y1).</p> <p>Children will have been introduced to the term 'rights respecting' and the UN Sustainable Development goals 4, 5 and 10. They will have examined some of the rights to which people in the UK are entitled (Fighting for Equality, Y2).</p> <p>Children will have learned about the UNCRC (United Nations Convention on the Rights of the Child) and that this was a treaty signed by a group of countries to protect children. Children will have been introduced to the work of UNICEF (Are we nearly there yet?, Y3).</p> <p>Children will have been introduced to Sustainable Development Goals 1, 2, 3, 4, 5 and 10 (All 'Freedom and Equality' topics from Y3 - Y4).</p> <p>Children will know the meaning of the term 'migrant' in the context of people moving to the UK from different countries (Are we nearly there yet?, Y3 and Wanted: A diverse society, Y4).</p>	<p>understanding of why certain groups might form negative opinions of others.</p>
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National Curriculum	Global Citizenship Themes	
<p><u>History</u></p> <p><u>Local History</u> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. (Industrial Revolution), know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p><u>Historical Enquiry Skills</u> Know how Britain has had a major influence on the world, know how the lives of wealthy people were different from the lives of poorer people.</p>	<p>Social Justice & Equity Human Rights</p>	
	<p>Knowledge & Understanding</p>	<p>Skills</p>
	<p>Some causes and effects of poverty & inequality at local, national & global levels.</p> <p>UN Convention on the Rights of the Child</p> <p>Reasons why some people have their rights denied</p> <p>Those responsible for rights being met, (e.g. teachers, local & national government.)</p>	<p>Give evidence for an argument, assess different viewpoints & present counter-arguments</p> <p>Explore new ways of seeing local & global issues</p> <p>Explore multiple perspectives</p>

Key Vocabulary

industrial, revolution, privilege, upper class, middle class, working class, exploitation, migrant, migration, rural, urban, workhouse, Victorian, conditions, education, enforce, minimum, manufacture, products, cotton, mill, factory

Recommended Texts & Web Links

Mill Girl by Sue Reid, You wouldn't want to work in a Victorian Mill by John Malam, 'The Blood Line' taken from the anthology 'Haunted' by Susan Cooper

[CBBC Newsround | HUMAN RIGHTS | Child labour in developing countries](#)

[The children forced to work in order to make smartphones - CBBC Newsround](#)

[Dampson's story: Rescued from forced work in Ghana - CBBC Newsround](#)

What pupils need to know or do to be secure

Key Learning

Activities / Application of knowledge / Possible Evidence

How did Britain become known as the 'workshop of the world'?

- Children will understand the term Industrial Revolution and what it means
- Children will understand the impact that the Industrial Revolution had on the lives of people living in Britain with reference to: manufacturing, transport & human migration within the UK.

Conduct research and deliver written or digital presentations about a popular invention from the Industrial Revolution.

Why is it important to protect our local history?

- Children will learn the meaning of the terms 'World Heritage Site' and 'English Heritage Site' and examine some examples.
- Children will learn the names of the Derwent Valley Mills and where they are located.
- Children will learn that Richard Arkwright developed the 'mill' system in the 18th century to increase the efficiency of cotton production.
- Children will learn why it is important that we protect our 'World' and 'English' Heritage sites.

Examine photographs and artefacts from the era and discuss what these show us.

Why were people not treated equally during the Victorian era?

- Children will learn the difference between the terms working class, middle class and upper class.
- Children will learn specific examples of people who would have been regarded as working, middle or upper class.
- Children will learn some differences between the lives of working, middle and upper-class children.

Use iPads to conduct research and present information about the Derwent Valley Mills.

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What were conditions like for children working in the Victorian mills?

- Children will learn that some Victorian children lived in work-houses if their families couldn't provide for them or had suffered the loss of their parents and/or family members
- Children will learn that prior to 1833, many children were not provided with an education as we know it and endured long working hours.
- Children will learn that in 1833 a law was passed, forbidding children under the age of 9 years from working in the mills. However, this was not always enforced. Children over the age of 9 years were supposed to work no more than 9 hours per day but often worked much longer hours.
- Children will learn about some of the jobs and tasks that Victorian children would have had to carry out whilst working in the mills.

If life was so hard in towns, why did people leave the countryside to live there?

- Children will recap the word 'migrant' from Year 3 and 4.
- Children will learn that during this period, people living in Rural areas of Britain began to migrate to towns and cities to seek better paid work, security and better living conditions for their families.
- They will have reacted to rumours and propoganda pertaining to the blossoming industries in the towns and cities.

How have children's rights changed since the Victorian era?

- Children will learn that nowadays their health, safety and well-being are protected by law in the UK.
- Children will learn that in 1844, a new law was passed insisting that children aged 8-13 must go to school.
- Children will learn that in 1880, a law was passed making schooling compulsory for children until the age of 10 years. Parents who objected would be fined.
- In 1918, this compulsory age was raised to 14 years then again to 15 years in 1947 after WWII.
- In 1972, a law was passed setting the legal minimum school leaving age at 16 years.
- In 2013, a law was passed insisting that children must take one of the following options until the age of 18 years: stay in full-time education in sixth form or college, start an apprenticeship or traineeship, spend 20 hours or more per week working or volunteering whilst in part-time education or training.

What are the UN sustainable development goals and which are relevant to issues faced by children across the world?

- Children will be reminded of the UN sustainable development goals from their 'Wanted: A Diverse society' topic in Year 4, looking specifically at 1, 2, 3, 4, 5, 6, 8 and 10 and why they are relevant to *this* topic.

Are Children's Rights respected throughout the world? (Note: reference to conflict zones like Syria & Sudan, child labour in Pakistan & sub-Saharan Africa.)

- Children will learn that in other parts of the world, not all children are protected by law and are therefore made to work, earn money for their families and receive little or no education.
- Children will learn that they often work in poor or dangerous conditions.
- Children will learn the importance of having an awareness of the products they use and the conditions under which those products may have been made.

Record video presentations explaining why it is important to protect our local history. Upload these to a digital noticeboard, e.g. Padlet.

Explore the similarities and differences between the lives of upper, middle and lower-class people through role-play.

Write a biography of a child working in a Mill, using real-life accounts and the key text 'Mill Girl' by Sue Reid.

Write and draw story maps to help learn some of the key legislation that helped improve children's rights in the UK.

Create posters displaying the SDGs that are relevant to the topic. Record videos of the children talking about 'why' these are relevant.

Use Google Earth to locate places in the world in which children's rights are not respected.

Complete a study of a list of products which are produced in

Does the legacy we inherited protect all children's rights?

- Children will create a written or digital presentation, applying their learning from this topic to their 'big question'.

parts of the world in which children's rights are not respected. Children could complete a short video presentation discussing one of these products.