

Marine Academy Primary, Trevithick Road, St. Budeaux, Plymouth PL5 2AF

T: 01752 213939 W: <http://www.marineacademy.org.uk/primary/>

E: primary@marineacademy.org.uk

Tuesday 2nd September 2025

Dear Parents/Carers of Marine Academy Primary **Year 6** pupils,

To kick start the children's time in Year 6, this term they will be learning about **the Industrial Revolution** in their **History** lessons and will find answers to the following questions before using their knowledge to complete an end of unit piece at the conclusion of the term:

1. What were the key features of Victorian society?
2. How did living conditions change during the Industrial Revolution?
3. How did working conditions change during the Industrial Revolution?
4. What inventions revolutionised the lives of British people?
5. How did the Industrial Revolution change Plymouth?
6. What political changes took place during the Industrial Revolution?



The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others. Before the Revolution, most people lived in small villages and worked on farms or made crafts or clothes in their homes. During the Revolution, people moved away from their villages to work in mines or factories in the cities. A knowledge organiser sharing all of the information – including key vocabulary, a timeline and key facts – that the children will learn about in their History lessons is at the bottom of this letter. Please feel free to use this with your child to develop their knowledge and understanding at home.



This term, the **Science** unit focuses on Diet and Lifestyle. The children will investigate the effects medicine, drugs, nicotine and alcohol have on the human body. They will also examine what happens to the body during exercise, with emphasis on the circulatory system muscles. The children will also consider different types of farming and the effects that farming has on the environment. To conclude their Science learning this term, the children will research the history of science and how scientific knowledge has improved human health over time.

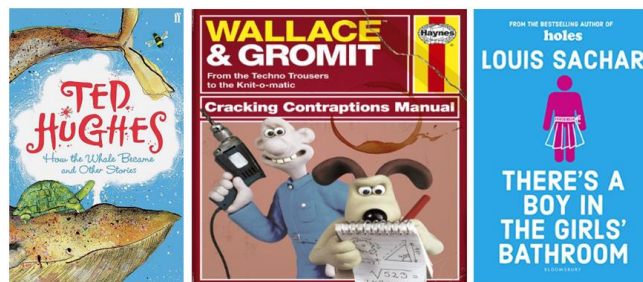


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In **English**, the children will be learning about the texts 'How the Whale Became' by Ted Hughes and 'Wallace and Gromit: Cracking Contraptions', and in **Whole Class Reading** sessions, they will be studying 'There's a Boy in the Girls' Bathroom' by Louis Sachar.



In **Maths**, children will learn to:

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve ordering and comparing numbers to 10,000,000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero.
- Perform mental calculations with mixed operations to carry out calculations involving the four operations.
- Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.



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- Identify common factors, common multiples and prime numbers.

In **RE**, the children will explore the question 'Why do Hindus want to be good?' and in **SMSC** (Spiritual, Moral, Social and Cultural education) the children will learn about 'Me and My Relationships'.

In **Computing** lessons, the children will be learning about the topic 'Internet Communication'. In this topic, children will learn how computers are able to communicate and share information and how to recognise trustworthy sources of information on the Internet. In the e-safety element of the topic, they will learn how to protect their computer or device from harm on the Internet and how to report concerns about content and contact in and out of school.



In **Spanish**, children will extend their food and drink vocabulary and will learn how to say when meal times are and what they usually have, comparing eating habits in Spain. They will also learn how to give their opinions of different food and drink and complete a simple food and drink diary in Spanish.



In **Art**, they will be learning about a range of different artists and basing their painting artwork on emotions and global themes, while in **PE**, they will be learning netball and this will usually be on a Monday.

If you ever have any questions about your child's learning, please do not hesitate to speak to their class teacher or email year6@marineacademyprimary.org.uk. We are really looking forward to another great year ahead!

Yours sincerely,

Mrs Tracey Stannard

Mrs Jessica Palmer

Mrs Danielle Kennedy

Teacher

Teacher

Upper Key Stage Two Leader



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Knowledge Organiser – Industrial Revolution - Year 6

Vocabulary	Definition
Industry	The process of making products by using machines and factories.
Industrial Revolution	A time of great change in Britain between 1760 and 1900. Shift to mass-production of products.
Population	The number of people living in a particular place.
Economy	The system of how money is used and products distributed within a particular country.
Agriculture	Process of producing food by farming: growing crops and rearing animals.
Poverty	The lack of basic human needs such as clean water, food, healthcare, education and shelter.
Mass production	Process of making multiple products of the same standard quickly, e.g. textiles.
Era	Clear period of time in history.
Sanitation	Process of cleaning drinking water and getting rid of sewage (waste).
Child labour	Employment of children in a business or industry.

Important People

Robert Peel		Created the first Metropolitan Police force in London in 1829, to try to reduce crimes including robbery and violence.
Dr John Snow		Proved that cholera spread through contaminated water in 1854.
Queen Victoria		Queen of Great Britain from 1837 to 1901 and Empress of India from 1876 to 1901.

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Knowledge Organiser – Industrial Revolution - Year 6

Legal Act

1829 Metropolitan Police Act	Robert Peel created the Metropolitan Police Service (the first police force) with headquarters in Scotland Yard, London.
1883 Factory Act (applied to large textile factories)	Banned children under 9 from working, 2 hours education a day for children under 11, lowered working hours.
1842 Mines Act	Banned boys under 10, women and girls from working in mines.
1844 Factory Act	3 hours education a day for children under 13, lowered working hours.
1850 The 10 Hour Act	Set working hours to 10, 5 hours per day for all.
1857 Factory Act	Previous rules applied to all workshops with 50+ workers.

Inventions

The water frame 1767 Richard Arkwright		A machine powered by water to spin cotton into yarn quickly and easily. Could be used by unskilled workers. Allowed factories and mills to be built.
The spinning Jenny 1764 James Hargreaves		A machine which spins more than one ball of yarn at a time, making it easier and faster to make cloth. Allowed more workers to make cloth more cheaply and increased the amount of factories built.
The steam engine 1712 Thomas Newcomen	 	Replaced water and horse power in a wide range of industries, including trains, ships and factories.
The locomotive 1825 Stephenson		A new high-pressure steam engine which could be used to reliably move goods and passengers on the railway tracks.