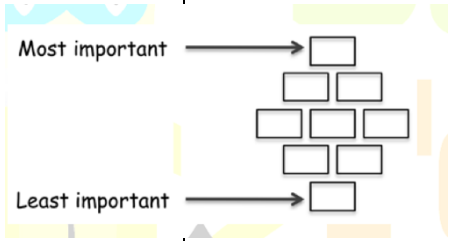


	<b>History</b>	<b>Year 5</b>
	<b>Term 5</b>	<b>The Industrial Revolution</b>
<b>Key Question: What was the Industrial Revolution and how did it change Britain?</b>		
<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local History, establishing clear narratives within and across the periods they study</li> <li>note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>Address historically valid questions about change, cause, similarity and difference, and significance.</li> <li>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British History and that is significant in the locality)</li> </ul>	<p><b>Vocabulary</b></p> <p>Industry, Change, Revolution  Industrialisation, Factories, Coal Mines, pick pockets, Economic change, Political Change, Social Change, Invention and Innovation  Government, parliament (Year 5/6 stat spellings) laws, acts, Population, growth/decline, working class, middle class, upper class, living conditions, working conditions, cholera,</p>	
<p><b>Prior Learning:</b></p> <p>In Year 3 Term 5 children have learnt about the railway and its impact on Britain (they have also learnt about a more "modern" Britain in the WWII topic in Year 4 Term 5)</p>	<p><b>End Point:</b></p> <p><b>Teacher to decide depending on the needs and interests of the class.</b> This could be a written answer, ppt, oral presentation, graphic illustration. It could be a team piece with children producing one area which answers the question and then a class display produced of the answer as a whole!</p>	
<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that The Industrial Revolution was the transition to new manufacturing processes in Great Britain (Europe and the United States), in the period from between 1760 to 1900. That the high point was during the Victorian era.</li> <li>Know that this transition included going from hand production methods to machines (increased use of steam &amp; water power and the mechanised factory system)</li> <li>Know how people lived during the industrial revolution (and that this was a change to how most people had previously lived)</li> <li>Understand that living conditions were different for different classes</li> <li>Know how people worked during the industrial revolution (that children worked too)</li> <li>Know that the industrial revolution was a time of great growth (in population and industry)</li> <li>Know some of the inventions and innovations of the time</li> <li>Know how the industrial revolution influenced law making/parliament</li> <li>Know how and why Reading changed during the industrial revolution</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Make comparisons between different times in the past</li> <li>Study different aspects of different people (men/women, adults/children, class)</li> <li>Examine causes and results of great events and the impact on the people</li> <li>Compare accounts of events from different perspectives</li> <li>Offer some reasons for different versions of events</li> <li>Use primary and secondary sources of historical evidence</li> <li>Use evidence to build up a picture of a past time</li> <li>Select relevant sections of information</li> <li>Recall, select and organise historical information</li> <li>Communicate knowledge and understanding in different ways</li> </ul>	
<p><b>Cross Curricular Links:</b></p> <p>English - class book - Berlie Doherty's Street Child</p> <p>Maths - statistics (population and health)</p> <p>Geography - comparing maps through time</p>	<p><b>Oracy:</b></p> <p>Lesson 3- Debate- Were parents right to send their children to work?</p> <p>Lesson 4 Diamond Nines- Which was the most important invention?</p> <p>Lesson 5- Oral presentation.</p>	
<b>Wider Reading</b>	<b>Enrichment</b>	
<p>Berlie Doherty's Street Child (Link to English)  Gaslight - Eloise Williams  Oliver Twist and other great Dickens - Marcia Williams  Hetty Feather - Jacqueline Wilson (also available as a CBBC TV series)  Victorians (Eyewitness) - Anne Kramer</p>	<p>Reading Museum visit (Huntley and Palmer section)  Walk to look at the Victorian Architecture in Reading (see lesson 5)</p>	

## Sequence of Learning

Lesson	Key Question	Key learning
1	What were the key features of the Industrial revolution?	<ul style="list-style-type: none"> <li>• Victoria's reign was 1837-1901 during which living &amp; working conditions, technology and population size all continued to change (1400-1900 growth of the British Empire) *Note that the industrial revolution is a process that was almost completed by Victoria's reign, but that the Victorian era was the high point of it*</li> <li>• Begin using the History Through Time book. Children compare street scenes before and during the Victorian Era. What changes can they see? Use this to elicit previous knowledge of events of Industrial Revolution.</li> <li>• Using Industrial Revolution ppt (lesson one) to explain the Industrial Revolution and look at the key changes that took place. Children will begin by studying 2 images of a village in Britain before (1750) and after the revolution (1900). What changes can they see?</li> <li>• They then are given images to sort into the key changes- transport, medicine, living and working conditions, Health etc.</li> <li>• Look at key changes during the Industrial revolution</li> <li>• Children stick these into their books in a table they have drawn or use the prepared sheet.</li> <li>• Finish by explaining that life during the Industrial Revolution was very different depending on who you were.</li> <li>• Use video <a href="https://www.youtube.com/watch?v=OwglIviFj4E">https://www.youtube.com/watch?v=OwglIviFj4E</a> to tell us about the way different social classes lived during the Victorian Era (define as Upper, Middle and Working Class).</li> </ul>
	How did living conditions change during the Industrial Revolution?	<ul style="list-style-type: none"> <li>• Using ppt and printed resources, look at Maps of Reading from 1611 (first map of Reading) to 1880. Look at how Reading changed during this time. What has happened? Why? refer back to last week's lesson.</li> <li>• Look at population statistics for Reading and track how they grew.</li> <li>• What problems would this have caused?</li> <li>• Discuss poor housing and poor health particularly for the working classes. Show images of the terraced houses in Lower Caversham and discuss how more than one family would have lived in a house like this. Probably sharing one room. Read the description of housing from Berlie Doherty's Street Child. page (pg 16)</li> <li>• Case study of Cholera (use John Snow's paper - On the Mode of Communication of Cholera, 1855) Edwin Chaddwick - Poor laws.</li> <li>• <a href="https://www.sciencemuseum.org.uk/objects-and-stories/medicine/cholera-victorian-london">https://www.sciencemuseum.org.uk/objects-and-stories/medicine/cholera-victorian-london</a></li> <li>• <a href="http://www.choleraandthethames.co.uk/library/Teachers_Pack.pdf">http://www.choleraandthethames.co.uk/library/Teachers_Pack.pdf</a></li> <li>• Use images to look at workhouses and the conditions in them. Refer to Street Child (reading in English) about Jim's experience in Workhouses. Find Oracle workhouse in Reading on map of Reading. Discuss history of Workhouse through images and ppt.</li> </ul>
3	How did working conditions change during the industrial revolution?	<ul style="list-style-type: none"> <li>• Look at images of children at work during the Industrial revolution.</li> <li>• Discuss why children needed to work and lack of schooling for the working classes.</li> <li>• Look at where coal mines were (rapid growth of Northern, North-Eastern, Midlands and some Scottish cities and towns and how this effected living conditions).</li> <li>• Focus on the conditions in coal mines (women and children) and use data from period (Deaths in British Coal Mines. Hephplewhite, "All about The Industrial revolution )</li> <li>• <a href="https://www.bbc.co.uk/teach/school-radio/history-the-victorians/zh2w47h">https://www.bbc.co.uk/teach/school-radio/history-the-victorians/zh2w47h</a></li> <li>• <a href="https://www.twinkl.co.uk/resource/wl2-t-86-children-at-work-in-the-victorian-era-powerpoint">https://www.twinkl.co.uk/resource/wl2-t-86-children-at-work-in-the-victorian-era-powerpoint</a></li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zcjsxhyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zcjsxhyc/resources/1</a></li> <li>• Look at the role of children in factories.</li> <li>• Case study of factory conditions and how this led to The Factory Act of 1833 (later revisions improved conditions further)</li> <li>• Look at the difference between life for rich and poor children in Victorian</li> </ul>

		<p>England (see ppt)</p> <ul style="list-style-type: none"> <li>Horrible Histories <a href="https://www.youtube.com/watch?v=zF_U4VGI1Jk">https://www.youtube.com/watch?v=zF_U4VGI1Jk</a></li> <li>Ask question- were parents right to send their children to work during Victorian Times?</li> </ul>
4	<p>What inventions revolutionised the lives of British people?</p> 	<ul style="list-style-type: none"> <li>Introduce inventions and The Great Exhibition at Alexander Palace. Discuss how the Industrial Revolution was a period of great advancement in technology and inventions!</li> <li>Horrible Histories song! <a href="https://www.youtube.com/watch?v=N9g6kWoMHHs">https://www.youtube.com/watch?v=N9g6kWoMHHs</a></li> <li><a href="https://www.bbc.co.uk/bitesize/topics/zcjhyc/resources/1">https://www.bbc.co.uk/bitesize/topics/zcjhyc/resources/1</a></li> <li>Which were the most important inventions? Hand out cards of different inventions. Children sort into a diamond Nine (oracy link) showing which they feel were the most/least important. Discuss with partners and then across groups why they chose these.</li> <li>Children choose an invention to study further, these could include: <ul style="list-style-type: none"> <li>The Spinning Jenny</li> <li>The Water Frame</li> <li>The Steam Engine (refer back to learning in Year 3)</li> <li>The locomotive (refer back to learning in Year 3)</li> </ul> </li> <li>Were inventions always welcomed? Discuss role of Prince Albert in convincing Victoria to finally ride on one! Use role play cards to dive deeper into the reactions of different people may have had and why.</li> </ul>
5	<p>How did the Industrial Revolution change Reading?</p>	<ul style="list-style-type: none"> <li>Rapid population growth during this time. Look again at the population data from lesson 1. When were the periods of the most rapid expansion? Why?</li> <li>Compare map of Reading in 1850 to 1950 (relate to Geography work)</li> <li>Reading boasts the work of some of the <b>greatest British Victorian architects</b> - Sir John Soane, Sir George Gilbert Scott, Augustus Pugin and Alfred Waterhouse. Look at examples of their architecture.</li> <li>What were the 3Bs? Biscuits - Huntley and Palmers was the largest biscuit factory in the world. Bulbs - Sutton Seeds and Beer- Simmonds.</li> <li>Look at primary sources of evidence which tell more about the Industries, these include census records, Kelly's directories and newspaper reports. Also to include secondary sources such as Reading Museum guides and H and P website.</li> <li>Organise the class to study the 3Bs. Allocate children to specific areas or allow them to choose. They research and then present the information back to the class (oracy link).</li> </ul>
6	<p>What political changes took place during the Industrial Revolution? (If time) OR Answer the key question</p>	<ul style="list-style-type: none"> <li>In 1295 first parliament was created. In 1688 Bill of Rights established a constitutional monarchy, setting clear limits on Royal Powers. By 1800s parliament made the important decisions.</li> <li>Voting became to be viewed as unfair as only wealthier men were allowed to vote (look at "Rotten boroughs") so The Great Reform act was passed (went from 366, 000 to 652,000 people voting)</li> <li>Still issues as people could not vote in secret and many working classes still did not qualify</li> <li>Current voting rights not established until 1918.</li> </ul> <p>Refer back to the key question. What was the industrial revolution and how did it change Reading? - End product to be decided by teacher. This could be a written answer, ppt, oral presentation, graphic illustration. It could be a team piece with children producing one area which answers the question and then a class display produced of the answer as a whole!</p>