



Lent 1
History Yr5: Industrial Revolution



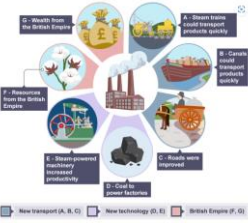
Scripture Link:
'Therefore whoever resists the authorities, resists what God has appointed and those who resist will incur judgement.' Romans 13:2

National Curriculum Objective

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
A local history study.

Timeline

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	<p>I will know what we mean by the industrial revolution.</p> <p>I will know when the industrial revolution was.</p>	<p>I will know who James Watt's was and the significance of his work.</p>	<p>I will know the impact of the increase in demand for coal and challenges that were faced.</p>
Recall and Retrieval	<p>Transport (KS1)</p> <p>In the 1900's, Grantham became an important manufacturing and engineering town.</p> <p>There were 2 important engineering companies in Grantham, Aveling Barford and Ruston and Hornsby.</p>	<p>Transport (KS1)</p> <p>There were 2 important engineering companies in Grantham, Aveling Barford and Ruston and Hornsby.</p> <p>They were known for the production of steam and diesel engines, agricultural machinery and locomotives.</p> <p><i>They played a major role on WWII, manufacturing armoured vehicles. They invented the caterpillar track system, which was later used on tanks during the war.</i></p> <p>The industrial revolution is the name for a time of great change in industry, technology and science. It took place between 1750 – 1900.</p> <p>New developments in technology and transport were integral to the industrial revolution.</p>	<p>James Watts was a British inventor who made great improvements to the steam engine (<i>which had already been around for 50yrs</i>).</p> <p>Factories used the steam engine to efficiently power their machinery. It was also used to power new transportation.</p> <p>This invention allowed production to be faster and produce goods on a larger scale.</p> <p>Coal was burned to heat water to make steam. This led to a huge demand for coal.</p>
Sequence of substantive knowledge throughout the lesson	<p>By the end of the lesson, children will know-</p> <p>The industrial revolution is the name for a time of great change in industry, technology and science.</p> <p>It took place between 1750 – 1900.</p>	<p>By the end of the lesson, children will know-</p> <p>James Watts was a British inventor who made great improvements to the steam engine (<i>which had already been around for 50yrs</i>).</p>	<p>By the end of the lesson, children will know-</p> <p><i>Coal was burned to heat water to make steam. This led to a huge increase in the demand for coal.</i></p>

	<p>New developments in technology and transport were integral to the industrial revolution.</p> <p>It led to many of the biggest changes of the Victorian era.</p> 	<p>Factories used the steam engine to efficiently power their machinery. It was also used to power new transportation.</p> <p>This invention allowed production to be faster and produce goods on a larger scale.</p> <p>Coal was burned to heat water to make steam. This led to a huge demand for coal.</p> <p>He had his designs patented and became very wealthy. (A patent is an official document that gives inventors control over who may use their invention.)</p> <p>Newcomen steam engine pumped water from mines and Watts found it to be very inefficient (due to the amount of steam loss) and began to devise ways to improve it.</p> <p>He invented a separate condenser, which reduced the loss of steam and fuel. He also added a rotary motion, which enabled the engine to power different machines.</p> <p>Watt partnered with Matthew Boulton, a businessman and manufacturer, to form the firm Boulton and Watt. They built and installed hundreds of engines across Britain and Europe, transforming industries such as mining, textiles and transportation.</p> <p>He also invented a number of other machines and coined the term 'horsepower'.</p>	<p>Coal mines were opened in the north of England, the Midlands and south Wales.</p> <p>Coal mining often provided jobs for the whole family with different members doing different jobs: Men digging the coal, women dragging coal to the surface, children opening and closing trap doors of the mine tunnels.</p> <p>As the demand for coal grew, the mines grew bigger and deeper.</p> <p>Conditions were dangerous because the mines were dark, damp and cramped.</p> <p>There were four main dangers of coal mining: a risk of tunnels collapsing, flooding, lack of clean air and gas explosions.</p>
<p>Key Skills/disciplinary knowledge</p>			
<p>Key Vocabulary</p>	<p>Industrial Revolution, change, industry, technology, science, new developments, inventions, innovations, transportation, Victorian era, steam train, canals, roads, products, goods, coal, steam-powered machinery, wealth</p>	<p>James Watts, British inventor, steam engine, factories, power, production, goods, coal, demand, patented</p>	<p>Coal mines, Midlands, south Wales, north of England, jobs, demand, cramped, conditions, dangerous, tunnels, collapsing, gas explosions</p>

Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles			
British Values			
Wider links		Thors Hammer – Anthony Horowitz	

Lent 1
History Yr5: Industrial Revolution

Timeline

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	I will know the impact of factories on workers.	I will know what transport developments there were during the industrial revolution and why they were important.	I will know some of the key societal changes during the industrial revolution.
Recall and Retrieval	<p>Coal mining often provided jobs for the whole family with different members doing different jobs: Men digging the coal, women dragging coal to the surface, children opening and closing trap doors of the mine tunnels.</p> <p>As the demand for coal grew, the mines grew bigger and deeper.</p> <p>Conditions were dangerous because the mines were dark, damp and cramped.</p> <p>There were four main dangers of coal mining: a risk of tunnels collapsing, flooding, lack of clean air and gas explosions.</p>	<p>Before factories, most manufacturing took place in the home by craftspeople and was labour intensive. Production was small scale and goods were sold locally.</p> <p>Factories employed many men, women and children.</p> <p>Instead of making something from end-to-end, factory workers would each work specific machines that carried out different stages of a manufacturing process.</p> <p>Transport (KS1) - Transport has been used for many different purposes for example transporting goods and passengers. The location of Grantham was important for travel to London.</p> <p>This is also evident with regards to road travel – the A1 one being a Roman road and a major route to London.</p>	<p>Invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads. The cost of transporting goods was cheaper and easier, further adding to the growth of factories.</p> <p>Stone Age – They were hunter gatherers and would move around to find food.</p> <p>Transport today allows people to travel further and faster. It means that people work further away from home and visit places all over the world for work.</p> <p>Emily Davidson joined a group that organised protests in favour of votes for women.</p> <p>Rosa Parks fought for the rights of African Americans. As a result of the actions of her and others, the courts decided segregation on buses was against the law.</p>
Sequence of substantive knowledge throughout the lesson	<p>By the end of the lesson, children will know-</p> <p>Before factories, most manufacturing took place in the home by craftspeople and was labour intensive. Production was small scale and goods were sold locally.</p> <p>Factories employed many men, women and children.</p> <p>Instead of making something from end-to-end, factory workers would each work specific machines that carried out different stages of a manufacturing process.</p>	<p>By the end of the lesson, children will know-</p> <p>Factories and industries needed more raw materials and made more products. These all needed to be transported.</p> <p>Horse-drawn transport was not fast enough and could not cope with the amounts which needed to be moved. Tracks were often muddy and impassable in bad weather in winter.</p> <p>Developments: Roads were improved with the introduction of new surfaces that were stronger and smoother. John Macadam invented tarmac in the 1820's. This could be used in all weathers.</p>	<p>By the end of the lesson, children will know-</p> <p>There was a big shift in people living in villages to moving into towns and cities for work.</p> <p>The population of cities grew by the hundreds of thousands and even the millions in some cases e.g. Population in London 1801 – 959,000 to 1901 – 6,339,500.</p> <p>This led to overcrowding, poor living conditions, and health issues for many workers.</p>

	<p>Children were cheap to employ and their small hands were able to effectively operate machinery.</p> <p>Conditions in factories were very dangerous:</p> <ul style="list-style-type: none">- Days were long. Children often had to work 12-14hr shifts, six days a week.- Very little safety equipment, so children could be seriously injured or killed by fast moving machinery.- Pay was low. Child workers received an average of 3 shillings (36p) a week.- If children were tired and started to work slowly, there were strict punishments. Children were often beaten, or even had their ears nailed to a piece of wood. <p>Factories were opened near to supplies of water and coal so they could power their machinery. Canal networks were developed to transport materials and goods.</p>	<p>Canals were designed and developed. Canal boats could move large volumes of goods.</p> <p>Invention of the steam train and railway made travel and transport much quicker, more reliable and better able to carry heavy loads. The cost of transporting goods was cheaper and easier, further adding to the growth of factories.</p> <p>In 1829, George Stephenson entered a competition to design a <i>locomotive engine</i>. His design, named 'the Rocket', won the competition. He went on to design and build the Liverpool-Manchester railway, which reduced journey times from four hours by road to just two hours by train.</p>	<p>Homes for factory workers were often built by the factory owners and were poor quality. They were cramped and families often lived in the same room. Some in damp cellars. Sanitation was poor and disease was common. There were several cholera outbreaks in the 1800's due to poor quality water supply.</p> <p>It lead to the growth in capitalism which is where people would do things for their own gains and profits, rather than societies. The people wanted nice things and to show their wealth.</p> <p>The working class emerged as a new social class and the gap between the rich and the poor grew wider. Factory owners grew wealthier and the workers grew poorer.</p> <p>Workers sought to win improved conditions and wages through labor unions. These organizations helped create laws that protected the workers. They limited the number of hours they had to work and guaranteed that they would be paid a certain amount.</p> <p>Changes in law:</p> <ul style="list-style-type: none">- In 1819 Factory Act: this banned factories from employing children under 9yrs and set a max. of 12 hors work a day for 9-16yrs olds.- In 1833 Factory commission: Investigations into the conditions workers faced, led by Michael Sadler ('Sadler report'). Findings: some factory owners looked after their workers however most received horrific treatment. Many workers faces physical deformities due to the nature of their work, risked disease and received poor education. This led to another Factory Act.- 1833 Factory Act: Banned children of any age working before 5.30am and after 8.30pm, introduced an hour lunch break, made education a
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Key Skills/disciplinary knowledge			
Key Vocabulary	Factories, manufacturing, craftspeople, labour intensive, production, small scale, manufacturing process	Industries, raw materials, products, transported, horse-drawn transport, tracks, impassable, John Macadam, tarmac, canals, volume, steam train, growth of factories	Population, overcrowding, poor living conditions, health issues, cramped, cellars, sanitation, disease, cholera, water supply, capitalism, corporations, trade, commerce, working class, social class
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	Preferential option for the poor: Identifying those in greatest need. Who holds the power for change.		Preferential option for the poor: Identifying those in greatest need. Who holds the power for change. Distributive Justice: Everyone should have access to their fair share of resources.
British Values			
Wider curriculum links			