

Context					
Unit	Industrial Revolution				
Assessment	What advantages and disadvantages did the Industrial Revolution have for working-class people?				
Key Knowledge <i>How does this unit fit in?</i> <i>What Big Ideas are explored?</i>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066" is a statutory, national curriculum requirement. We have selected the industrial revolution due to its historical significance both within Great Britain, but also globally. Another national curriculum requirement is a local study. The industrial revolution provides the perfect opportunity to conduct a local history enquiry further developing the secondary order concept of 'continuity and change'. The substantive concepts (big ideas) covered in the unit are society and power. In this unit, pupils will learn about the rise and fall of the British Empire, and how power and wealth created by the empire enabled the Industrial Revolution to thrive. Pupils will draw upon their previous learning of empire in years 3, 4 and 5 to make connections. In year 2, pupils learnt about the mass production of cars and the development of an assembly line making them more accessible to everyday people. The role of factories will be crucial knowledge as pupils explore the social class system during the reign of Queen Victoria. They will continue to build on learning from year 2 exploring inventions such as the steam engine which helped to drive the industrial revolution. Pupils will learn about the dangerous conditions in mines and factories; jobs undertaken by children; as well as the poor housing many working-class people endured. The relationship between new towns and increasing crime will also be examined, resulting in the creation of the Metropolitan Police Force. Pupils will learn about the voting rights of different groups during the 19th century, and the increased franchise through the Great Reform Act. They will then learn about how Chartists' continued pressure to allow more people the right to vote, including the working classes. An attempt to improve working conditions through the Factory Act and the Mines Act will also be considered.</p>				
Skills <i>What skills are taught in this unit?</i> Skills Progression	<p>Chronology: Concurrence with previous learning Source Analysis: Extracting and interpreting; source limitations; bias Continuity & Change: Change in society during this period Cause & Consequence: The wealth and power created by the British Empire fueled the Industrial Revolution Significance: Significant achievements / changes to policy Questioning: Use relevant historical vocabulary to ask and answer questions.</p>				
Vocabulary <i>To be displayed on the working wall</i>	Agricultural British Empire Colonies Factories	Era Industrial Revolution Industry Crime	Mass production Poverty Sanitation Metropolitan Police Force	Robert Peel Dr John Snow Queen Victoria National Health Service	Steam Engine Social class Cholera The Great Reform Act

Unit Overview

Enquiry Question / Pearson lesson		Learning Intention	Focus Skill	Diversity	Local History	Curriculum Links
1	Why did the British Empire become so powerful?	To explore the causal relationship between the British Empire and the Industrial Revolution	Making Connections Chronology Cause & Consequence	Slave Trade Colonisation		
2	What were the main features of Victorian society	To evaluate significant features of Victorian society To investigate significant features of Victorian society	Source Analysis Significance	Class System		
3	What were living and working conditions like during the Industrial Revolution?	To summarise living and working conditions during the Industrial Revolution To explore living and working conditions during the Industrial Revolution	Continuity & Change			
4	How successful were political acts at making Victorian Britain fairer?	To evaluate political changes which occurred during the Victorian era To explore the political changes which occurred during the Victorian era	Continuity & Change Significance			Y5 history: Changing Britain
5	What was it like for children working during the Industrial Revolution?	To analyse and assess the reliability of sources To explore everyday life for working children during the industrial revolution.	Source Analysis Questioning			
6	How did the Industrial Revolution change our local area?	To make links between the past and the present and understand how national history affected my locality.	Continuity & Change Significance			
7	What advantages and disadvantages did the Industrial Revolution have for					

working-class people?				
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Lesson 1	
Enquiry Question	Why did the British Empire become so powerful?
Learning Intention	To explore the causal relationship between the British Empire and the Industrial Revolution
SOLO SC: Uni- Structural	I can define what an empire is.
SOLO SC: Multi- Structural	I can list reasons for why the British Empire became so powerful.
SOLO SC: Relational	<p>I can explain the causal relationship between the British Empire and the Industrial Revolution</p> <p style="color: red;">I can link the reasons why the British Empire became so powerful.</p>
SOLO SC: Extended Abstract	<p>I can narrate my timeline linking the time periods studied across KS2 so far drawing on connections between them</p> <p style="color: red;">I can explain the causal relationship between the British Empire and the Industrial Revolution</p>
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Provide children with a map of the British Empire from 1897 without explaining what it shows. (COVER UP THE TITLE ON THE MAP WHEN PRINTING!) - Children to discuss in pairs what the map is showing. Encourage them to use their prior learning to help: Can the children find where the Benin Kingdom is located? Why is it coloured red? What caused the fall of the Benin Kingdom? Can the children find where Rome is located? Why is it not red? Discuss and share ideas as a class. - Reveal that the map shows the British Empire in 1897. Ask: what is an empire? Children should use their knowledge of the Roman empire and the Kingdom of Benin to help them answer. - Ask: do you think all those countries wanted to be part of the British Empire? Why? Why not? - Show children the timeline from the pupil booklet. Explain that the British Empire grew over many years from the 16th Century to its peak in 1922. Ask: what else was happening (concurrent) during the rule of the British Empire? - This lesson will explore the causes and consequences of the growth of the British Empire. The purpose is to provide a chronological context for further study on the industrial revolution. - Pupils will complete a concept map titled 'Why did the British Empire become so powerful?' (See example concept map) Using the cause cards.

	<p>- Pupils can use chromebooks to research further to help fully understand the cause cards. Cause and consequence is a key skill: Encourage the model of X happened, so Y happened, which meant that Z happened. E.g. Due to racist attitudes, the British largely viewed foreign lands as ‘uncivilised’ and ‘backward’ (remember the European opinion of the Benin artwork?) This meant they felt justified in colonising their countries and trading enslaved people, in their eyes, they were improving and developing lands and bringing order to non-white countries. In fact, they were obliterating their freedoms, culture, languages and beliefs.</p> <p>- Encourage independence and creativity with this task using arrows and annotations to explain thinking.</p> <p>- Plenary: What do you think is the most significant cause for the power of the British Empire? How did the growth and power of the British Empire enable the Industrial Revolution?</p>			
Key Vocabulary for the lesson	Concurrent Colonisation	Empire Christianity	Imperialism Transatlantic Slave Trade	East India Company Industrial Revolution
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Map of the British Empire 1897 Cause Cards	Example concept map	

Lesson 2

Enquiry Question	What were the main features of Victorian society?
Learning Intention	To investigate significant features of Victorian society
SOLO SC: Uni- Structural	I can identify significant features of Victorian society
SOLO SC: Multi- Structural	I can describe one or more significant features of Victorian society
SOLO SC: Relational	<p>I can evaluate significant features of Victorian society</p> <p>I can evaluate significant features of Victorian society and explain their impact.</p>
SOLO SC: Extended Abstract	I can compare Victorian society to today's society.
The lesson (How will children meet the LI?)	<p>- Revisit the timelines children stuck in last lesson. Pupils to add Queen Victoria’s reign (1837-1901) Tell children that the time she reigned is known as the Victorian Era. It was during her reign the Industrial Revolution occurred.</p> <p>- There were a number of developments during this time which changed the way people lived in Britain.</p> <p>- Split the class into groups of 6. Each pair within the group will have a different research responsibility: 1) Industrial Revolution 2) Railways and The steam engine 3) Social Class System. Children could work on a shared document to gather ideas - pupils may present research in their own way.</p> <p>- Pupils feedback their learning to their group. All children will then have all the information to meet the LI.</p> <p>- Pupils to independently complete the grid, or HA pupils may wish to write in prose. Pupils can refer back to researched material at any point.</p> <p>- Plenary: What was the most significant feature of Victorian society? Pupils write a response.</p>

Key Vocabulary for the lesson	Industrial Revolution The Victorian era	Mass production Factories	Railway network Robert Stephenson	Social class system Poverty
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	Research grid Chromebooks	

Lesson 3

Enquiry Question	What were living and working conditions like during the Industrial Revolution?
Learning Intention	To explore living and working conditions during the Industrial Revolution
SOLO SC: Uni- Structural	I can list advantages and disadvantages for workers during the industrial revolution.
SOLO SC: Multi- Structural	I can describe what it was like to live in a city during the industrial revolution
SOLO SC: Relational	I can summarise living and working conditions during the Industrial Revolution
SOLO SC: Extended Abstract	I can explore the causal relationship between the growth of industry and the living and working conditions
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Pupils may already have some knowledge of living and working conditions: begin by sharing their ideas about what life was like. Encourage children to justify their thoughts with reasoned evidence. - Work through the pupil booklet - Watch the video - Complete the summary living and working conditions grid.

Key Vocabulary for the lesson	Industry Sanitation	Cholera Dr John Snow	Pollution Metropolitan Police Force	Robert Peel
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	Living and working conditions grid	

Lesson 4

Enquiry Question	How successful were political acts at making Victorian Britain fairer?
Learning Intention	To explore the political changes which occurred during the Victorian era.
SOLO SC: Uni- Structural	I can identify an example of political reform from the Victorian era
SOLO SC: Multi- Structural	I can describe one or more political changes which occurred during the Victorian era.
SOLO SC: Relational	I can evaluate the fairness of political changes which occurred during the Victorian era. I can evaluate the impact of the political changes which occurred during the Victorian era.
SOLO SC: Extended Abstract	I can evaluate the fairness of the political changes which occurred during the Victorian era.
The lesson (How will children meet the LI?)	<ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - Children will already have some knowledge of political reform from Y5 Summer 1: Changing Britain. - Discuss the word reform and its definition. How is this relevant to the idea of making Britain fairer? - Work through the pupil booklet / Set a research task on each of the following reforms:

	<ul style="list-style-type: none"> - The vote: The Great Reform Act & The People's Charter - The Factory Act - The Mines Act <p>Children could be split into groups, complete research to present back to the rest of the class.</p> <ul style="list-style-type: none"> - Plenary: how far did these reforms go to making Victorian Britain fairer for all? 			
Key Vocabulary for the lesson	Parliament Member of Parliament (MP)	The Great Reform Act Thomas Attwood	The People's Charter Chartism	The Factory Act The Mines Act
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides		

Lesson 5

Enquiry Question	What was it like for children working during the Industrial Revolution?
Learning Intention	<p>I can analyse and assess the reliability of sources.</p> <p style="color: red;">To explore everyday life for working children during the industrial revolution.</p>
SOLO SC: Uni- Structural	I can list reasons why children were used for work in factories and mines.
SOLO SC: Multi- Structural	I can describe what it was like working in a factory during the Industrial Revolution.
SOLO SC: Relational	I can analyse and assess the reliability of sources.
SOLO SC: Extended Abstract	I can consider different interpretations of the past to reach a justified, reasoned conclusion.
The lesson (How will children meet the LI?)	- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.

	<ul style="list-style-type: none"> - Work through the child labour powerpoint. Discuss what is meant by source reliability and bias. (you may wish to provide some examples of bias to ensure understanding) - Children to complete child labour sources sheet - assessing the viewpoint and reliability of each source. Encourage discussion between the children as they work. CT may need to lead a guided group for LA readers. - Plenary: the sources demonstrated different interpretations of the past - how can people have such different viewpoints? Go through each perspective (factor owner, overlooker, worker etc and consider why they hold the opinion they have). 		
Key Vocabulary for the lesson	Reliable Owner Overlooker	Employment Corporal Punishment Inspector	
Resources	Pupil Booklet Pupil Booklet (ANSWERS)	Lesson Plan Slides	Child labour sources sheet Child labour powerpoint

Lesson 6

Enquiry Question	How did the Industrial Revolution change our local area?
Learning Intention	To make links between the past and the present.
SOLO SC: Uni- Structural	I can state one major change that the Victorian era brought to my locality.
SOLO SC: Multi- Structural	I can explain the nature of the change that the Victorian era brought to my locality.
SOLO SC: Relational	<p>I can make a judgement on the changes brought to my locality and explain my opinion.</p> <p><i>I can explain how the Victorian Era changes affected the everyday life of people in my area.</i></p>
SOLO SC: Extended Abstract	I can justify the changes that were made to Victorian life and link the past societal needs to the present.

	<p>I can research further changes that occurred in my locality more recently and explain how they affected people's lives.</p>		
<p>The lesson (How will children meet the LI?)</p>	<p>Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time.</p> <p>-Children watch a short video of West Drayton prior to the lesson. ▶ Our local area - West Drayton</p> <p>- Work through the flipchart</p> <p>Ask them if they think it always looked like that? How may it have changed in the last 200 years?</p> <p>- Children are presented with a brief history of West Drayton. Links to year 3 and 5 history. Children use google maps to locate West Drayton within Greater London</p> <p>- Discuss the major transport development: Grand Union canal Great Western Railway</p> <p>- Summarise changes due to urbanisation from previous lessons. Were they all negative/positive?</p> <p>Task- Write an answer to this question: 'How did the Industrial revolution change West Drayton and Yiewsley?'</p>		
<p>Key Vocabulary for the lesson</p>	<p>Bridge Canal Barge</p>	<p>Advancement Transport Brick</p>	<p>Mill Railway Commerce</p>
<p>Resources</p>	<p>Pupil Booklet Pupil Booklet (ANSWERS)</p>		<p>Lesson Plan Slides</p>

Lesson 7

Assessment Think! Question	What advantages and disadvantages did the Industrial Revolution have for working-class people?				
Tasks	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)				
Key Vocabulary for the lesson	Class structure Coal Crime	Factories Housing mines	Political acts Pollution sanitation	Steam Cholera Working conditions	Industrial revolution Working-class Machines
Resources	Think! Question		Knowledge Quiz Knowledge Quiz (ANSWERS)		