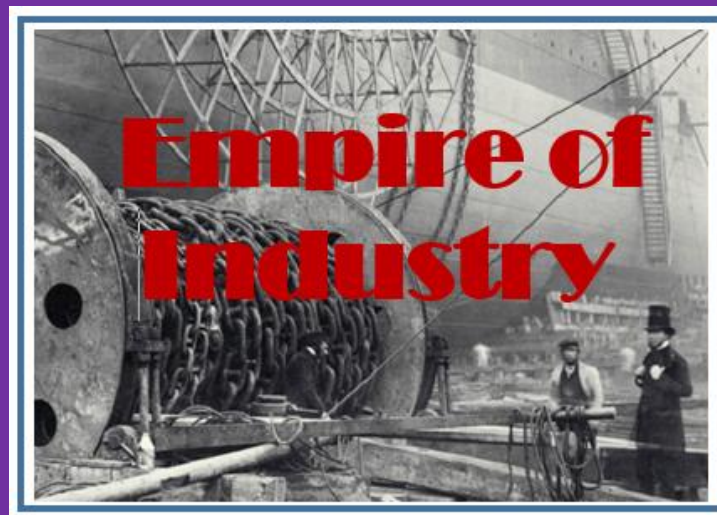


High Bickington Church of England Primary Academy

History: Empire of Industry



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TEAM Multi-Academy Trust, Barnstaple, North Devon

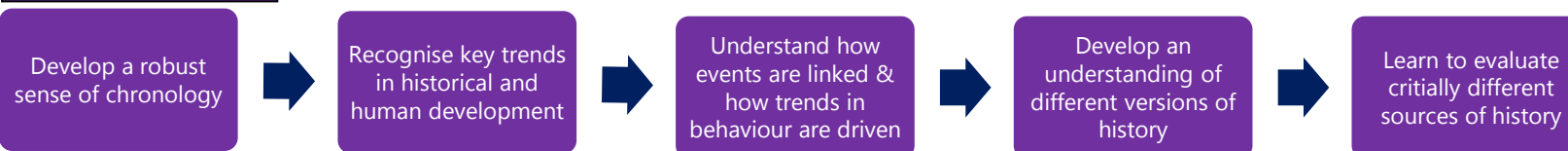
History

Vision

- History plays a crucial role in helping students understand their own identity and sense of place in time.
- The school History Curriculum seeks to develop key skills; uncover important historical (substantive) knowledge and introduce children to disciplinary knowledge (how and why history has been interpreted by historians).
- Students will learn how their locality, Britain, the wider world and different cultures developed through historical periods.

Intent

Children will:

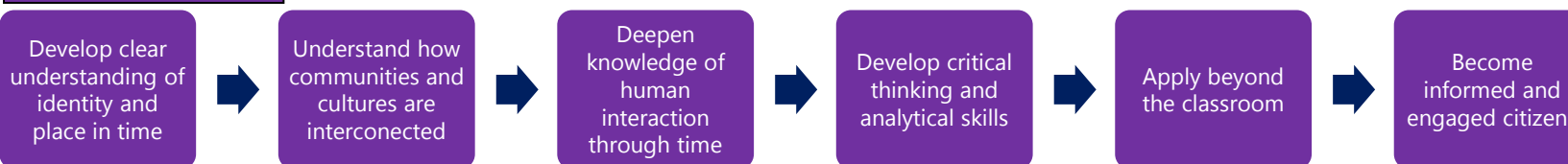


Implementation



Impact

Children will:



Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our history curriculum develops both categories of knowledge as well as historical skill.

Reviewing Prior Learning: Speak Like an Expert

Purpose: Sessions that ensure effective retention & recall of information.

Regular sessions at the start of every lesson to review prior learning.

Friday sessions

Dedicated sessions reviewing the week's learning helping to make connections.

Format

Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

Benefits

Students develop strong retention skills, articulate historical knowledge & concepts.

Empire of Industry (Industrial Revolution and Victorian Britain)









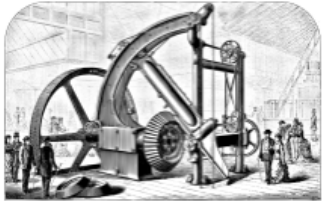












Subject: History	Year: 5/6	Term: Autumn 1
National Curriculum Aims	<p>Key Objectives:</p> <ul style="list-style-type: none"> • know and understand the history of these islands ... how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history 	
Key Elements	<p>Key Elements:</p> <ul style="list-style-type: none"> • Industrialisation • Workers' Rights / Women's Rights • Rule • Education 	
Key Questions	<p>Six Key questions: What was the industrial Revolution? Why were coal and the railways so important to the IR? Who's who and what did they do? What was so great about the Great Exhibition? How did children's lives change in the Victorian period? How would North Devon have been effected by the IR?</p>	
Curriculum coherence	<p>Building Learning Power - Prior Learning: As students progress through the rolling programme, their historical knowledge is built, connecting past lessons to new ones. In this project, students build on learning from Y3/4, where they explored change brought to Britain by the Roman Empire, and from Y1/2, where they learnt about the first Victorian schools and the contribution of Samuel Wilderspin. They also learnt about the reign of Queen Victoria and this will be recalled in this project. Development of chronological understanding will be built on as will students' ability to make sense of the past from primary sources of evidence including photographs, maps and documents. Children will have first-hand experience of evaluating historical artefacts in the Big Event (trip to SS Great Britain). Understanding of decisions historians have made in writing histories of the period will also be developed.</p> <p>Building Futures - Future Learning through the project:</p> <ul style="list-style-type: none"> • Foundational Understanding: Students establish a chronological framework by learning about key historical events <i>from 1760 – 1901</i> and how these fit into a wider chronology. • Conceptual Development: Students delve into the broader historical context of the <i>Industrial Revolution</i>, understanding motivations and societal impacts, building on learning in KS1 and laying the groundwork for more complex historical concepts in KS3. • Critical Analysis: By continuing to evaluate historical sources and perspectives related to the <i>Key Elements</i>, students develop critical thinking skills (begun in KS1) that will be essential for analysing historical events in KS3. • Local Context: Exploring how the <i>coming of the railways</i> affected communities local to the school provides students with a tangible connection to history, preparing them to explore local and global historical events in KS3. • Broader Connections: Students place the <i>Industrial Revolution</i> in broader historical narratives, enabling understanding of connections between different historical periods and events. • Continuity and Change: Analysing the long-term consequences of the <i>Industrial Revolution / Victorians</i> helps students understand how societies evolve over time. • Historical Significance: Reflecting on the <i>Industrial Revolution's</i> lasting impact enables students to explore the historical significance of events studied from this period. • India Link. Students will study the impact of the railways on the area of North Devon in contrast to the area of Mumbai. <p>Vocabulary: Industrial Revolution, Queen Victoria & Prince Albert, pre-industrial, IK Brunel, George Stephenson, Great Exhibition, Education Act, School Log Books, British Empire, factories, Factory Act, agriculture, Atlantic Triangular Slave Trade, steam engines, railways, trade, population.</p>	

Development of Knowledge	Lesson	Content	Substantive knowledge	Disciplinary knowledge
	Lesson 1	<p>What do you know already about the Industrial Revolution? Complete retrieval grids What was the Industrial Revolution? What was Britain like before the IR? <i>Students use a range of images and extracts</i> <i>View images such as 'The Stone Pickers' by G Clausen</i> <i>View population tables for most populated towns and cities 1801</i></p> <p>Why did the IR happen first in Britain? <i>View coal map of Britain</i></p> <p>What was the impact of the IR? <i>View population tables for most populated towns and cities 1801 (maths link)</i> <i>View images of industrial locations by Gustav Dore, LS Lowery and of Saltaire, Swindon and Bournville (art link)</i> <i>View production data (maths link)</i></p>	<p>Students should understand:</p> <ul style="list-style-type: none"> • Before the IR, population of GB was relatively low. London was the only major city. • Most lived in the countryside and worked in agriculture. • There were few 'machines'. • Coal was mined, but just for heating houses. • Transport was by horse / horse and cart / boat – including some canals and was slow and expensive. • Britain had access to coal, water, metals. • A few wealthy people had money to invest in new projects and inventions. • Some of these people made money from the Slave Trade. • Transport needed to improve – this was a driver for the IR and a result of it! • Population gradually began to shift into towns that grew into cities. • People learnt new trades and earned more. • Living conditions changed (not always for the better). • Factory / mine / railway owners became more wealthy. • Workers often lived in poor conditions. • Children worked in dangerous conditions. • Britain became the world's main trading nation. 	<p>What is a Historian? What do historians do? Where do they find the information that they need? (Primary sources)</p>
	Lesson 2	<p>Recap Lesson 1 Why were coal and the railways so important to the Industrial Revolution? <i>Recall how transport needed to improve in Britain</i> <i>Case study: George Stephenson and the Stockton & Darlington Railway 1825</i> <i>View maps and data for miles of railway in Britain 1825 -1925</i></p>	<ul style="list-style-type: none"> • Coal needed to be more easily and cheaply transported to cities as population increased. • Newcomen & Watt had developed stationary steam engines. • Trevithick and then GS turned this into a locomotive that could transport coal, other goods and passengers. • Railways transported coal efficiently and also became a market for coal 	<p>How might a historian interpret data? What does one historian say about the railways?</p>
	Lesson 3	<p>Who's who and what did they do? <i>Students find out about a number of key individuals from the IR and write 'pen portraits' of these</i> <i>Students use secondary sources</i> <i>Students find out about IK Brunel in greater detail from primary and secondary sources (including documents from the IKB Museum at the SS Great Britain on trip)</i></p>	<ul style="list-style-type: none"> • Why were these individuals so important to the IR and Britain's development as a world power? • What were the consequences of their actions for 'ordinary' people in Britain and abroad? • Why are they predominantly men? 	<p>How do historians decide who to focus the histories that they write around? Why do you think Terry Coleman wrote his book 'The Railway Navvies'?</p>
	Lesson 4	<p>What was so great about the Great Exhibition? <i>View images and contemporary accounts of the GE</i> <i>Find out about the part played by Prince Albert and Joseph Paxton</i> <i>Discover who attended and what they thought about the GE</i> <i>Decide what the purpose for the GE was and was it a success?</i></p>	<ul style="list-style-type: none"> • The process that led to the opening on 1st May 1851. • The numbers behind the Crystal Palace. • Why it was so important to Britain in the context of Victorian times and the IR • What a success it was. 	<p>What does Eric Hobsbawm say about the GE? What does the way this historian writes about the</p>

			<ul style="list-style-type: none"> • What happened after? 	GE tell you about his histories?
	Lesson 5	<p>How did children’s lives change during the Industrial Revolution and Victorian times?</p> <p><i>View accounts of the lives of children during the IR</i></p> <p><i>View data on mortality rates</i></p> <p><i>View HB school log books – what does this primary evidence tell us about lives of children in our locality?</i></p> <p><i>Experience something of Victorian Education (Tiverton Museum trip)</i></p>	<ul style="list-style-type: none"> • Children moved away from the land. • Children worked (in mines, factories, mills). • Only wealthy children were educated. • Parliament took steps to prevent accidents and deaths of children in work • Parliament took steps to ensure all children were educated. • Education at HB was not the same as now. • Other people and charities wanted to protect children. 	
	Lesson 6	<p>Recap of Previous Learning about the Industrial Revolution</p> <p>How would the lives of people in N Devon have been affected by the Industrial Revolution?</p> <p><i>Case study: Growth of industries in Barnstaple and tourism in Ilfracombe (local history study)</i></p> <p><i>View maps of the development of the two towns</i></p> <p><i>View photographs of the develop of the two towns</i></p> <p><i>View county directory to find out what types of business grew as a result of the IR</i></p>	<ul style="list-style-type: none"> • How Barnstaple and Ilfracombe grew as a result of improvements in transport (railways) resulting from the IR • How occupations of people in the district diversified away from agriculture to industries (pottery, carpentry, ship building, lace making) and tourism 	
Assess & Review	Lesson 7	<p>Retrieval Grids</p> <p>Complete retrieval lesson to illustrate what you know about the IR at the end of the project</p>	<ul style="list-style-type: none"> • Complete SLaE pages recapping what has been learnt in the project 	What can you recall about how historians use primary sources of evidence?

Glossary

Victorians	People alive at the time of Queen Victoria's reign (1837-1901)
Industrial Revolution	Period from c1760-c1840 when steam power and mechanical inventions prompted hugely increased production
Factories	Large buildings containing machines driven by steam that made production of goods more efficient
Steam engines	A mechanism powered by coal for creating steam to drive other machines or itself along a track (locomotive)
IK Brunel	An engineer and inventor who built bridges, ships, tunnels and railways, mainly in the south of England and in Wales
George Stephenson	A mine owner and engineer from the north east of England who later built railways and steam locomotives
Queen Victoria	Queen from 1837 - 1901
Prince Albert	Husband of QV and Prince Consort until his death in 1861
Great Exhibition	Huge exhibition of many 'wonders of the world' and of the British Empire in particular, organised by PA
Crystal Palace	Built by Joseph Paxton for the GE in Hyde Park, London
Pre-industrial	Time before the IR began to change Britain (and then much of the world)
Triangular Atlantic Slave Trade	Goods from Britain shipped to and sold in Africa for 'slaves' who were taken to southern USA and sold for cotton which was shipped to Britain to be made into textiles
Factory Acts	Made provision for better conditions in factories and later prevented young children from working
Education Act	1870 Act of Parliament that made provision for children between 5 and 13 to be educated in schools
British Empire	Countries of the world invaded and settled by Britain for their resources, as markets and to impose British values on the people
Population	The overall number of people living in a town, city, country

 Queen Victoria	 Industrial Revolution	 steam engine	 factories	 Indian railways	 Triangular Slave Trade
 Prince Albert	 Great Exhibition	 Empire of Industry		 Factory Act	 Education Act
 IK Brunel	 Crystal Palace			 population	 British Empire
 George Stephenson	 Victorians	 spinning wheel	 slum	 coal	 railways

Resource links:

<https://www.ssgreatbritain.org/learning-and-education/activities-and-learning-resources/>

<https://www.bbc.co.uk/bitesize/articles/znj32sg>

<https://www.bbc.co.uk/bitesize/articles/z638kty>

https://www.bbc.co.uk/history/historic_figures/newcomen_thomas.shtml

https://www.bbc.co.uk/history/historic_figures/watt_james.shtml

https://www.bbc.co.uk/history/historic_figures/stephenson_george.shtml

<https://www.bbc.co.uk/news/uk-england-york-north-yorkshire-45706669>