

Year 6 – The Industrial Revolution

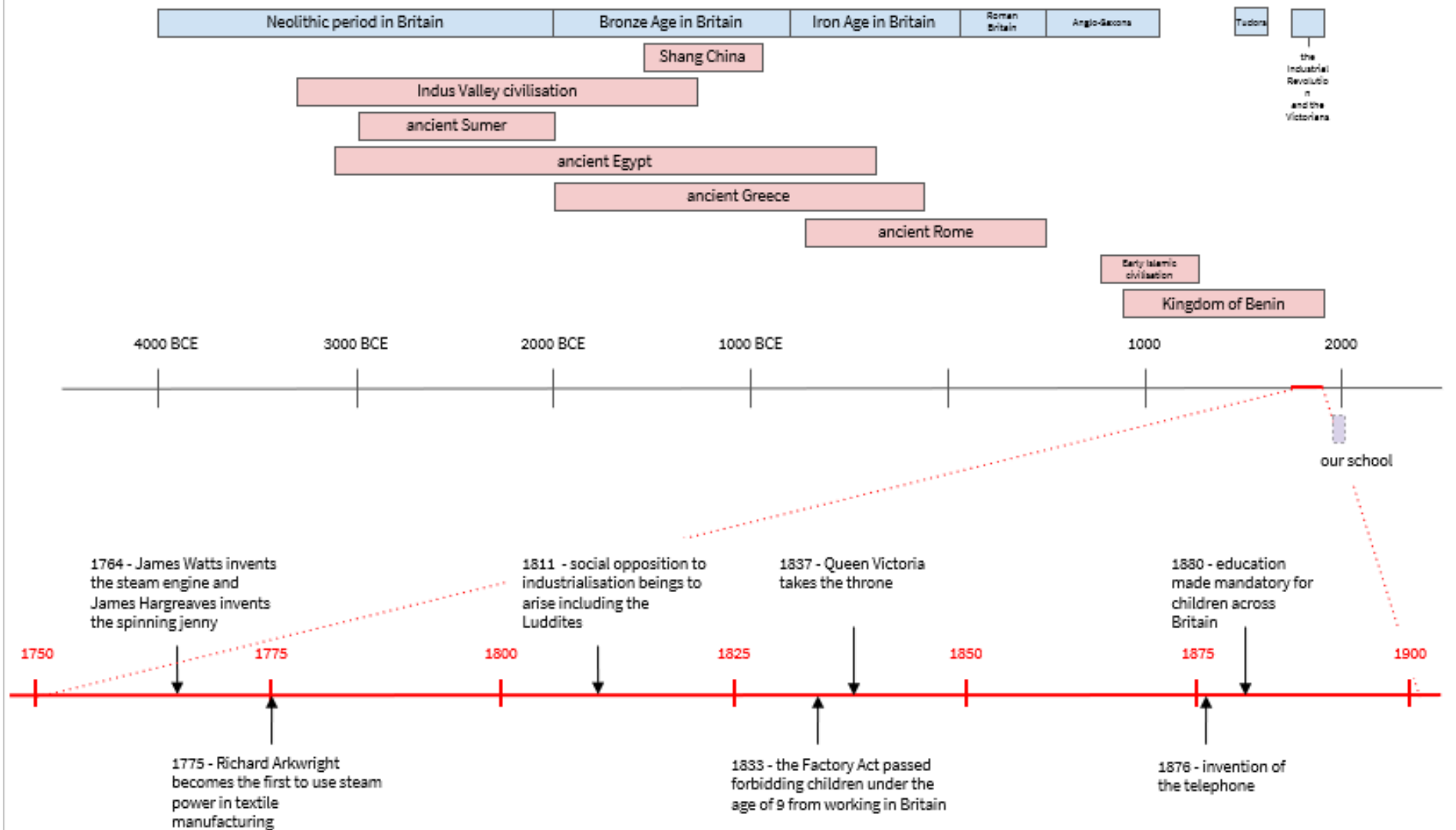
Enquiry question: **Why was the industrial revolution so important to the progress in the UK?**

National Curriculum Objectives	Core Knowledge & Key Questions	Local links			
<ul style="list-style-type: none"> To take part in a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>When did the industrial revolution take place?</p> <ul style="list-style-type: none"> To be able to discuss a chronology of events involving a significant period of British history. To be able to locate a period of time within their understanding of British history. <p>What lead to the industrial revolution?</p> <ul style="list-style-type: none"> To be able to discuss the social and political factors that lead to the time period known as the 'industrial revolution' in the United Kingdom: population boom, advancements in agriculture, birth of factories, advancements in power and transport and the British empire influencing and paving the way for the rest of the world. <p>What changed during the industrial revolution?</p> <ul style="list-style-type: none"> To be able to use historical sources, paintings and stories to explore the changes that happened during the industrial revolution. People moving to the cities to be able to work in the factories, gaining a more reliable wage. Mass production of goods, meaning things more readily available and often at a more affordable price. etc, <p>What impact did the industrial revolution have upon the world?</p> <ul style="list-style-type: none"> To be able to explore the way in which the United Kingdom became 'the workshop to the world' and the influence this had on the advancements to production, transportation and technology. To be able to discuss key figures and inventors that affected this period of time. <p>What negative affects did the industrial revolution have upon the people living in the UK?</p> <ul style="list-style-type: none"> To be able to use historical sources, paintings and stories to explore the negative effects the changes that happened during the industrial revolution had upon the people living in the UK between 1750 and 1900. <p>What changes were implemented because of the problems that arose in during the industrial revolution?</p> <ul style="list-style-type: none"> To be able to explore the political and social changes that were influenced by the decisions made during the industrial revolution. To be able to use historical sources to explore and understand the reasons behind the Factory Act and how this changed the working conditions for young people. To be able to use historical sources to explore and understand the reasons behind the Great Reform Act and how this changed the voting system in the United Kingdom. 	<p>Wey canal Guildford Workhouse (Spike)</p>			
		Key Figures	Linked Texts		
		<p>George Stephenson – locomotive steam engine James Breirly – canal navigation system</p>	<p><i>Oliver Twist – Charles Dickens</i> <i>Street Child – Berlie Doherty</i></p>		
Prior Learning	Future Learning				
<ul style="list-style-type: none"> Year 5, British Empire, Georgian Britain and the growth of trade. Year 3, Local history study, highlighting growth of industry in a local area. 	<ul style="list-style-type: none"> Next half term, children will learn about the suffrage movement in the UK. Their understanding about the Great Reform Act will help them to understand this. Further development of social and political reform caused by the industrial revolution. Understanding the chronology of the 19th and 20th centuries and the significant social changes during this period. 				

Chronology	Similarities & differences	Continuity & change	Cause & consequence	Significance	BIG Question: Outcome & Assessment Opportunity
When did the industrial revolution take place? How does this sit within our knowledge of British history?		What was life in the UK like before the industrial revolution? How did the UK change during the industrial revolution?	What issues arose with the changes that were implemented during the industrial revolution?	How did the changes that were implemented during the industrial revolution affect our lives nowadays?	Why was the industrial revolution so important to the progress in the UK?

Timeline of events (to be displayed in classroom)	Key vocabulary	Key Skills
<ul style="list-style-type: none"> • 1600- The formation of the East India Company. The joint-stock company would later play a vital role in maintaining a trade monopoly that helped increase demand, production and profit. The company helped Britain compete with its European neighbours and grow in economic and trading strength. • 1709- Abraham Darby leases the furnace which he successfully uses for the first time. Darby was able to sell 81 tons of iron goods that year. • 1712- Thomas Newcomen invents the first steam engine. • 1719- The silk factory is started by John Lombe. Located in Derbyshire, Lombe's Mill opens as a silk throwing mill, the first successful one of its kind in England. • 1733- The simple weaving machine is invented by John Kay known as the Flying Shuttle. The new invention allowed for automatic machine looms which could weave wider fabrics and speed up the manufacturing process. • 1750- Cotton cloths were being produced using the raw cotton imported from overseas. Cotton exports would help make Britain a commercial success. • 1761- The Bridgewater Canal opens, the first of its kind in Britain. • 1764- The invention of the Spinning Jenny by James Hargreaves in Lancashire. The invention allowed the workers to produce cloth much quicker thus increasing productivity and paving the way for further mechanisation. • 1764- Scottish inventor James Watt is commissioned to carry out repairs to a Thomas Newcomen steam engine and quickly recognises ways that it can be modified to operate much more efficiently. By changing the way the cylinder was heated and cooled the amount of coal used in heating the water to produce the steam could be reduced by more than 60%. • 1769- James Watt was granted his first British patent (No. 913) for the unique design of his new steam engine. To quantify the enormous power of his new engines, James Watt also invented a new unit of measurement: The Horsepower. James Watt's steam engines would literally set the world in motion... through the introduction of steam powered railway locomotives and steam ships... transportation would be completely revolutionised. His steam engines would also go on to power the new mills that were starting to appear in the Industrial North. • 1774- The English inventor Samuel Crompton invented the Spinning Mule which would combine the processes of spinning and weaving into one machine, thus revolutionising the industry. • 1779- The inventor Richard Arkwright became an entrepreneur and opened a cotton spinning mill using his invention of the water frame. • 1784- The ironmaster, Henry Cort came up with the idea for a puddling furnace in order to make iron • 1785- The power loom was invented, designed the previous year by Edmund Cartwright, who subsequently patented the mechanised loom which used water to increase the productivity of the weaving process. • 1799- The Combination Act received royal assent in July, preventing workers in England collectively bargaining in groups or through unions for better pay and improved working conditions. In the same year, on the 9th October a group of English textile workers in Manchester rebelled against the introduction of machinery which threatened their skilled craft. This was one of the initial riots that would occur under the Luddite movement. • 1800- Around 10 million tons of coal had been mined in Britain. • 1801- Richard Trevithick, a mining engineer and inventor drove a steam powered locomotive down the streets of Camborne in Cornwall. He was a pioneer of steam-powered transport and built the first working railway locomotive • 1804- The first locomotive railway journey took place in February, the Trevithick invention successfully hauled a train along a tramway in Merthyr Tydfil. • 1811- The first large-scale Luddite riot took place in Arnold, Nottingham resulting in the destruction of machinery. • 1812- In response to the riots, Parliament passed a law making the destruction of industrial machines punishable by death. • 1813- In a one day trial, fourteen Luddites were hanged in Manchester. • 1815- Cornish chemist Sir Humphrey Davy and English engineer George Stephenson both invented safety lamps for miners. 	<ul style="list-style-type: none"> • industrial • revolution • machine • industries • mill • factory • city • invention • population • agriculture • housing • distribution • locomotive • social • reformation • political • change • act • law • parliament • votes 	<ul style="list-style-type: none"> • <i>I can describe the main changes in a period of history, using words such as social, religious, political, technological and cultural.</i> • <i>I can use a timeline to place different events, time periods, political and cultural movements from the past, explaining these in relation to each other.</i> • <i>I can ask a variety of historical questions and understand that there is likely to be more than one answer to these.</i> • <i>I can recognise primary and secondary sources of evidence.</i> • <i>I can confidently use a variety of sources to collect evidence about the past, including a library of documents and archived printed materials, the internet, paintings/art, photographs, artefacts, music, historic buildings, visits to museums and historical sites.</i> • <i>I can write an explanation of a past event in terms of cause and effect, using evidence gathered to support and illustrate my explanation.</i> • <i>I can describe the main changes in a period in history using words such as social, religious, political, technological and cultural, noticing connections and trends over time (e.g. social and technological changes in the Victorian era and the Industrial Revolution)</i> • <i>I can compare different aspects of the lives of different types of people in the time period I am studying e.g. rich and poor, men and women, etc.</i> • <i>I can give my own reasons why changes may have occurred and back this up with evidence I have researched. (e.g. changes during the Industrial Revolution)</i> • <i>I can recall, select and organise information to produce a structured piece of work, including specific historical detail and making appropriate use of dates and key historical terms/vocabulary to show my knowledge and understanding of time period or event.</i> • <i>I can choose the most appropriate ways to organise and present my findings about the past (including using a combination of speaking, writing, drama, ICT, maths, drawings, timelines, diagrams and maps) realising that this is for an audience.</i>

- 1816- The engineer George Stephenson patented the steam engine locomotive which would earn him the title of "Father of the Railways".
- 1824- The repeal of the Combination Act which was believed to have caused irritation, discontent and gave rise to violence.
- 1825: The first passenger railway opens with Locomotion No.1 carrying passengers on a public line
- 1830- George Stephenson created the first public inter-city rail line in the world connecting the great northern cities of Manchester and Liverpool. The industrial powerhouse and landlocked city of Manchester could now quickly access the world through the Port Of Liverpool. Cotton arriving from plantations in America would supply the textile mills of Manchester and Lancashire, with the finished cloth returned to Liverpool and exported throughout the British Empire.
- 1833- The Factory Act is passed to protect children under the age of nine from working in the textile industry. Children aged thirteen and over could not work longer than sixty nine hours a week.
- 1834 – The Poor Law was passed in order to create workhouses for the destitute.
- 1839- James Nasmyth invents the steam hammer, built to meet the need for shaping large iron and steel components.
- 1842- A law applied to miners, banning children under the age of ten as well as women from working underground.
- 1844- The law states children younger than eight are banned from working. In the same year Friedrich Engels publishes his observations of the impact of the industrial revolution in "The Condition of the Working Class in England".
- 1847- New law stating limited working hours of women and children in textile factories to ten hours a day.
- 1848- The impact of industrialisation and creation of cities leads to a cholera epidemic across towns in Britain.
- 1851-Rural to urban migration results in over half the population of Britain now residing in towns
- 1867- The Factory Act is extended to include all workplaces employing more than fifty workers.
- 1868- The TUC (Trade Unions Congress) is formed.
- 1870- Forster's Education Act which takes the first tentative steps at enforcing compulsory education.
- 1875- New law prohibited boys from climbing chimneys to clean them



Year 6 – The Industrial Revolution

Enquiry question: How did the locations of the major industrial cities of the industrial revolution change the landscape of the UK?

National Curriculum Objectives		Core Knowledge & Key Questions			Specific geographical areas studied	
<ul style="list-style-type: none"> To be able to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time To describe an aspect of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water To be able to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 		<ul style="list-style-type: none"> What is a city? To understand the features needed for a place to be considered a city. To understand how cities were born during the industrial revolution and were often focussed around the resources available in the area. Where were the major industrial cities of the industrial revolution located? To be able to find and identify cities and counties on a map and in an atlas. To be able to accurately plot places on a given map. How did the natural resource found in these areas affect the cities born around them? To be able to discuss the locations of industrial cities due to the natural resources found around them – e.g. coal, tin, cotton, etc. How did products travel around the UK? To be able to explore the need for transportation links for the improvement of industries. To be able to ask questions about the successes and failures of methods of transportation. How did transportation links change during the industrial revolution? To be able to use historical sources and account to explore what transportation links were like as the industrial revolution progressed. Why did canals improve the way in which products moved around the UK? To explore the effects and impact of human intervention and changes to the landscape in order to improve means of transportation using canals during the industrial revolution and the way this impacted the economy. How did the locomotive engine improve the transportation links around the UK? To explore the effects and impact of human intervention and changes to the landscape in order to improve means of transportation using steam locomotive engines during the industrial revolution and the way this impacted the economy. 			<p><i>UK/European/World</i> <i>Geographical areas - e.g. towns/ cities/ region/ country/ continent /ocean</i> <i>(include areas that will be comparing)</i></p>	
Prior Learning					Linked Texts	
<p><i>Builds on understanding of different regions of the UK studied in year 4 and 5, looking at industry, trade, transportation and natural resources in these areas. Also builds on local geography study in yr 3.</i></p>					Future Learning	
					<i>UK geography.</i>	
Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity	
<p><i>Where are our nearest canals?</i> <i>How can we see these on a map?</i></p>	<p><i>How did the landscape of the United Kingdom change during the industrial revolution?</i> <i>Comparison of places in different time frames.</i></p>	<p><i>How are canals different to rivers?</i></p>	<p><i>why do you think cities began forming where they did?</i></p> <p><i>Why were some places considered better than others?</i></p> <p><i>Why were transportation links built and placed where they were?</i></p>	<p><i>Do you think that the changes that were inflicted upon the British landscape during the industrial revolution were positive or negative and why?</i></p>	<p><i>How did the locations of the major industrial cities of the industrial revolution change the landscape of the UK?</i></p>	

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<i>Educational visit to the locks in the Wey Navigation.</i>	<ul style="list-style-type: none"> • <i>landscape</i> • <i>United Kingdom</i> • <i>England, Wales, Scotland, Ireland, Northern Ireland</i> • <i>city, town, village</i> • <i>industrial city</i> • <i>natural resources</i> • <i>transport</i> • <i>transportation links</i> • <i>canal, river, navigation</i> • <i>locomotive, steam train, railway</i> • <i>human impact</i> 	<ul style="list-style-type: none"> • <i>I can use both primary and secondary sources of information confidently to find out about a locality.</i> • <i>I can understand and evaluate how the physical features of a place can affect human and economic activity, giving specific examples of this.</i> • <i>I can use globes and maps confidently to locate, describe and compare places I have studied and the various regions, physical features, settlements or other localities within these places.</i> • <i>I can name, locate and describe particular regions of the UK and the surrounding seas and describe where they are in relation to each other (particularly North East and North West, Scotland and Wales)</i>
<p style="text-align: center;">Sustainability and environmental concerns</p>		
<p><i>Discussions about the use of natural resources throughout the industrial revolution and the impact this had upon the environment.</i></p> <p><i>Discussions of the links between the birth of cities and the advancements in factories and transportation to the pollution and the affects on the environment.</i></p>		