

The Industrial Revolution

A History Based Topic

What do you need to know before this topic?

Key periods of British History from 1066 to present day, including correct chronological order.
 Queen Victoria was the monarch who reigned at this time.
 People living in Britain at this time are now known as Victorians.
 Other non-British civilisations have made huge advances in cultural and economic reform e.g. Ancient Greeks, Shang Dynasty.
 Terms BC and AD.
 Able to order dates and use terms accurately.

Key Assessment Questions

When was the Industrial Revolution?
 What was the Industrial Revolution?
 What were some of the great inventions of this time period?
 What were conditions like for poor people and poor children during this time?
 When was the Victorian era?
 Why are people who lived during this time known as Victorians?
 How long did Queen Victoria rule for?
 How do the Victorian times compare with modern times?
 Who was Charles Darwin?
 What is evolution and adaption?

Sticky Knowledge

The Industrial Revolution was a period of huge change between 1750 and 1900, with coal and steam used to power factories reducing how long it took to make things.
 Huge factories were built and towns expanded.
 People moved from the country to work in the towns.
 Workhouses were built for very poor people to live and work.
 Children worked in underground mines, as chimney sweeps and in factories.
 Education Act made school compulsory for children aged 5-10 years old.
 Exciting inventions of this time included: railway network, photography, Penny Black stamp, Christmas cards, Post Box, London Underground, telephone, electric bulb, petrol motor car, x-rays, Penny Farthing bicycle.
 Victorian era lasted from 1837 to 1901 (the time when Queen Victoria reigned over Britain).
 Queen Victoria reigned for 63 years.
 Queen Victoria was married to Prince Albert.

Key Vocabulary

industry, revolution, agriculture, rural, urban, trade, transport, invention, discovery, workhouse, orphan, taxes, migration, monarch, reign, era, empire, ascension, coronation, pollution, manufacturing, evolution

Key Skills

-Sequences historical periods.
 -Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.
 -Ask a range of questions about the past.
 -Uses dates and terms accurately.
 -Explain understanding of the different experiences of people according to their status in society e.g. a poor child vs a wealthy child
 -Identifies and uses different sources of information and artefacts.
 -Forms own opinions about historical events from a range of sources.

Curriculum Drivers

Caring Community

I am the child who can understand that life was unequal during the Industrial Revolution and that we all should work together to make life fairer for all.

Learning & Leading

I am the child who can understand that knowledge about the past helps me to understand the present, which empowers me to make my own decisions about our school community.

British & Global Values

I am the child who can recognise the legacy of British historical time periods on modern day Britain and our modern day values of democracy, the rule of law and individual liberty.

Wellbeing & Being Well

I am the child who can understand that the Industrial Revolution created benefits and hardships for people's emotional and physical wellbeing.

Enterprise & Effort

I am the child who can appreciate that the Industrial Revolution was a time of great inventiveness and change, some of which we still benefit from today.

Identity and Uniqueness

I am the child who can understand that learning about the past can contribute to my understanding about my self.

Writing	Maths	Science	Art/DT	RE	PE	Computing	PSHE - Jigsaw
<p>Narrative based on Oliver Twist</p> <p>First person recount of a Victorian child in the Industrial Revolution</p> <p>Reverse poetry</p>	<p>Order of operations (BODMAS)</p> <p>Fractions</p>	<p>Living Things and their Habitats</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Painting and Mixed Media: Artist Studies</p> <p>Lubaina Himid - Five</p> <p>Independent research of artists</p> <p>Producing a final piece based upon the work of artists studied over the two terms</p>	<p>What do the Gospels say about the birth of Jesus and why is it 'good news'?</p>	<p>Fitness</p>	<p>Websites – build our own website</p>	<p>Celebrating Difference:</p> <ul style="list-style-type: none"> • Understanding difference • Power struggles • Celebrating differences