



CONONLEY PRIMARY SCHOOL
Inspiring and Challenging Our Children

The Industrial Revolution Key Stage 2

Key:

For this each History topic, the key knowledge taught to both Lower Key Stage 2 (Years 3 & 4) and Upper Key Stage 2 (Years 5 & 6) is written in **black** type.

Additional key knowledge taught to Upper Key Stage 2 (Years 5 & 6) is written in **red** type.

History: Curriculum Intent—Key Knowledge

Background

The Industrial Revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. This shift brought about changes in culture as people moved from rural areas to big cities in order to work. It also introduced new technologies, new types of transportation, and a different way of life for many. The Industrial Revolution began in Great Britain in the late 1700s. Many of the first innovations that enabled the Industrial Revolution began in the textile industry. Cloth-making moved from homes to large factories. Britain also had plenty of coal and iron which was important to power and make machines for the factories.

Timeline	
1770	The first section of the Leeds Liverpool Canal is opened between Bingley and Skipton. Initially built to transport coal and lime (used in building and for farming).
1776	James Watt improved the steam engine so that it could be used to power mill machinery.
1785	High Mill built – the first industrial mill built in Skipton, for spinning cotton, initially powered by water.
1816	The main Leeds Liverpool Canal is completed
1828	Belle Vue Mills opened, initially for producing worsted, then for spinning cotton.
1829	The Rainhill trials take place, held by the Liverpool and Manchester Railway, to find a locomotive which can successfully pull a train along a track.
1829	George Stephenson designs The Rocket. It won the Rainhill Trials
1837	Queen Victoria crowned queen.
1839	Low Mill opened on Sackville Street
1847	The opening of the first Railway Station in Skipton
1853	Salt's Mill built by Titus Salt at Saltaire
1867	Union Mills built in Skipton- a steam powered cotton weaving mill.

Key Themes and Terms which run through our History Curriculum

Culture –shared behaviour such as diet, language, clothing, tools, music, arts, customs, beliefs, and religion, which are shared by a group of people or society

Decline – a decrease in power, wealth, size and importance

Immigration-coming to live and work permanently in a foreign country

Migration—moving to a different are to live and work.

Monarch, monarchy – a monarch is the king or queen. A monarchy is a country ruled by a monarch.

Settlers – a person who moves with others to live in a new country or area

Society – people living together in organised communities

Technology- inventions and methods for solving practical problems.

Trade - is the activity of buying, selling, or exchanging goods or services between people, businesses, or countries.

Key Places

Bingley	Famous for the 5 rise locks which are situated at Bingley on the Leeds Liverpool Canal.
Leeds	Industrial city in West Yorkshire which used the canal to transport goods.
Liverpool	Industrial port on the West Coast which used the canal to transport goods.
Rainhill	Place near St Helens where the Rainhill trials took place to find an engine which could pull carriages effectively.
Saltaire	Model village built by Titus Salt for his mill-workers
Skipton	Market town on the Leeds Liverpool Canal.

Key People

Charles Dickens – Victorian writer

Titus Salt – Mill owner and philanthropist

George Stephenson-an inventor and engineer, inventor of the Rocket, a steam engine which won a competition to pull carriages along a rail track.

James Watt- invented an improved steam engine which could be used to power mill machinery

Queen Victoria- the Queen of Great Britain and the British Empire during much of time known as the Industrial Revolution.

James Watt- invented an improved steam engine which could be used to power mill machinery

Curriculum Intent: Key Lines of Enquiry

Introduction: place the main events of this period on a time line. Outcome: ongoing time line on class display

- Use vocabulary associated with chronology. Outcome: **Glossary matching game / Word Grid**
- Compare with other historical periods which have been studied. Outcome:

Key line of enquiry 1: Resources: BBC Class Clip Industrialisation; industrialisation powerpoint;	Key line of enquiry 2: Resource: Canal Powerpoint	Key line of enquiry 3: BBC Bitesize clip; George Stephenson Powerpoint;
<p>How did industrialisation change life for people in Skipton? We will learn about</p> <ul style="list-style-type: none"> • What life was like before industrialisation • Migration - why people left the villages for the town. • Important inventions and inventors which led to industrialisation (James Watt) • The changes in the town such as Skipton 	<p>Why was the Leeds Liverpool Canal important for Skipton? We will learn about:</p> <ul style="list-style-type: none"> • Why there was a need for a canals • Who built them • The technology which was invented to overcome difficulties of the landscape (locks and tunnels) • The effect of the Leeds Liverpool Canal on Skipton • The goods that were transported. 	<p>What happened when the railway came to Skipton? We will learn about:</p> <ul style="list-style-type: none"> • George Stephenson • The Rocket and the Rainhill trials • The pros and cons of the railway arriving in Skipton
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Agriculture- the cultivating of the soil, producing of crops, and raising of livestock Industry- businesses and factories that convert raw materials into goods Industrialisation—a time when goods started to be made (manufactured) in factories rather than homes or small shops. Migration – the movement of people from one place to another Steam power- machinery powered by a steam engine Textiles industry—the production of cloth</p>	<p>Canal – a water way constructed by people. Used for transporting goods by narrow boat. Lock - a short section of a canal or river with gates and sluices at each end which can be opened or closed to change the water level, used for raising and lowering boats Narrow boat- a boat which is built to be narrow enough to travel along a canal Technology- inventions and methods for solving practical problems. Freight—goods carried by a vessel or vehicle Trade - the activity of buying, selling, or exchanging goods or services between people, businesses, or countries.</p>	<p>Locomotive - a powered railway vehicle used for pulling trains. Rainhill trials – a competition to find an engine which could successfully pull a train along a rail track. Steam engine - an engine that used steam to generate power</p>
Key Concepts	Key Concepts	Key Concepts
Continuity and Change	Significance of events/people	Significance of events/people
Outcome	Outcome	Outcome
Information Gap (compare life before and after industrialisation)	Statement Sort	<p style="text-align: center;">Fact File</p> <p style="text-align: center;">Statement Sort</p> <p style="text-align: center;">Key Stage History: Victorian Railways winners and losers</p>

Curriculum Intent: Key Lines of Enquiry

Key line of enquiry 4: Key Stage History: A Dickens of a Town, photographs, Health Report on Skipton from 1857	Key Line of Enquiry 5:	Key Line of Enquiry 6 BBC Video: https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-migration/z4ppnrd
<p>What was it like to live in a Victorian city or town like Skipton? We will learn about:</p> <ul style="list-style-type: none"> a range of sources of evidence -Dickens's description of an industrial city from Hard Times -Extracts from Health Report on Skipton 1857 Whether the sources are primary or secondary sources Evaluate evidence and decide whether it is reliable, propaganda, opinion or mis-information Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<p>What was it like for a Victorian child working in factory? We will learn about:</p> <ul style="list-style-type: none"> The lives of two Victorian children who worked in a cotton mill in Skipton Life for rich/ poor children in Skipton – the threat of the Workhouse How the works of Dickens present a point of view about children in Victorian factories and the Work House Comparison: Life for children in Victorian factories in other places in the UK. Sir Titus Salt Why Titus Salt chose the location to build Salt's Mill. How he tried to improve the lives of the people who worked for him. 	<p>How does the Industrial Revolution affect our area today? We will learn about:</p> <ul style="list-style-type: none"> Immigration - why people came from other countries to work in textile factories Multi cultural influences in the area: South Asian restaurants, food, shops, religion and religious buildings, art and culture etc Living in a modern, diverse community <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> Decline of the textile industry- changes over time Changes in use of old textile mills (flats in Cononley, Salt's Mill, Belle Vue)
Key Vocabulary	Key Vocabulary	Key Vocabulary
<p>Primary source - an original document or other material that has not been changed in any way. Secondary Source - a second-hand account that interprets primary sources. They often use primary sources as the basis for their content.</p>	<p>Manufacture - a person or company that makes goods for sale Philanthropist- someone who tries to make life better for others who are less fortunate, especially by donating large amounts of money on projects to improve their lives. Workhouse- a place where poor people had to live if they had no money. The local parish provided them with shelter and basic food and in return they had to carry out hard work. Families were split up and not allowed to live together.</p>	<p>Decline – a decrease in power, wealth, size and importance Immigration-coming to live and work permanently in a foreign country Multicultural – several cultures or ethnic groups within a society Society - people living together in organised communities</p>
Key Concepts	Key Concepts	Key Concepts
Historical Enquiry Historical Interpretation	Similarity and Difference Historical Interpretation	Similarity and Difference Cause and Consequence
Outcome	Outcome	Outcome
Inference Rectangles	Double Bubble Diary writing	Information Gap
<p>Kinks to other History subjects: KS1 Famous People - George Stephenson KS1- Oh I do like to be beside the Seaside KS1 Victorian Craven</p>	<p>Link to other curriculum subjects: English: Dickens –extracts from Hard Times and Oliver Twist</p>	