

St Bernadette's Catholic Primary Voluntary Academy
Subject Medium Term Planning - KS2 Advent Cycle B - Topic (History)



How did the Industrial Revolution change England?

Unit focus objective LO: 10 To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

MATERIALS	Learning Objective	Activity	Key Knowledge (By the end of the lesson)		Vocabulary (Tier 3)
			Substantive	Disciplinary	
Lesson 1	L.O. 1: To continue to develop a chronologically secure knowledge of British History.	Exploring the Victorian Era and where it sits in our British History timeline. Life in Victorian Britain comparison.	-Know The Victorian Era lasted between 1820-1914. -Know how Victorian life was different to modern life (clothing, streets, industry etc).	-Develop chronologically secure knowledge of British History.	Chronology Victorian Era Timeline Time Period Industrialisation Transport
Lesson 2	LO10A: To understand what the Industrial Revolution was. Identify similarities and differences between two significant time periods.	Look at the Industrial Revolution broken down into six elements and make notes on each one. Transportation Agriculture Population Factories Power Empire Children can be further challenged by prioritising the key changes and providing justification for their views.	-Know what the Industrial Revolution was and what happened. -Know key factors that influenced and came out of the Industrial Revolution (population boom, change in transportation, improved agricultural machinery, modes of transport through the steam engine invention, more efficient machinery in factories, trade in the British Empire). -That the above factors have influenced our lives today.	-Understand that our knowledge of the past is constructed from a range of different sources. -Use these sources/ historical information to construct an informed response.	industrial revolution factory engine machine mechanise mass produce Sources impact
Lesson 3	LO10B: To understand the significance of cotton spinning machinery and how it progressed during the Industrial Revolution.	Looking at cotton spinning machinery through time and how it has developed by making comparisons and contrasts of their similarities and differences.	-Know that up until the 1770s, cotton was spun by hand. This all changed with a series of inventions, which led to cotton spinning becoming a mechanised process in factories. -One of the	-Understand that our knowledge of the past is constructed from a range of different sources (studying images and making observations). -Develop chronological knowledge	water frame mill mass produce cottonopolis 1770's Richard Arkwright

	(looking in more depth at the industry/factories aspect from Lesson 2)	Consider their impact today.	most important inventions was the water frame, invented by Richard Arkwright. -He built the first modern factory in England and died one of the richest men in Britain. -Know how the Georgian Era inventions impacted the Victorian Era.	using machinery as the hook into this.	Georgian Era Victorian Era
Lesson 4	LO10C: To consider the impact of the steam engine on the industrial revolution and our modern world. (Looking in more depth at the influence of this on elements of transportation and factories from Lesson 2)	-Explain the process of how a steam engine works. -Write notes on how this impacted the Industrial Revolution.	-Know that the steam engine was one of the most important inventions of the industrial revolution, and perhaps one of the most important inventions in human history. -The first steam engine was produced by James Watt and Matthew Boulton in Birmingham-1776. -The steam engine meant that humans could use the energy in fossil fuels to create power. This would revolutionise production of goods and transport.	-Construct informed responses on how the steam engine impacted Britain at that time.	Georgian Era Victorian Era Steam Engine Invention Boulton and Watt Fossil Fuels Impact Rotary Motion Piston
Lesson 5	LO10D: To compare the life of rich and poor children in Victorian Britain. (Linking back to previous lessons on the divide between factory workers and the rich who were monopolising them links with Lesson 2 and 3)	-To make comparisons between rich vs poor children in Victorian Britain. -Write a response on how their lives differed making reference to sources.	-Know the main differences between rich and poor families in Victorian Britain (eg - living conditions, working conditions, health care and education etc).	-Understand how our knowledge of the past is constructed through a range of sources. -Use sources to address historically valid questions linked to identifying similarities and differences.	Workhouse Sir Titus Salt Living Conditions Wealthy Poor
Lesson 6	LO2 To identify connections, contrasts and trends over time - how the Industrial Revolution changed England. Tying in all aspects from	-To fill out a brain dump of their learning on the industrial revolution, emphasising trends over time. -To answer the unit's Enquiry	See above knowledge from all lessons which is incorporated into this written response by the child.	-Address historically valid questions linked to identifying significance of the Industrial Revolution. --Address historically valid	All of the above

	Lesson 2-5 to produce a written response and apply learning)	Question 'How did the industrial revolution change England.		questions linked to identifying trends and impact over time.	
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