

Year 6 : The Industrial Revolution

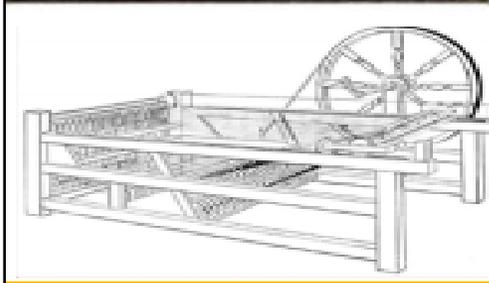
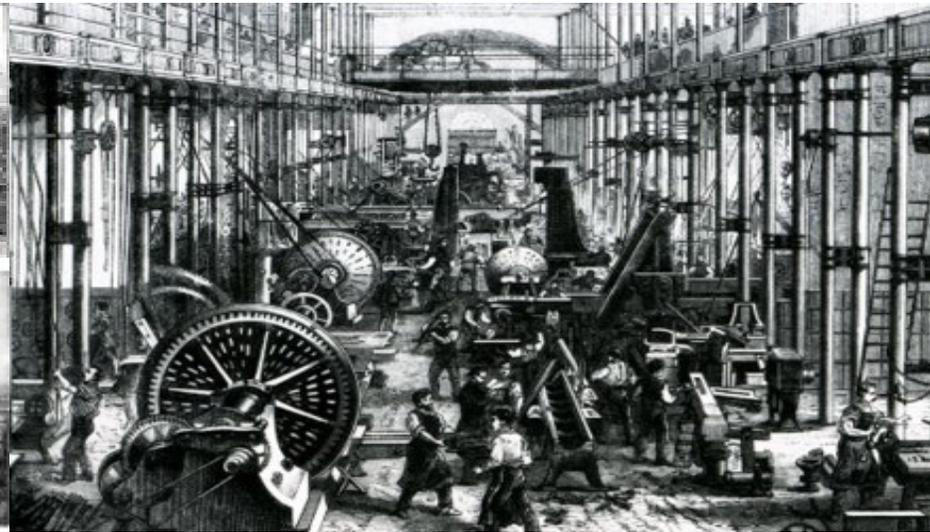
What should I already know?

- History refers to the passing of time
- Common words related to the passing of time
- How to ask and answer question

History -learning about past events people and decisions

N/C - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Powerful knowledge



Significant dates, people and places

1712

Thomas Newcomen invents the first steam engine- it introduces the idea of using steam to make machines go

1764

The spinning jenny is invented -spins more than one ball of thread or yarn at a time

1769

James Watt improves the steam engine

1844

Samuel morse invents the telegraph - allows messages to be sent quickly over a wire

1846

Elias Howe invents the sewing machine

1870

Louis Pasteur develops vaccines for diseases

1876

Alexander Graham Bell patents the telephone

1879

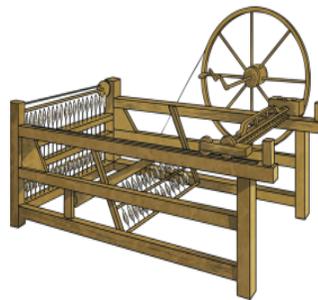
Thomas Edison uses a bulb to light a lamp

Interesting fact - factories were able to manufacture goods quickly and cheaply which improved Britain's trade.

Glossary/Key Events

<i>Industrial revolution</i>	Machines take the place of humans
<i>manufacture</i>	To make something on a large scale using machinery
<i>invention</i>	A new object or idea which has been created
When did the Industrial Revolution pick up pace?	The IR picked up pace during Queen Victoria's reign because of the power of steam.
What did the industry depend on?	The industry depended on steam and steam depended on coal. The number of coalfields doubled between 1851 and 1881.
What was invented in 1856?	Henry Bessemer invented a method for converting iron into steel quickly. Ships bridges and buildings could now be bigger.
Why did people move to towns and cities?	New farming machinery was the main reason for people moving to the towns and cities.
Who worked in the factories?	Children worked in the coal mines and factories to earn money for their families.

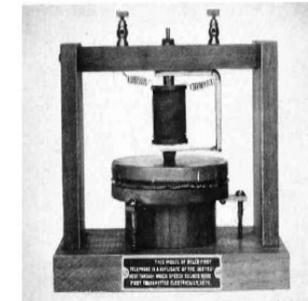
Key inventions



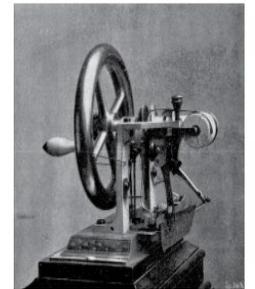
Spinning Jenny (1764)



Photographs (1838)



Telephone (1876)



Sewing Machine (1846)

History Year 6 - Industrial Revolution

- **National Curriculum Objectives:** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Prior Objectives:

- changes in history
- awareness of the past using common words and phrases relating to the passing of time

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
 Skill - develop an awareness and understanding of the past  Knowledge -to begin to understand a time in the past	 Skill -make comparisons  Knowledge - know things were different in the past	 Skill - make comparisons  Knowledge - know things were different in the past	 Skill - develop an awareness and understanding of how the past is in the present  Knowledge - to know things were different in the past	 Skill - make comparisons  Knowledge - that the impact from the past is in the present	 Skill -  Knowledge -
<p><u>WALT:</u> understand the main factors in the creation of Industrial Britain</p> <p><u>WILF:</u> -to consider the importance of cities -understand the factors which created the industrial revolution.</p> <p>Lesson: watch the video on how the Industrial Revolution occurred</p> <p>https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ks2-explain-this-industrialisation/zmmx6v4</p> <p>-next as a class look at slides 1-5 of the Industrial Revolution PPT - in groups discuss what they think each of the factors involved - use Ipads to research</p> <p>-feedback to the class findings on each factor</p> <p>Recording: write the key points identified in their chosen factor ie population boom, agriculture, factories, power, transport, empire on</p>	<p><u>WALT:</u> begin to understand a variety of things influenced the industrial revolution</p> <p><u>WILF:</u> -start to understand how the factors influenced the revolution -make comparisons and know the factors were all important</p> <p>Lesson: go through PPT slides 6-8 and discuss how these factors affected the industrial revolution - use Ipads to research in detail</p> <p>-discuss similarities between the factors and if they were any more or less important than each other</p> <p>-</p> <p>Recording: within in these factors find any inventions at the time and add the notes and inventions to the fact file</p>	<p><u>WALT:</u> begin to understand a variety of things influenced the industrial revolution</p> <p><u>WILF:</u> -start to understand how the factors influenced the revolution -make comparisons and know the factors were all important</p> <p>Lesson: -go through PPT slides 9-11 and discuss how these factors affected the industrial revolution - use Ipads to research in detail</p> <p>-discuss similarities between the factors and if they were any more or less important than each other</p> <p>Recording: within in these factors find any inventions at the time and add the notes and inventions to the fact file</p>	<p><u>WALT:</u> to understand what child labour was</p> <p><u>WILF:</u> -be able to use Ipads to research -to show understanding of why children were used -understand what improvements were made</p> <p>Lesson: got through child labour PPT -in groups discuss why children were used - look at the factory act and discuss what improvements were made</p> <p>Recording: fill in the sheet on the PPT and make notes on improvements made after the factory act</p>	<p><u>WALT:</u> understand lots of inventions came from the industrial revolution</p> <p><u>WILF:</u> use Ipads to research -understand what was invented during the IR -compare past inventions to modern equivalent</p> <p>Lesson: using Ipads children to google inventions in the time of the Industrial Revolution</p> <p>-look at how the inventions have changed over time and if they have improved or not</p> <p>Recording: to produce a poster which shows 2 or 3 inventions from the time of the IR and how these inventions have changed and/or improved</p>	<p><u>WALT:</u></p> <p><u>WILF:</u></p> <p>-</p> <p>-</p> <p>-</p> <p>Lesson</p> <p>Recording:</p>

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Assessment: prior knowledge, work in books, fact files

Key Vocabulary: artefact, source, history, chronology, industry, change