

Our Intent is: To support our children's knowledge and understanding of the process of change by stimulating enquiry into the question, "How our lives have been shaped by past events?" and their place within time.



Forton Primary School

History

Clougha Class
Autumn 1
Year A

N.C. LINKS:

Pupils should be taught about:
A local history study.

Etymology - From early 15c. as "a cyclical reoccurrence, recurrent changes or events" (in reference to seasons, etc.), also "the revolving of a wheel." It is attested by 1660s as "action on the part of an object or person of turning round or moving round a point."

The sense of "an instance of great change in affairs" is recorded from mid-15c.

Vocabulary:



What became of the Quarry Bank Mill Apprentices? By Keith Robinson

Subject Specific

Chronological Understanding

Knowledge and Interpretation

Historical Enquiry

Key Concept: CHILDHOOD/TRADE
The Cotton Industry – Quarry Bank Mill and the Apprentices

**Key Questions: Why were children made to work in cotton mills?
What were working conditions like for child apprentices?**

Industrial Revolution, Britain, factories, factory

BCE, Before Common Era, CE Common Era, AD, Anno Dominates,

Influence, important figures, influence, artefacts,

Archaeologists, understand, past, sources, period, research, first

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<p>Unit Overview: The life of an apprentice in a mill. Why would they work there? What were the benefits/dangers? Cotton Industry in Lancashire and the inventions that helped the industrial revolution.</p>	<p>system, cotton, Cotton Industry, Quarry Bank Mill, cotton mill, child apprentice, slavery, labour, rural, urban, urbanisation, city, electricity, machines, power loom, spinning jenny, front runners, population, transport, migration, poverty, steam engine, railway, Victorian.</p>	<p>order, ancient chronological order, timeline,</p>	<p>legacy, effects archaeologist,</p>	<p>hand evidence, historian, second hand evidence, similarities, differences, century</p>
<p>Chronological Context:</p> <p>Tudors – 1465 – 1603</p> <p>Stuarts – 1603 – 1714</p> <p>Georgian – 1714 – 1837</p> <p>Victorian – 1837 – 1901</p> <p>Edwardian – 1901 - 1910</p>				
<p>. New Knowledge Progression:</p>	<p>Building on Prior learning KS1: Understand what a significant person in history is.</p>	<p>Building on Prior learning when B follow A:</p>		

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- Children will learn about The Industrial Revolution and Cotton Industry, and how it helped change Britain.
- Learn about the life of a child apprentice working in a cotton mill factory.
- Understand how working conditions were poor and the dangers involved. Know why children were chosen to work.
- They will learn about the different machines that were invented during this period and how they were used.

Sequence events that happened during Learie Constantine's life.
Explain the impact Learie Constantine had on Black History.
Understand where Learie Constantine fits into the chronology of history.

- Children will learn about what life was like in Lancashire during the Cotton Industry.
- Know about the cotton famines and the impact it had on people.
- They will learn where cotton comes from and how it fits in with the transatlantic slave trade.
- Understand what happened during the transatlantic slave trade.

Key Skills (Disciplinary)

Chronology

- Use some dates and historical terms when ordering events and objects.
- Explore trends and changes over time.
- Use dates and historical terms when ordering events and objects.
- Identify where people and events fit into a chronological framework.
- Explore links and contrasts within and across different periods of time.

Events, people and changes

- Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.

Interpretation, Enquiry and Using Sources

- Use sources to address historically valid questions.
- Recognise that our knowledge of the past is constructed from different sources of evidence.

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- Recognise how sources of evidence are used to make historical claims.
- Identify historically significant people and events in different situations

Communication

- Discuss some historical events, issues, connections and changes.
- Select and organise historical information to present in a range of ways.
- Use relevant historical terms and vocabulary linked to chronology.
- Discuss significant aspects of, and connections between, different historical events.
- Select and organise relevant historical information to present in a range of ways.
- Use relevant and appropriate historical terms and vocabulary linked to chronology.

Sequence of Lessons:

1. LO – To explore what changed in the Industrial Revolution
2. LO – To make a timeline to show what happened during The Cotton Industry.
3. LO – To understand about the working conditions in factories.
4. LO – To know about the different inventions created during The Industrial Revolution.
5. LO – To use historical sources to tell us about working conditions for child apprentices.
6. LO – To write in the role of a child apprentice.

Enhancements: Quarry Bank Mill

End of Unit Outcome: Write a diary in the role of a child apprentice. Explain what it was like to work in a cotton mill factory.

Oral Assessment:

Why were children made to work in cotton mills?

What were working conditions like for child apprentices?

What changed in the Industrial Revolution?

What were the working conditions in factories?

What were some of the different inventions created during The Industrial Revolution?

What do historical resources tell us about working conditions for child apprentices?

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