

The Industrial Revolution

Year 5

Key end points of the 'Industrial Revolution' unit are:

- To know that 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.
- To understand the Industrial Revolution had an enormous impact on British society, changing many people's way of life.
- To understand the significance of cotton spinning moving from being a hand craft, to being mechanised.
- To understand why coal and iron were so important for the Industrial Revolution.
- To know that there was a surge in child labour during the Industrial Revolution.

This unit builds on chronologically from children's knowledge of both the French Revolution and the Transatlantic Slave Trade. During the 'Transatlantic Slave Trade' unit, the children learned how Britain imported and exported goods at this time. When the children learn about the significance of cotton during the Industrial Revolution, they will understand that much of the cotton used in Britain had been imported from America and India, and often grown by enslaved workers. This unit also requires children to retrieve prior learning from geography, and apply previously taught vocabulary such as 'towns', 'cities', 'urban', 'rural' and 'agriculture'.

During this unit, the children will look at the similarities and differences between the impact that the Industrial Revolution had on the lives of the rich and the poor; a theme that has been explored across the curriculum, (e.g., looking at the lives of the rich and poor during Ancient Egypt)

Teachers must emphasise that the Industrial Revolution had a transformative effect not just on Britain, but the world. However, the Industrial Revolution is of particular interest to Britain, as it was in Britain that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. The children will learn that through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. During this unit, we will focus in on the role that the iron and textile industries played in the Industrial Revolution, as well as the development of the steam engine and steam train.

The children will not only learn about the economic and technological benefits of the Industrial Revolution but will also explore the social context, with a focus on how life changed for those who began working in factories during this time. Teachers may wish to consider using local examples. For example, if there was a local factory, they could use primary or secondary sources related to their area instead. The unit will also discuss the lives of significant people who had an influential national (and even global) impact, such as Richard Arkwright, James Watt and George Stephenson.

In addition to looking in detail at the iron and textile industries, the children will look at the importance of the steam engine and the steam train. In one lesson they will discuss who

invented the steam engine and will see how engineers often build upon the ideas of others making it difficult for historians to accredit just one person with an invention.

This unit concludes by focusing in on the treatment of working children at this time. Throughout the curriculum, the children have learned about the lives of children in the past and in this unit, they will look at the lives of poor children during the 18th and 19th centuries. They will be given the opportunity to recall what they learned in this unit when they study the *History of Human Rights and Equality* in Year 6 and look at children's rights today. The children will learn that during the Industrial Revolution there was an increase in the need for child labour, and working conditions were very poor. Again, teachers may wish to consider using local sources during this lesson and learn about the lives of local children during this time. During the next unit on the *Victorians*, the children will build upon their understanding of what life was like for poor, young people at this time.

This unit will focus on the substantive concepts of **society**, **urbanisation** and **industrialisation**. The children will be given opportunities to look at similarities and differences and analyse the significance of the Industrial Revolution, not just on life at the time, but also its impact on life today.

Key substantive concepts covered in this unit are **society**, **urbanisation** and **industrialisation**.

Key disciplinary concepts covered in this unit are **sources & evidence** (e.g. analysing paintings of the Industrial landscape), **historical significance** (beginning to develop children's understanding that historians accredit significance to people, events and inventions e.g. the invention of the steam, engine) and **continuity & change** and **similarities and differences** (e.g. looking at how life changed as a result of the industrial revolution, and how that was the same/different for different groups in society).