

<u>Year Group: 5</u>	<u>Topic: History – Walsall and the Industrial Revolution.</u>	<u>Term: Summer 1</u>	<u>Main Focus: What impact did the Industrial Revolution have on Walsall?</u>
<u>Rationale For Topic</u> Within this topic, we learn about Walsall (our local town) and how this has changed over time. Learning about the time period 1750 – 1900, children will explain changes that took place with factories, machinery, transport, housing and population and understand why Walsall became an important industrial town due to its position on the map and transportation routes allowing for easy transport of goods. Children will be able to make links between past and present to see why their town is the way it is today and to understand the historical importance of many of our local landmarks.			
<u>Lesson Number</u>	<u>Learning Objective (s):</u>	<u>Success Criteria:</u>	<u>Brief outline / reasoning for sequence</u>
1	LO: To understand what the Industrial Revolution is.	- To know what Walsall was like before the Industrial Revolution - To know what Walsall was like after 1750 - To understand why Walsall became an important industrial town.	To start the unit, children will gain an understanding of what the Industrial Revolution is and learn about what life was like at this time (1750 – 1900) We will discuss key changes: machines, factories, transport, population in the Midlands area and begin to look more deeply at WHY Walsall became an important industrial town due to canal routes, coal mines and central position.
2	LO: To investigate the main industries in Walsall during the Industrial Revolution.	- I can explain which items were made as part of the leather industry. - I can describe what was made in the metal industry - I can recall Walsall's famous nickname 'The	In this lesson, children will begin to look more closely at the different kinds of items that were made during the Industrial Revolution in the Walsall area and learn why they were important at that time. Children will be given the opportunity to handle artefacts such as bridles, chains, bits and buckles and will research either the leather industry or the metal industry and create a fact file.

		Town of a Hundred Trades.'	
3	LO: To understand what work conditions were like in Walsall at this time.	- To explain what child labour was - To describe conditions in factories and workshops - To understand that health and safety regulations and worker's rights did not exist.	Children will learn about work conditions in factories and workshops during this time period and will begin to compare this to conditions now. BRITISH VALUES/PSHE link – worker's and children's rights. Children will use a range of different sources to find out about dangerous machinery, poor ventilation and child labour practices that was common place. Children will also learn about Sister Dora (a significant local figure) when health care/accidents/illness is discussed.
4	LO: To describe the mining industry.	- To understand the importance of coal. - To describe the conditions of a mine. - To explain how and why pit disasters occurred.	In this lesson, children will learn about the Coal Industry, understanding why coal was such a valuable and useful resource at the time and why and how it was mined and distributed. Children will explore the conditions of the mines, looking at mining disasters locally and why these occurred. Children will visit The Black Country Museum mine to gain a deeper understanding of mining.
5	LO: To explain how the Industrial Revolution changed Walsall.	- To know that public health was affected. - To understand population growth occurred. - To name some positive and negative changes to Walsall as a result of the Industrial Revolution.	Children will compare Victorian maps to modern ones looking at how housing has increased over time. Children will be given the opportunity to explore photographs of Walsall at different points across the years to identify changes that have happened. Children will discuss the positive and negative impact the industrial revolution had on our area and take part in a debate about whether or not it was a good or bad thing for Walsall.
6	LO: To understand how Walsall's industrial past still shapes the town today.	- To describe the leather industry in Walsall today. - I can name some buildings/workshops that	To end the unit, children will produce a fact sheet linking the present day Walsall to the past, showing how buildings, monuments, street names and other land marks have survived and developed over time.

		are still standing. - I can explain	LOCAL AREA WALK AS PART OF THIS UNIT TO VISIT THE INDUSTRIAL STONES IN BLOXWICH PARK.
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National Curriculum Links

- A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality: Walsall and the Industrial Revolution
- Choose reliable sources of information to find out about the past.
- Give some reasons (with evidence) for some important historical Events. (Cause and consequence)
- Describe similarities and differences between some people, events and artefacts studied
- Describe how historical events studied affect/influence life today. (Continuity and change)
- Make links between some of the features of past societies. (E.g. religion, houses, society, technology.)
- Describe the main changes in a period in history.
- Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.
- Give reasons why there may be different accounts of history.
- Understand that the type of information available depends on the period of time studied.
- Evaluate the usefulness of a variety of sources.
- Make comparisons between aspects of periods of history and the present day.
- Compare sources of information available for the study of different times in the past
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.
- Provide an account of a historical event based on more than one source.

- Present findings and communicate knowledge and understanding in different ways e.g. using different genres of writing, drawing, diagrams, data-handling,