<table>
<tr><td>LKS2.CA.T3</td><td colspan="3">Area of study: The industrial Revolution

Unit aims / outcome:
To understand how industry changed so rapidly and the significant impact this had on children, our local area and technological advances.</td></tr>
<tr><td colspan="4">History concepts to organise knowledge:
Chronology
Significance
Similarities and differences
Cause and consequence
Continuity and change</td></tr>
<tr><td colspan="4">Key strands of learning:
Working / living conditions
Industry
Transport
children</td></tr>
<tr><td colspan="2">Learning in Reception:</td><td>Tier 2</td><td>Tier 3</td></tr>
<tr><td colspan="2"></td><td><u>New</u>
Production

<u>Review - KS1</u>
Industry
factory
Transport
Significance</td><td><u>New</u>
revolution
Steam engine
Spinning wheel
Labour
Mass production
Locomotive
• "Loco" – from the Latin word locus, meaning "place".
• "Motivus" – from the Latin word movere, meaning "to move".

Including etymology

<u>Review</u></td></tr>
<tr><td>NC objective:</td><td colspan="3">Vocabulary and crucial knowledge:</td></tr>
<tr><td>A local history study – a study of an aspect of history dating from a period beyond 1066 that is significant in the locality</td><td colspan="3">Context of study:
The children's existing knowledge about the pottery industry, the role of coal, and the lives of children during the Industrial Revolution will serve as a foundation for their new learning. They already understand that Stoke-on-Trent, also known as The Potteries, was a significant contributor to the pottery industry. They also understand what factories were like and what it would have been like to have worked in them, especially for children. Through exploring significant individuals, like Josiah Wedgwood, the children understand the impact that innovators can have. (KS1.CA.T1)</td></tr>
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A significant turning point in British history	The children also have foundational knowledge around mining and the coal industry knowing that coal fired the kilns. This will allow the children to understand the impact that coal had on other industries and inventions, most notably the steam engine. Furthermore, having studied canals and their use for transporting goods, the children will build on this knowledge continuing to see its impact of the transportation of goods but also learn that more efficient methods were possible with new inventions, including the first locomotives. Similarly, the children are already familiar with the fact that many children worked in factories and mines in poor conditions and that Victorian reforms, such as the Factory Acts, improved their lives by limiting working hours and enhancing safety. They also know that, by the end of the Victorian era, education became more widely available, allowing more children to access learning opportunities. Having explored the significant role of Queen Victoria, children also have a foundational knowledge of how significant individuals can impact change. (KS1.CA.T2) This prior understanding lays the groundwork for exploring the human cost of industrial progress. **Chronology:** • 1712: First practical steam engine invented by Thomas Newcomen. • 1769: James Watt improves the steam engine, revolutionizing energy use. • 1780s: The pottery industry begins to thrive in Stoke-on-Trent (The Potteries). • 1814: George Stephenson developed a steam locomotive. • 1824: Josiah Wedgwood introduces mass production techniques in pottery. • 1833: Factory Act improves working conditions for children. • 1842: Mines Act bans women and children from working underground. **Crucial Knowledge:** I know that the word "industrial" refers to making goods in factories, and "revolution" means a big change, so the Industrial Revolution was a time of rapid change in manufacturing and technology. **The Pottery Industry and the Role of Coal:** • To know that The Potteries (Stoke-on-Trent) became the centre of pottery production during the Industrial Revolution. • To know that coal was essential in powering kilns for firing pottery, making mass production possible. • To know that pottery became an important export for Britain during this time. **Factories and Children: (review)** • To know that many children worked in factories and mines during the early Industrial Revolution, often in poor conditions. • To know that Victorian reforms helped improve children's lives, including education acts and child labour laws. • To know that schools became more widely available by the end of the Victorian era, allowing more children to learn. **Working Conditions and Improvements: (review)**

	• To know that factory work during the early Industrial Revolution was dangerous and involved long hours. • To know that children were often employed in factories and mines • To know that the Factory Acts (e.g., 1833) introduced laws to limit working hours for children and improve safety. • To know that the Mines Act (1842) stopped women and children from working underground. • To know that the Victorian era saw efforts to improve education and health, leading to better lives for children. Technological Innovations: • To know that the steam engine, invented by Thomas Newcomen in 1712 and improved by James Watt 1765, powered many industries. • To know that the steam engine was powered by coal and first used to pump water out of the mines. • To know that Watt's engine used less coal and became the key to powering factories and industries. • To know that innovations like the spinning jenny, power loom, and steam-powered machinery help transform manufacturing making it quicker and more efficient as well as making it cheaper to produce goods. • To know that canals and railways improved transportation of goods like pottery and coal. Steam Engines and Transport: • To know that steam engines were adapted to power trains and ships, transforming transport during the Industrial Revolution. • To know that steam-powered trains allowed goods like coal, pottery, and textiles to be transported quickly and cheaply across Britain. • To know that George Stephenson's locomotives, like "The Rocket," became famous for their speed and reliability. Historical Enquiry: • To know that historians study primary sources like factory records, letters, and photographs to understand the past. • To know that secondary sources, such as books and documentaries, help us analyse events like the Industrial Revolution. • To know that art, like L.S. Lowry's paintings, provides insight into the lives of workers and the impact of industrialization. • To know that differing perspectives exist about the Industrial Revolution, especially on its impact on workers and children.