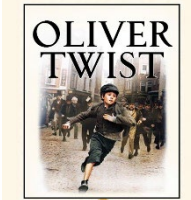

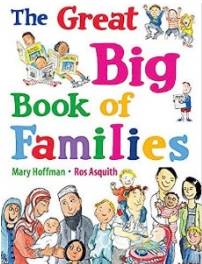
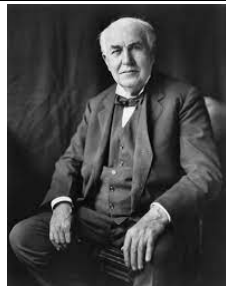



# Unit Plan: What was life like for a Child in the Industrial Revolution? (7 weeks)

## Rationale

- Pupils start the unit learning about their own and other's heritage. This is to develop their understanding of community and British values and builds on last year's learning. Pupils are expected to present their heritage to the class to develop their oracy skills and confidence.
- Pupils learn about the Industrial Revolution because it is one of the major reasons for why our world functions the way it does today. The enormous changes in industry had major ripple effects in the economy, society, geography, health and culture.
- This unit builds on the pupils prior learning of the Victorians (Y2) and What Makes Britain Beautiful (Y3). After this unit, Pupils learn about South America and the affects of global warming and deforestation. (Y4 Autumn 2)
- Within the unit, they look at the meaning of symbols across different religions which fosters respect and tolerance.
- The unit is brought to life through art, D and T, music, enrichment opportunities and real-life experience to engage all learners.

Core Texts	Key Figures		Enrichment	
 <p>Charles Dickens</p>  	 <p>Thomas Edison</p>	 <p>L.S Lowry</p>	<ul style="list-style-type: none"> <li>• Visit to Quorn Village- Geography fieldwork.</li> <li>• Culture day- Foods from our class cultures</li> </ul>	
			<h3>Written outcomes</h3>	
			<ul style="list-style-type: none"> <li>• Setting Description</li> <li>• Character Description</li> <li>• Diary Entry</li> <li>• Science Study</li> <li>•</li> </ul>	
Science unit	RE unit	Oracy	Cross curricular Links	
<ul style="list-style-type: none"> <li>• Electricity</li> <li>• Science Study- Thomas Edison</li> </ul>	<ul style="list-style-type: none"> <li>• Can we find the meaning in symbols?</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage presentation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• History</li> <li>• D and T</li> <li>• ART</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>•</li> </ul>

## Lesson Sequencing

### Unit Sequence of Lessons: What was life like for a Child during the Industrial Revolution? (7 Weeks)

Lesson	Learning Challenge	Outcome	Adaptive teaching	Flashbacks
1.	Can I rehearse my presentation? Can I present with confidence?	Teacher to model heritage. Speed dating Provide sentence stems/ script Questions Some pupils who are ready to present	Supported by LSA to work on presentation script. Could they create a scaffold.	Mini quiz about the meet the teacher sheet.
2. Geography	Can I understand what heritage is? Can I explore where my family originates from?	Map of the world - add pictures Passport with real photos of pupil Circle time	Scaffolded	What can they remember from last year?
3. History/ PSHE	Can I create my own family tree?	Read The Big book of families book Make a family tree - HA cousins, aunty, uncle, ect. Provide head and shoulders for pupils who struggle Challenge; Who is your favourite family member and why? Who are you most like and why?	Scaffolded family tree to complete.	Who is in your family?
4. Art	Can I describe what I look like? Can I practise drawing my facial features? Can I practise a self-portrait? Can I create a self-portrait?	Stick a photo of them in Annotate the photo - black hair, green eyes ect.. Model face annotation for yourself. Uses the colouring pencils to show which colours to use of each part. Use the colour pencils to show colours used.	Word bank for face	What art have you done so far at Fosse? Which was your favourite? What pieces of art have they seen?
5. RE	Can I explore the religious make up of our class?	Class polling session - e.g Do you pray? Do you celebrate a festival? Do you go to weddings? Have each table set up with religious artefacts and a spokesperson to talk about their	Scaffold for the sentence what does my religion mean to me?	Places of worship match to religions.

		<p>religion. Carousel around the tables.</p> <p>Tweet pictures</p> <p>Pictogram and pictures in floor book.</p> <p>Record data.</p> <p>What does my religion mean to me?</p>		
6.	Can I explore different cultures?	<p>Learn about the classes cultures through food.</p> <p>Different food and match to the flags on cocktail sticks.</p> <p>Try the foods.</p> <p>Which did they like and why? Is it similar or different.</p> <p>Grid to complete of features and whether they like or dislike it.</p> <p>Twitter photos.</p>	Word bank - sour, sweet, crunchy, spicy,	Identify countries on a world map.
7.	Can I make a class book? Read along came a different.	<p>Picture of each child on a page</p> <p>Mini biography about them</p> <p>Sentence stems or questions provided</p> <p>Name, place of birth, my family come from, my religion,</p>	Scaffold - fill in the blanks about me.	What have you learnt about yourself this week?
8. Geography	Can I describe where I live? Street<town/village<county<city<country<continent<planet?	<p>Teaching the language - making a vocAPPulary for key words.</p> <p>Continent, country, county, city, village, hamlet. Draw an image and write an explanation.</p> <p>Misconception - Europe is the continent</p> <p>Use the globe!</p> <p>Stapled circles or big circle. - no lumps.</p>	Matching activity. Make big VocAPPulary .	Can I understand that U.K is made up 4 countries? (recap as a starter)
9. Geography	Can I locate major British cities on a map?	<p>Features of a city e.g Leicester</p> <p>What makes a city a city?</p> <p>Atlas/ maps to locate major cities and plot them on a map of Britain.</p> <p>Pictures of major cities.</p> <p>Use research - What is the largest city? Most populated city?</p>	Big map of UK with dots unnamed. Match the cities to the dots and discuss each place. Have a laptop and use google images to look at	What can you remember from visiting Leicester City Centre?

		Smallest? Interesting fact about Leicester. Choose a city you have visited.	each city and discuss - busy, tall buildings.	
10. Geography	Can I carry out a fieldwork study of a village? (Quorn)	Collect data on buildings and public spaces in a village. E.g pubs, library, post office, newsagent, school, restaurant, takeaways, café, parks, shops, house types?	n/a	Trip
11. Geography	Can I write up my fieldwork?	Create a DPS with a tally chart, bar What did you want to find out? What did you do? Pictures Tally chart Graph How is a village different from a city? Where would you rather live? Why?	Scaffolded e.g premade bar graph - group DPS.	What can you remember about the trip to Quorn?
12. History	Can I understand what life was like before the Industrial Revolution? Can I understand what the Industrial Revolution was?	Starter: spot the difference discussion Teach: Teach what it was like before -videos What is the industrial revolution Double page - annotate photos to show what it was like before and then after. Challenge: Write a paragraph comparing the 2. Sentence stem for comparing - before it was ..... whereas after..... it was ....	Group outcome.	What can you remember about the Victorians?
13. History	Can I name some major events in the Industrial Revolution? Can I understand the importance of the Industrial Revolution?	Whole class timeline of history and where IR fits. Oracy - give children key events and ask them to have a go at ordering first.	Group outcome.	Chronology Put in order the topics they have previously learnt about.

		Then give dates and plot events on timeline. Challenge: research one of events in more detail - be the expert for the rest of the class. Make a little fact card that can be copied for everyone.		Romans, Stone Age, Bronze, Iron, Victorians, Dinosaurs.
14. History	Can I research what life was like for a child during the Industrial Revolution? (work, school, home, clothes, leisure)	Double page with child in the middle and premade boxes for pupils to complete. Bullet point the facts	Group outcome. Word banks and sentence starters.	What was life like for a Stone Age child? Om
15. History	Can I compare life in London for a child now and in the 1830s?	Comparative text in topic books Double-page spread Image of them in idle with the same boxes. Use comparative language. During the IR children went to work in factories <b>whereas</b> now children do not work. Children have rights and can not work until they are 13.	Group outcome and LSA support with using sentence stems.	What was life like for a Roman child? Camilla
16. Geography	Can I understand the importance of the River Thames during the Industrial Revolution?	Bloom's questions	Group answers	Match the natural disaster description to the disaster.
17. Art	Can I appraise and analyse the work of L.S Lowry? Can I practise the skills? Can I create a Victorian townscape similar to L. S. Lowry?	Townscape in the style of L. S. Lowry	n/a	Primary colours and secondary colours. How to make them?
18. Science 19. Science	Can I identify common appliances that run on electricity? Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? Can I identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? Can I recognise some common conductors and insulators and associate metals with being good conductors?	Name things that need electricity. Sort pictures run on electricity and not.  Conduction experiment Write up findings Circuit experiments Write up findings	Group experiment.	Part of a plant  Magnets  Rocks
20. Science	Can I research a given scientist and understand the importance of the scientific work? Thomas Edison	Look at the invention of the light bulb. What came before. What did	Group outcome.	Mary Anning

		<p>Thomas Edison do and how? What came next. Predict what comes after.</p> <p>Big Book of science ideas.</p>		
<p>21. D&amp;T</p>	<p>Can I design a night-light?  Can I make different types of windows?  Can I use my knowledge of electrical circuits to create a night-light?</p>	<p>Abbey Pumping Station are creating an Industrial Revolution display city. They need 60 terrace houses with working lights that can be turned on and off by a switch. They need to look like houses and factories from 1830. They need to have windows that can open and close as well as ones that let in limited light.</p> <p>Explore night lights  Look at factories/houses as inspiration  Use cereal boxes.  Practise making windows and cut outs  Make a circuit  Night-light circuit</p>	<p>n/a</p>	<p>Catapult.</p>