



Subject: History	Year group: 4 Term: Summer	Title: The Industrial Revolution
What should I already know? • I should understand why different versions of history exist • I should know that our knowledge of the past is constructed from a range of sources • I should know that there is a link between economic and social history • I should understand why there are contrasting arguments and interpretations of the past	Facts I will learn: • I will learn that clothes are now made of cotton and polyester and 90% of the time made abroad • I will learn during the industrial revolution (IR), clothes were made out of cotton and produced locally in mills • I will learn the IR massively changed the landscape of Britain – making more people move to cities for work • I will learn how housing and working conditions were tough for the workers • I will learn children had to work too • I will learn the cotton actually came from America and Africa and that this was part of the Trans-Atlantic Slave Trade	Key questions: • Where do our clothes come from in the present and the past? • How did the landscape and population change for the people of Lancashire? • What was life like for the cotton factory workers? • How did the cotton famine affect the people of Lancashire? • Where did the cotton come from? Who was involved and what was their life like? • How significant was the Lancashire Cotton Industry for the people of Lancashire and beyond?

Key Skills: • To make a timeline showing different historical periods, key events or lives of significant people • To make inferences and deductions from sources of information • To identify primary and secondary sources • To construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms	Experiences that school will provide: A trip to Queen Street Mill 	<table><tr><th>Key vocab</th><th>Definition</th></tr><tr><td>rural</td><td>Relating to the country, country people or life, or agriculture</td></tr><tr><td>urban</td><td>Areas where many people live and work, resulting in very dense development.</td></tr><tr><td>revolution</td><td>A sudden change in government. It usually starts in violence and rebellion</td></tr><tr><td>industry</td><td>A group of businesses that make or sell similar products or perform similar services.</td></tr><tr><td>population</td><td>the whole number of people living in a country, city, or area</td></tr><tr><td>census</td><td>a count of the people who live in a country and information on them</td></tr><tr><td>transatlantic</td><td>crossing or being beyond the Atlantic Ocean</td></tr></table>		Key vocab	Definition	rural	Relating to the country, country people or life, or agriculture	urban	Areas where many people live and work, resulting in very dense development.	revolution	A sudden change in government. It usually starts in violence and rebellion	industry	A group of businesses that make or sell similar products or perform similar services.	population	the whole number of people living in a country, city, or area	census	a count of the people who live in a country and information on them	transatlantic	crossing or being beyond the Atlantic Ocean
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Web links: https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4 https://kids.britannica.com/kids/article/Industrial-Revolution/353290	Experiences that could be provided at home: • Can you go for a big walk around Burnley and take some pictures of any mills you can still see? Maybe you could have a go at drawing them! • Maybe you could take a visit to Helmshore Museum?																		