

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic	Year Group	Term	Time Allocation
History	Why is the Black Country called the Black Country?	Year 2	Summer 1	12+ hours
End of Key Stage objectives:	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • Identify where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Recognise significant historical events, people and places in their own locality 			
End of unit objectives:	<ul style="list-style-type: none"> • I can talk about the key features of Bilston • I can compare images of Bilston now and then • I can sequence the key events of the start of the Industrial Revolution • I can talk about the significance of the 'Black Country' • I can explain why the Midlands was at the heart of the Industrial Revolution • I can explain how the invention of the steam engine prompted change for industry • I can explain how coal was used to power industry 			

- I can talk about the life of a coal miner
- I can talk about some of the key products of Black Country industry including metal works and glass with reference to local business owners.
- I can draw on my prior knowledge of transport to talk about how goods were distributed from the Black Country
- I can explain what it was like to be a child in the Industrial Revolution.

Visit to Black Country Museum as part of this unit

Lesson Sequence	Time Allocation	Key Question	Teaching Activities	Resources
Lesson 1	1 hour	Where do we live? Key Vocabulary: Past, Present, Rural, Urban, Modern, Landmarks	Where do we live? Locate on a map of the UK. What is Bilston like? Is it an urban or rural setting? How do we know? Explore a range of pictures of modern day Bilston. Children will describe what they can see. Which do they think are present day photos? Do they recognise any of the landmarks? Which are from the past? How do we know? How do we know that Bilston is a town? How does it compare to a rural setting? Children to use a range of modern day photos of Bilston to create a poster or leaflet about it, identifying key landmarks.	Range of pictures of modern day Bilston
Lesson 2	1 hour	What did Bilston look like in the past? Key Vocabulary: Rural, Urban, Past, Present, Landmarks	Consolidate what children learned about Bilston in the previous lesson. Explain that Bilston has a lot of history. It hasn't always looked the way it does today. Show children a selection of pictures of Bilston in the past (including more rural images). What does it look like? How does it compare to Bilston now? What do children notice about the roads? <i>Lack of cars</i> Are there any landmarks that still exist today? Children could compare Bilston past and present, sorting pictures and describing how it is different now to the past.	Range of pictures of Bilston in the past. Sorting activity – past and present Bilston

Lesson 3	1 hour	<p>What was the Industrial Revolution?</p> <p>Key Vocabulary:</p> <p>Rural, Factories, Power, Machines, Production, Industrialised</p>	<p>Explain to the children that we are going to be finding out about the time when Bilston and the local area changed completely. It is known as the Industrial Revolution.</p> <p>Before the 1700s, much of Britain was rural – people worked the land to provide food and produce. Work was done by hand. The invention of the steam engine meant that machinery could do the job of many men, making production much more efficient.</p> <p>Watch the short video INDUSTRIAL REVOLUTION Educational Video for Kids. - YouTube</p> <p>Use a simple timeline to explain to children how Britain changed from before the Industrial Revolution to after.</p> <ul style="list-style-type: none"> ➤ Rural – houses spread out, people worked on the land to grow for themselves or to grow and make produce to sell, small workshops, shops/market stalls, local production. ➤ Adaptation of the steam engine by James Watts – steam engines could power machinery to do the work of many men in a shorter time meaning production was increased. ➤ Small workshops were replaced by much larger factories. ➤ Steam engines were powered by coal, which is found under ground (children will have prior knowledge of this from their topic on transport in Year 1). People worked in coal mines to get the coal to power the engines. ➤ People moved into the area to work in the factories in order to earn money. People didn't have money like we have today, if you didn't work, you didn't eat. ➤ More houses needed to be built to accommodate the workers. ➤ Bilston and the local area changed from being a largely rural setting to being industrialised. <p>Children will have a range of pictures to sequence chronologically to tell the story of the start of the Industrial Revolution, adding captions to explain each picture.</p>	<p>INDUSTRIAL REVOLUTION Educational Video for Kids. - YouTube</p> <p>Pictures to sequence chronologically</p>
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Lesson 4	1 hour	<p>Why are we called the Black Country?</p> <p>Key Vocabulary:</p> <p>Chronological, Industrialised, Steam Engines, Smoke, Factories</p>	<p>Consolidate work done on the Industrial Revolution in the previous lesson – can children sequence pictures and recount key events chronologically?</p> <p>Explain that Bilston is part of the Black Country, have children heard this before?</p> <p>What do children think it means? Explain that it relates to the history of industry that we learned about last time and it's effects within the local area.</p> <p>Show children a range of pictures of Bilston and the local area during the Industrial Revolution – what can they see? What does the sky look like? What buildings can they see?</p> <p>Draw on previous learning - What powered the steam engines in the factories? <i>Coal</i>. Can children recall when they went on a Steam train in Reception? What could they see/smell from the engine? <i>Thick black smoke</i> Ask children to imagine that there are hundreds of those steam engines running in factories every day. What would the air be like? Explain that people would blow their noses and there would be black on the handkerchief from the smoke.</p> <p>Children will have a picture of Bilston covered in smog from the factories – can they describe the setting using their senses? What can they see (or not see), smell, taste, feel, hear?</p>	<p>Pictures to sequence chronologically</p> <p>Lump of coal (there is some in Reception)</p> <p>Pictures of Bilston during the Industrial Revolution</p>
Lesson 5	1 hour	<p>Why was the Midlands such an important part of the Industrial Revolution?</p> <p>What is the significance of the Black Country flag?</p>	<p>Consolidate prior learning – what was the Industrial Revolution? Why is the Black Country called the Black Country? Use pictures to prompt children's responses.</p> <p>The Midlands became the heart of the Industrial Revolution and it completely changed Bilston and the local area. It brought in lots of job opportunities for local people and therefore money. It also meant that a lot of people moved into the area, making it much busier, with more houses being built.</p>	Flag template

		<p>Key Vocabulary: Jobs, Money, Factories, Heritage, Landscape, Landmarks</p>	<p>Look at a map of the UK – why do children think that the Midlands was such an important part of the Industrial Revolution? Why do children think that a lot of the factories were built here?</p> <p>Show children the flag of the Black Country – what can children see? What do they think the different parts mean?</p> <p><i>The flag features a chain to represent the manufacturing heritage of the area whilst the upright triangular shape in the background recalls the iconic glass cones and iron furnaces that featured in the architectural landscape of the area.</i></p> <p>What else could the flag contain? – What key features/landmarks are there in the local area that the flag could show?</p> <p>Children to design their own flag of the Black Country containing landmarks/aspects that they think are important.</p>	
Lesson 6	1 hour	<p>Why were steam engines important?</p> <p>Key Vocabulary: Engine, Power, Efficient, Industry, Revolution, Invention</p>	<p>Consolidate prior learning - why is the Black Country called the Black Country? What happened to the Midlands during the Industrial Revolution? Why was the Midlands such an important part of the Industrial Revolution?</p> <p>How did steam engines impact on the way that things were made? Watch this video: The impact of the steam engine Physics - The Genius of Invention - YouTube It's intended for an older audience but the graphics and information are accessible to the children with some additional narration by the teacher.</p> <p>Children could create a short explanation text about how a steam engine works and how this impacts on production. Subheadings and pictures to support.</p>	<p>The impact of the steam engine Physics - The Genius of Invention - YouTube</p> <p>Pictures from the video to use within an explanation text</p>
Lesson 7	1 hour	<p>Where did coal come from?</p> <p>Key Vocabulary:</p>	<p>What do children know about the steam engine? How did the adaptation of the steam engine make production more efficient? What was it like to live in Bilston during the Industrial Revolution?</p> <p>Why was the air black? Show children a lump of coal (children will have prior experience of this). Where did coal come from? Why was it such an important part of the Industrial Revolution?</p>	<p>Coal</p> <p>Pictures of the coal mines</p> <p>Watch A Day in the Life of a Coal Miner online - BFI Player</p>

		Production, Efficient, Mines, Miner, Industry	<p>Explain that coal comes from beneath the ground and in order to extract it to power the steam engines, coal mines were set up. Show children a selection of pictures of coal mines from the around the time of the Industrial Revolution. What was it like to be a coal miner?</p> <p>Watch the short film ‘A Day in the Life of a Coal Miner’: Watch A Day in the Life of a Coal Miner online - BFI Player Teacher may need to skip through some parts as it is quite a long film, teacher to stop and discuss different scenes with the children. Make a note of the key parts – these might be useful for the task next lesson.</p> <p>Think about the pros and cons of being a coal miner: <i>money/plenty of work/doing a valuable job/dangerous/long hours/poor conditions/hard work/poor health...</i></p>	
Lesson 8	1 hour	<p>Who were the coal miners?</p> <p>Key Vocabulary: Production, Mines, Miner, Industry, Sorting, Workers</p>	<p>Using extracts or stills from the film ‘A Day in the Life of a Coal Miner’, discuss ‘Who were the coal miners?’</p> <p>Think about the role of men, women and children in the extraction of coal. Would certain people be given specific roles? <i>Who would do the heavy work? Who would do the sorting? Would all women work? Why weren’t the children at school? What role did they play in the coal extraction?</i></p> <p>Ask children to imagine that they are a coal miner. What was it like? Explain that children will write a diary entry about a day in the coal mine. Sentence starters could help children to order their ideas.</p>	<p>Stills from ‘A Day in the Life of a Coal Miner’</p> <p>Sentence starters</p>
Lesson 9	1 hour	<p>What were the products of the Industrial Revolution?</p> <p>Key Vocabulary:</p>	<p>What have we learned so far? What was the Industrial Revolution? How did it change the local area? Which invention sparked the change in industry? How were the steam engines powered? What was it like to be a coal miner?</p> <p>Explain to the children that lots of different things were made in factories around the Black Country. It is particularly known for it’s production of glass.</p>	

		<p>Change, Power, Production, Business, employees</p>	<p>Meet Thomas Webb, founder of Thomas Webb and Sons Glassworks.</p> <p>How was glass made? Who would work in the Glassworks? What were the working conditions like? How was coal used in the production of glass? What was glass used for? Who would buy glass? Why did it become such a lucrative business?</p> <p>Children could imagine that they were one of the employees at Thomas Webb and Sons Glassworks and create an explanation text about how glass was made.</p>	
Lesson 10	1 hour	<p>Who was Joseph Sankey?</p> <p>Key Vocabulary: Bilstonian, Owner, Business, Factories, Products, Metal</p>	<p>Last lesson, we learned about glass as one of the most famous products from the Black Country. The Black Country was also renowned for its metal works.</p> <p>Where does metal come from? How was it used during the Industrial Revolution? Why was it such an important industry? Without the production of metal products, many parts of the Industrial Revolution wouldn't have happened – metal parts for the machinery and engines, chains for use on railways, in factories and mines...</p> <p>Meet Joseph Sankey, owner of Sankey's. Sankey was a Bilstonian, he began his work in metalworks in Bilston and his factory remained in Bilston until the 1980s. Morrisons now stands where Sankey's factory once stood. There are still parts of Sankey's business in other parts of the city.</p> <p>Share with children some of the posters used to advertise Sankey's metal products. What did they create in the factories? Who would the products be aimed at? Why was it such an important business?</p>	<p>Joseph Sankey (historywebsite.co.uk)</p>

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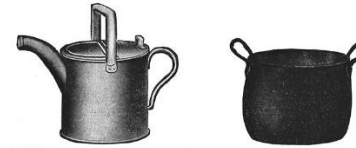
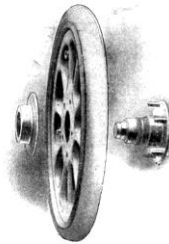
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What do we use metal for today? Where does the metal come from?

Children could interview Joseph Sankey, thinking about what they would like to know about him and metal works in the Black Country.

Lesson 11	1 hour	<p>How were products transported around the UK?</p> <p>Key Vocabulary: Canal, Network, Goods, Transport, Pollution, Distribution</p>	<p>Consolidate prior learning – How did the Industrial Revolution change the Midlands? What were some of the key products associated with the Black Country?</p> <p>How do we move products around the country/world now? At the time of the Industrial Revolution, there wasn't global trade like there is today. Products were made in England and most in the local area – lots of the products we buy now come from all around the world – why?</p> <p>Nowadays, usually goods are transported around the country by road, why wasn't this the case during the Industrial Revolution? <i>Children will have prior knowledge of the history of transport from Year 1.</i> How would they have transported goods in the past?</p> <p>Show children a map of the canal network around the Black Country. Explain that canals were crucial to the movement of goods during the Industrial Revolution.</p> <p>Show children a selection of pictures of the canals being used to transport goods including 'leggers' where people would push the barges through tunnels along the canals. Encourage children to talk about what they can see in the pictures, drawing on prior knowledge from this topic.</p> <p>What other forms of transport would have been popular during the Industrial Revolution?</p> <p>Show children a picture of a steam train transporting goods. Encourage children to draw on prior experience (from EYFS visit on a steam train). How were steam trains different to modern day trains? How do they work? How did steam trains contribute to the pollution of the Black Country? Why were they such an important part of the distribution of goods made in the Black Country?</p> <p>Children could write an information text about the distribution of goods via canals and railway.</p>	<p>Map of the canal and rail network around the Black Country</p> <p>Pictures of canal boats and steam trains being used to transport goods during the Industrial Revolution</p>
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Lesson 12	1 hour	<p>What was it like for children in the Industrial Revolution?</p> <p>Key Vocabulary: Workers, Labour, Orphans, Impact, Legislation, Conditions</p>	<p>The final part of our learning about the Industrial Revolution and the Black Country is about children.</p> <p><i>Children in the Industrial Revolution</i></p> <p><i>Life was tough for children during the Industrial Revolution. They proved popular because their labour was cheap, and they could also be used to reach hard-to-reach places. The problem was that, with no means of affording education or sometimes even feed them, many parents had no choice but to have to send their children to work in the factories, mines and mills.</i></p> <p><i>As there was such a great demand for labour in the cities, many families migrated from the countryside to the newly industrialised cities to find work. Factories were willing to hire children, who were often seen as a source of cheap labour. This provided families with an invaluable source of extra income, but child labour brought with it a whole range of health risks. Children were not treated well, overworked, underpaid and it took many years before the Government stepped in to improve working conditions for children.</i></p> <p><i>Children could typically work for 14 hours a day in factories, often with few or no breaks. Children were also paid only a fraction of what an adult would get, and sometimes factory owners would get away with paying them nothing. Orphans were most likely to be the victim of this sort of exploitation. Factory owners would justify not paying the children because they gave them shelter, food and clothing - even though these were always substandard.</i></p> <p><i>Of course, factories and mills were dangerous and frightening environments for children. Child workers experienced exhaustion and suffered with sickness and headaches caused by the noise, heat and dust in the factories.</i></p> <p><i>“And when all the machines went on ... I was petrified... absolutely petrified... I felt I were going to collapse where I was. I were only thirteen of course.” Child worker at Bradford Mill.</i></p>	
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