



Prior Knowledge:	New Sticky Knowledge: By the end of this unit, the children will be able to describe what the industrial revolution was, how it affected people who lived during it and how it can be seen as a catalyst for globalisation. Children will also be able to describe a modern industrial revolution and describe the environmental impacts of industrialisation.
Key Texts:	Key Vocabulary: Industrial revolution, Globalisation, industrialisation, Rural-to-urban migration

The Learning Journey
Society
How have innovators and inventors changed the world?

Question - the knowledge and understanding you want the children to acquire	Subject area - which subject/s will best answer this question?	Learning Intention	Lesson Content - what the children do during the lessons to develop the skill – what is produced at the end	Assessment – how will assessment of the lesson take place Next steps if needed?
What was the industrial revolution?	History Geography	Children can describe key features of the Victorian industrial revolution. Children can describe key inventions of the industrial revolution. Children can describe how the landscape was changed by industrialisation.	Children will investigate the things which were invented during the Victorian IR. We will then look at how manufacturing moved from houses to factories and how people moved from the countryside to the cities. We will look at how this industrialisation process changed the landscape.	I can name an invention from the Victorian IR. I can describe what happened during the Victorian IR.
How did the British industrial revolution lead to globalisation?	History Geography	Children will be able to say what globalisation means and describe how the IR may have started the process.	Continuing on from our last lesson we will investigate the trading that took place as a result of the IR. We will look at the term Globalisation and discuss what this means.	I can define globalisation =.
How did the industrial revolution affect the lives of people in Britain?	History	Children can describe how a person's life may have changed as a result of the IR. Children will be able to describe what it was like to work in a factory during the Victorian IR.	We will look at the conditions in Victorian factories (working hours etc). Children will use case studies of children and adults and think about how their lives changed as a result of the IR. We will discuss the labour laws which came into place which prevented children working in factories.	I can describe one impact of the Victorian IR on people.

Year 3 and 4: Fox Class

Autumn Term 2: How have innovators and inventors changed the world?



<p>I can describe a modern industrial revolution.</p>	<p>Geography</p>	<p>Children will be able to describe some changes to the Xintang area.</p> <p>Children will be able to think about how people have been affected.</p> <p>Children will start to form an idea of the environmental impact of industrialisation.</p>	<p>We will look at Xintang as a case study of rapid industrialisation. We will look at how the land use has changed and how people in the local area have been affected. We will also start looking at the environmental impact of industrialisation.</p>	<p>I can describe what happened in Xintang, in terms of industrialisation.</p>
<p>I can evaluate the environmental impact of industrialisation.</p>	<p>Geography</p>	<p>Children can form an opinion of whether IR is overall a good thing or a bad thing.</p>	<p>We will look at the land use change in an area of the UK during the IR and Xintang. We will compare what happened in both case studies and look into the environmental impacts of both instances of industrialisation. We will look at the benefits of IR compared to the negative impacts in both instances and decide whether they outweigh the environmental impacts.</p>	<p>I can form an opinion of whether industrialisation is a good thing.</p>