

Year 5- What kinds of change did the Industrial Revolution bring about?

<p>Week 1 What caused the industrial revolution and how did it change life in Britain?</p> <p>Can I use dates in my historical work?</p> <p>Can I make comparisons between historical periods, explaining why things changed?</p>	<p>Week 2? What was the industrial revolution and how did it positively influence people's lives?</p> <p>Can I describe historical events in the past?</p>	<p>Week 3 Why was Shropshire the heart of the industrial revolution in Britain?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today?</p> <p>Can I appreciate how historical artefacts help us understand the past?</p>	<p>Week 4 What was the negative impact of the Industrial Revolution?</p> <p>Can I make comparisons explaining why some things have changed and somethings have stayed the same?</p>	<p>Week 5 What brought about the end of the workhouses?</p> <p>Can I research the life of someone who had a great influence in Britain?</p>	<p>Week 6 How does the modern day industrial revolution mirror Victorian Britain?</p> <p>Can I make comparisons between historical periods, explaining why things changed?</p>
Cause and consequence	Continuity and change	Evidence	Cause and consequence Interpretations	Continuity and change Chronology	Interpretation Compare and contrast
<p>There was a large and rapid change in the way things were made. This meant that instead of things being hand made in small workshops, they were made more cheaply in large quantities by <u>machines</u> in <u>factories</u>. Products being made in large quantity now meant that they were sold for less.</p> <p>1712 - The first practical steam engine is invented by Thomas Newcomen. Steam would become an important source of power for the Industrial Revolution.</p> <p>Countryside living, agricultural based- map to compare.</p>	<p>Many people began to move from an <u>agricultural</u> based life in the country to the towns where the factories offered more and better paid work.</p> <p>1760 - The First Industrial Revolution begins around 1760 in the textile industry in Great Britain. Over the next decade, manufacturing will move from hand production in the home to machine production in factories.</p> <p>1781 - James Watt patents an improved steam engine making it useful as a power source in factories and other applications such as steam boats and trains.</p>	<p>Shropshire- important because it had Iron, ore and coal and transport links via river Severn</p> <p>Coalbrookdale- painting 1801 Philipp Jakob Louthembourg.</p> <p>Iron bridge gorge in the town of Colbrook</p> <p>How is the impact of the industrial revolution evident in Shropshire today? use bridge paintings</p>	<p>1834: start of workhouses Before 1834 people were looked after by buying food and clothing from money collected from land owners and other wealthy people. The Poor Law Ammendment act of 1834, ensured that no able bodied person could get poor relief unless they went to live in special workhouses so they could being to support themselves.</p> <p>The workhouse provided a place to live, work and earn money, free medical care, food, clothes, free education for children and training for a job.</p> <p>Families were split up and punished if they tried to speak to one another. The education did not include learning to read or write which were skills needed for a good job. The poor were made to wear a uniform so that everyone outside knew they belonged to a workhouse. Upon entering they were stripped and bathed under supervision. Fed poor quality food. Did unpleasant jobs. Children were sold to work in factories or mines.</p>	<p>1867 Thomas Banardo begun to lead the way in setting up orphanages as opposed to workhouses for children.</p> <p>1908 Children's act gave local authorities new powers to keep poor children out of a workhouse.</p> <p>1929- Local government act gave loacal authorities the power to take over workhouses and turn them into hospitals.</p> <p>1930- same act abollsihed the workhouses.</p> <p>1939- people were housed in former workhouses.</p> <p>Later on, many workhouses were converted into retirement homes.</p>	<p>China's industrial revolution- link to climate change Ethical- standards of living Impact on the environment</p> <p>China's industrial revolution started 35 years ago. As a country we're benefitting because of the mass production of cheap goods.</p> <p>What is the impact on the environment? Is it really ethical? Link too modern day slavery, workhouse conditions.</p>
<p>Art: Drawing: Pencil dictionary. Focus on Smooth shading, stippling and hatching skills. Keep for card.(Idea: Decorate the word LOVE) or think of their own ideas.</p>	<p>ARTIST STUDY LOWRY. Industrial landscape. (based on Immingham?) What is a landscape? Share examples Choose image and look for an interesting composition. Use 2 L shaped cards to make a frame to find an interesting composition. Give choice of 2 sizes of paper. Children pick the one most suitable for their landscape.</p>	<p>ARTIST STUDY LOWRY. Is there a horizon line? Draw the line softly. Use pencil to draw / sketch the outlines of the landscape. Look at shapes in the landscapes and use the horizon line as a reference. Add more detail by applying pencil dictionary skills, smooth shading, stippling and hatching skills to add detail.</p>			<p>Can add watercolour to picture to create more depth and character like Lowry. Keep simple</p> <p>Watercolour paint =can use powder paints but with more water.</p> <p>Apply pencil on top of the paint to add detail and depth.</p>

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<p>Vocabulary: famine, freedom, nation, slave, society, rights, laws, trade, trade route, peasant, settlement, revolution, industry, manufacturing, agriculture, mass production, workhouse, factory, amendment</p> <p>Smooth shading: Form, Blending, Outline, Edge Depth of field, Balance, Stippling and Hatching: Hatching, Cross hatching, Complex hatching, horizon, landscape</p>	<p>Resources and actions: https://kids.kiddle.co/Industrial_Revolution https://www.bbc.co.uk/news/uk-50883161</p> <p>Artist Study: Lowry Ask businesses who work with school for images of their companies? Choice of 2 sizes of paper to work on. Images of local industrial landscape, pencil, resources on server.</p>	<p>Expert Outcome: How did the industrial revolution impact Britain?</p> <p>Positives: Machines, mass production, town living, cheaper goods, people became richer, better education, lived longer, healthier. Led to an increase in population that meant there weren't jobs for everyone</p> <p>Negatives: Workhouse- poor conditions, poor health, poor education, discrimination, separated from families</p> <p>A local landscape inspired by Lowry.</p>	<p>Previous Learning: In KS1, children built an understanding of how steam power affected the design, development and use of ships. Y5 Geography learning around climate change has enabled children to understand how we burn fossil fuels to create steam, to power turbines, to generate electricity.</p> <p>Preparing for: Deeper study into other developments that took place under the reign of Queen Victoria later in Year 5. Year 6 learning about how local industry is combatting climate change by moving away from the burning of fossil fuels and towards renewable energy.</p> <p>Bespoke to us: The school has strong links with the local industry of the Humber bank as part of our vision to prepare children for the World of Work. It is important for children to understand the developments that brought these industries to where they are today.</p>
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Intended outcome:

- Develop an ongoing artistic vocabulary that links things in the environment to draw pattern and texture
- How would you describe the pattern you can see on the roof over there? – It's made up of rectangles that fit together in rows
- What does that pattern remind you of?
- What texture is this stone – hard, rough, bumpy – how could we make that texture with our pencils
- Know that using dots and varying sizes of dots together is called stippling
- By looking at work of other artists recognize how this technique can be used in art
- Be able to talk about the tonal values and how to vary it using stippling - the bigger the space between the dots the lighter the tone and the closer dots placed together the darker the tone.
- Understand that changing the size of the dots changes the impact of the image and isn't as effective as changing the space between the dots.
- Be able to vary size and pressure to create desired effects
- Can vary pressure of shading to give form and to show depth of field.
- Can vary pressure to fill in 8-10 boxes or more
- Can blend pressure to give smooth continuum to go from dark to light in one direction and in varied direction e.g. sphere.
- Can manipulate tone to give form and space to a composition.
- Begins to understand balance in a piece of work- reflect on eye being drawn to darker/ lighter areas and is there balance within a picture.
- Can use smooth shading in negative space to enhance form.
- Knows that the direction of the shading impacts the form