

History

To order some events of the Industrial Revolution.

To categorise different jobs from the Industrial Revolution.

To interview a worker from the Industrial Revolution.

To find out about what life was like during the Industrial Revolution.

To compare Manchester in the Industrial Revolution to now.

To persuade someone that the Industrial Revolution was a good / bad thing for Manchester.

Skills

To measure the population of Manchester before and after the Industrial Revolution.

To write in role of a person living during the Industrial Revolution.

To debate whether children should have worked in the Victorian mills.



Extended learning
• Use of local area

The Arts

To sketch a factory.

To create a picture of the Industrial Revolution using different techniques?.

How did the Industrial Revolution change Manchester?

Can I explain why the Industrial Revolution is considered a turning point in history?

Can I consider the impact that some individuals had during the Industrial Revolution?

Can I design and make a bridge that can hold a load?

Can I find out about what life was like during the Industrial Revolution?

Children's experiences and local context

Hook
Worsley Walk

Science / Design and Technology

To design a motor vehicle and explain where the mirrors should go and why.

To create a shadow puppet and explain how it works.

To investigate famous designers and engineers from the Industrial Revolution.

To design and make a bridge that can hold a load.

Geography

To compare a map of Manchester at different times.

To suggest the importance of canals to the geography of Manchester.

SMSC

Core Theme: Living in the Wider World

- To describe and make connections between examples of religious creativity.
- To discuss reasons why some believers see generosity and charity as more important than buildings and art.
- To apply ideas about values and from scriptures to the title question.