

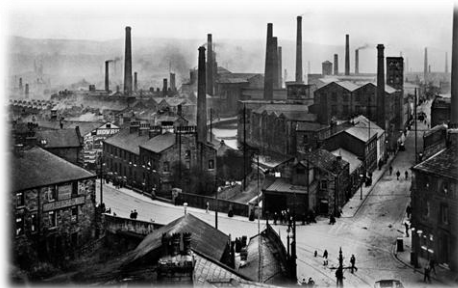


## Lowerhouse Junior School

### History Overview Sheet



## Year 4 – What was the impact of the Lancashire Cotton Industry on the lives of children living in Lancashire and beyond?



**Rationale:** An in-depth study linked to one of the British areas of study listed. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### **Substantive Knowledge:**

- Know the impact that the Industrial Revolution had on Lancashire.
- Know about people from Lancashire Cotton Industry that have influenced society.
- Know how the Cotton Industry impacted on children.

### **Disciplinary Knowledge:**

#### Enquiry, Interpretation and Using Sources:

- Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?'
- Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence

#### Chronology:

- Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.

#### Communication:

- Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.
- Discuss some of the connections between local, regional, national and international history
- Discuss historical issues and changes

### **Overview:**

Lesson 1: Where do our clothes come from? Where did they come from in the past?  
Lesson 2: Introduce the Lancashire Cotton Industry and explore its significance in local, national, and global contexts  
Lesson 3: Explore the lives of children working in cotton mills during the Industrial Revolution.  
Lesson 4: Understand the role of legislation in changing child labour  
Lesson 5: Explore how the growth of the cotton industry affected family life and education for children.  
Lesson 6: Examine how the cotton industry in Lancashire impacted children in other regions and countries

### **Key Vocabulary**

**Peterloo Massacre** - Refers to the charge made by the parliament's officers against the demonstrating working class  
**Trafford Centre** - A huge shopping centre built in the 1990's just outside Manchester  
**Mamucium** - The original name for Manchester in Roman times  
**Cottonopolis** - The name used to depict Manchester's wealth at the height of the Industrial Revolution  
**Industrial Revolution** - The name given to the period of British history when industry took off (1800s to 1950)  
**Henry Hunt** - A radical speaker who spoke up for the working class people

### **Assessment/Key Skills**

**Most Children will:** • Understand what was important to people during ancient Egyptian times, compare the powers of different Egyptian gods, find Egypt on a map and raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of hieroglyphs as a form of communication and recording.