
















<p>Year Group: 3</p>	<p>Title: The Power of Change</p>
<p>National Curriculum coverage: ideas, political power, industry and empire: Britain, 1745-1901</p>	<p>Pre & Post Learning: Identify inventions from the Industrial Revolution</p>
<p>Concepts: Substantive Concepts:</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>Our Big Ideas (Disciplinary Knowledge)</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">  Significance </div> <div style="border: 1px solid purple; padding: 5px; text-align: center;">  Evidence </div> <div style="border: 1px solid orange; padding: 5px; text-align: center;">  Similarity and Difference </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">  Cause and Consequence </div> <div style="border: 1px solid yellow; padding: 5px; text-align: center;">  Interpretations </div> <div style="border: 1px solid green; padding: 5px; text-align: center;">  Continuity and Change </div> </div>	<p>Context: This topic follows on from the Y1 and Y2 when learning about timelines and thinking about significant events in Y2.</p>
<p>Visits and Visitors: Kelham Island Museum</p>	<p>St. Mary's Experience: Visit a Museum</p>
<p>Careers/preparation for adulthood:</p> <p>Steel & Metal Work Metallurgist / Materials Scientist – Works with metals like steel (think Benjamin Huntsman, Harry Brearley). Steelworker / Factory Worker – Operates machinery in steel production. Mechanical Engineer / Industrial Engineer – Designs and improves factory machinery and processes. Innovation & Invention Inventor / Research Scientist – Creates new technologies, like stainless steel. Chemist – Studies materials and develops new metal alloys. Transport & Infrastructure Civil Engineer / Transport Planner – Builds roads, railways, and bridges to move goods. Logistics Specialist – Manages how raw materials and steel are transported efficiently.</p>	<p>Key People:</p> <p>Benjamin Huntsman – Inventor - He developed the crucible steel process, which allowed stronger, higher-quality steel to be made.</p> <p>Henry Bessemer - Inventor and industrialist - Opened the first steelworks in Sheffield in 1856 and invented the Bessemer process, which made steel production faster and cheaper. Revolutionized steel manufacturing and helped Sheffield grow as a steel city.</p> <p>Harry Brearley – Metallurgist - Invented stainless steel in 1913, which is resistant to rust and corrosion - His work cemented Sheffield's global reputation as a leader in steel production.</p> <p>Women of Steel - Hundreds of women who worked in steel factories during World War II.</p>
<p style="text-align: center;">Catholic Social Teaching:</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="98 1161 360 1417" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">The Common Good</p>  <p style="text-align: center;">Thinking of everyone</p> </div> <div data-bbox="394 1161 797 1417" style="padding: 5px;"> <p>The Common Good – consider how the industrial revolution impacted on people positively and negatively. Solidarity - Workers formed trade unions to fight for better rights. People began standing together against unfair treatment.</p> </div> <div data-bbox="808 1174 1055 1417" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Solidarity</p>  <p style="text-align: center;">Showing we care</p> </div> </div>	<p>British Values:</p> <p> Democracy - During the Industrial Revolution, more people in Britain began to call for a voice in government. Workers in Sheffield and elsewhere later campaigned for better working conditions and fair treatment</p> <p> Rule of Law - Laws started to be introduced to protect workers, including children and women, in factories and steelworks.</p> <p> Mutual Respect - People had to work together in factories and communities. E.g. the 'Women of Steel' during WWII shows respect for everyone's contribution.</p> <p> Individual Liberty - The Industrial Revolution allowed people more freedom to work, invent, and improve their lives.</p>

<p>End points (by the time pupils leave St. Mary's):</p> <ul style="list-style-type: none"> Remember significant dates from their topic and order events chronologically on a timeline Know the names and key facts about significant people from history. Be able to find out accurate information from a range of sources and recognise propaganda/biased information Describe the similarities and differences between different eras in history Describe the cause and consequence of key events in history Describe how areas of the world have changed over time Describe how ideas (society, innovations and inventions) have changed over time and their impact. 		
<p>Crucial knowledge: Y3</p> <ul style="list-style-type: none"> Know that the industrial revolution in Britain was between 1750-1900 and was a big period of change for the country - recognise where these events fit on a timeline linked to previous knowledge. Compare life before, during and after the Industrial revolution Know key events, people and inventions that shaped the industrial revolution in Sheffield. Understand why Sheffield was a perfect for the steel industry to flourish. Know the different ways that the steel industry changed Sheffield. E.g. The population grew, more factories were built and transport was improved to move goods and materials. Know about the 'women of steel'. 	<p>Vocabulary</p>	
	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p> <p>Change compare difference similarity period timeline event industry population transport materials invent develop impact location flourish Sheffield</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in history)</p> <p>Industrial Revolution factory steam engine steel industry iron ore coal crucible steel cutlery canal railway urbanisation Women of Steel working conditions</p>
<p>Prior knowledge: Y1</p> <ul style="list-style-type: none"> Know changes that have happened in their lifetime Name sources of historical evidence (buildings, books, people, videos, photos) Identify how toys have changed over time. Know changes that have happened to Saint Mary's School – including staff and the building. 	<p>Future knowledge: Y4</p> <ul style="list-style-type: none"> Know when the Stone Age roughly began and ended and plot it on a timeline. Know when the Bronze Age began and ended and plot it on a timeline. Know when the Iron Age began and ended and plot it on a timeline. Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations 	

- Know that childhood has changed since our grandparents were young but some things have stayed the same.
- Describe what school was like for children in Victorian times

Y2

- *Know who Florence Nightingale was and her legacy.*
- *Know who Mary Seacole was.*
- *Know about the sinking of the Titanic and sequence events.*
- *Know who the suffragettes are.*
- *Describe the similarities and differences between Florence Nightingale and Mary Seacole.*
- *Explain the inequalities faced by people like Guy Bailey and Rosa Parks and how society has changed since then.*

- Find out accurate information about a prehistoric period of history and understand how we know this
- Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied.
- Explain why the Romans invaded Britain and the impact they had.