

## GEOGRAPHY

- **LOCATIONAL KNOWLEDGE**—IDENTIFY THE TOWNS AND CITIES THAT WERE IMPORTANT DURING THE INDUSTRIAL REVOLUTION.
- LOOK AT KEY TOPOGRAPHICAL FEATURES THAT MEANT THESE PLACES WERE IMPORTANT (HILLS, FAST FLOWING RIVERS ETC)
- LAND USE PATTERNS (RURAL LIVING TO CITY LIVING)
- **PHYSICAL GEOGRAPHY**—THE WATER CYCLE (HOW DID INDUSTRY EXPLOIT WATER AS A RESOURCE)

## MATHS

**DECIMALS**—ADDING, SUBTRACTING, MULTIPLYING, DIVIDING, ESTIMATING, WORD PROBLEMS

**TIME**—SECONDS, 24HR CLOCK

**WHOLE NUMBERS**—ROUNDING, ESTIMATING, MULTIPLYING AND DIVIDING BY 100 AND 1000, ORDERING OF OPERATIONS

**FRACTIONS**—COMPARING, MULTIPLYING AND DIVIDING, MIXED NUMBER, WORD PROBLEMS

## RE

- ISLAM
- THE 7 PILLARS OF ISLAM
- FESTIVALS
- CHRISTMAS
- HARVEST FESTIVAL
- DIWALI

## ART AND DESIGN

- CHILDREN WILL STUDY ART INSPIRED BY THE INDUSTRIAL REVOLUTION AND WILL CREATE THEIR OWN PIECES
- CHILDREN WILL CREATE SCULPTURAL PIECES IN CLAY INSPIRED BY THE MACHINERY OF THE INDUSTRIAL REVOLUTION
- CHILDREN WILL EXPERIMENT USING DIFFERENT TECHNIQUES TO MAKE PRINTS

## DESIGN TECHNOLOGY

- DESIGN AND MAKE A LABOUR SAVING DEVICE
- CREATE A SIMPLE MACHINE THAT CAN BE POWERED BY WATER USING A WATERWHEEL

## HISTORY

- **THE INDUSTRIAL REVOLUTION** CHILDREN WILL LOOK AT THE CHANGES THAT HAPPENED IN OLDHAM AND THE SURROUNDING AREA DURING THE INDUSTRIAL REVOLUTION
- WE WILL LOOK AT SOME OF THE INVENTIONS THAT HAPPENED DURING THE PERIOD AND LOOK AT THEIR LASTING LEGACY TODAY.
- WE WILL LEARN ABOUT THE LAWS THAT CAME INTO FORCE DURING THE PERIOD AND DISCUSS HOW THEY AFFECTED THE PEOPLE OF 18TH AND 19TH CENTURY LANCASHIRE.

## GRAMMAR

- FRONTED ADVERBIALS
- RELATIVE CLAUSES
- SUBORDINATE CLAUSES

# INDUSTRIAL REVOLUTION

## MUSIC

- EXPLORING HISTORY THROUGH MUSIC
- LOOKING AT COMMUNITY AND THE CHANGES COMMUNITIES GO THROUGH.
- LOOKING AT MUSIC FROM THE TIME OF THE IND REV
- CREATING APPROPRIATE LYRICS TO ACCOMPANY MUSIC
- PERFORMANCE

## PSHE

- **CHILDREN'S RIGHTS** HOW DID THE RIGHTS OF CHILDREN MOVE FORWARD DURING THE IND. REV. (MOVING TOWARDS UNIVERSAL EDUCATION AND AWAY FROM CHILD LABOUR)
- **DEBATING** CHILDREN WILL LOOK AT THE FACTORY ACT 1833. THEY WILL DEBATE THE PROS AND CONS OF EACH SIDE OF THE ARGUMENT FOR AND AGAINST THE ACT.

## WRITING

- **DIARY** - DIARY OF A MILL WORKER CHILD. USING PRIMARY AND SECONDARY SOURCES TO BUILD UP A PICTURE OF WHAT LIFE WAS LIKE. ALSO USING MODERN DRAMATISATIONS SUCH AS BOOKS AND TV SERIES
- **BIOGRAPHY**—BIOGRAPHY OF A FAMOUS FIGURE DURING THE INDUSTRIAL REVOLUTION. CHILDREN WILL USE RESEARCH SKILLS TO FIND OUT AS MUCH INFORMATION AS POSSIBLE
- **PERSUASIVE WRITING**—CREATE AN ADVERT FOR A NEW INVENTION FROM THE IND REV

## READING

- CHILDREN WILL READ AN ACCOMPANYING TEXT (TBC), LOOKING AT THE AUTHORS USE OF LANGUAGE, CHARACTERS WITHIN THE BOOK AND THE TREATMENT OF CHILDREN.
- THEY WILL ALSO USE THEIR READING SKILLS TO PERFORM RESEARCH TASKS THROUGHOUT THE TOPIC

## SCIENCE

**PROPERTIES OF MATERIALS**— CONDUCTIVITY (ELECTRICAL, THERMAL) HARDNESS, MAGNETISM. USE OF MATERIALS IN THE WIDER WORLD (LINKS TO MATERIALS USED IN MACHINES DURING IND REV), REVERSIBLE AND IRREVERSIBLE CHANGES

## SPELLING

- WORDS WITH SILENT LETTERS
- HOMOPHONES
- USING A THESAURUS
- PREFIXES AND SUFFIXES

## FRENCH

PARTS OF THE BODY

FURNITURE

OBJECTS

STATIONERY

DAYS , MONTHS ETC