



Exceed Learning Partnership

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Scheme of Learning for Geography and History



**Sheep Dip Lane
Academy**



Phase	UKS2 Year 5, 5&6, 6
Strand	Identity & Social Justice
Leader	F Parish Principal/History N Pounder/ Geography

Programme of Study



Sheep Dip Lane
Academy

KS2 Cycle B

Year 5, 5/6, 6

How have railways changed our
lives?



HISTORY

Main Strand/Concepts	<p>Identity, diversity and social justice - (industrial revolution, transport, locomotive, fossil fuels, impact, steam engines, export, import, trade)</p> <p>Children will: have a secure understanding of the need to be able to transport and export goods as well as travel in different forms and the expansion of engineering and manufacturing during the industrial revolution.</p>
Prior Learning Links	<p>By the time the pupils at Sheep Dip leave Lower Key Stage 2, they will have built on their prior learning in Key Stage 1 of their sense of identity within the local area. They will have a solid understanding of how their local area has changed, exploring the history of Dunscroft as a mining community as well as exploring what the future may hold for Dunscroft/Hatfield and Stainforth through the DN7 regeneration project and development of Unity Town. Pupils should have:</p> <ul style="list-style-type: none">• <i>learnt about the History of mining and know that Dunscroft once was a mining village.</i>• <i>learnt about the regeneration of Dunscroft/Stainforth and future projects to develop the area further.</i>
Main enquiry question/s	<p>How have railways changed our lives?</p> <p>Why was the industrial revolution a significant turning point in British history?</p> <p>Why do we export from Doncaster?</p>
Programme of Study NC Requirements	<p><u>National Curriculum</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p>



	<ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain 					
	Disciplinary Knowledge – Thinking like an historian					
Historical Enquiry	Chronology Use a timeline – what else was happening in Britain that was significant during this time? When did the Industrial Revolution take place? What significant factors led to the Industrial Revolution taking place?	Cause and Consequences What led to the Industrial Revolution? What impact did the Industrial Revolution have in Britain? What were the positive and negative impacts of the Industrial Revolution? How has the Industrial Revolution paved the way for today's society? What impact did the steam engines and railways have in Britain and Doncaster?	Change and continuity How did the Industrial Revolution change the way society worked? How did the railways change the way goods were exported and imported?	Similarities and Differences What are the similarities and differences between times during the Industrial Revolution and present times?	Evidence What types of evidence can we use to find out the Industrial Revolution and the impact of the railways? How can we use different sources of evidence to help us draw conclusions? How do we know that these are reliable sources of evidence?	Significance What was significant about the Industrial Revolution? What was significant about the use of fossil fuels? What was significant about the railways and the way that they were used to import and export goods?
Learning Objective	Pre-Learning Expectations					
1 st Concept What and when was the Industrial Revolution?	<i>Mind map and discuss what pupils already know about exporting/importing/industrial revolution.</i>					
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?			Disciplinary Knowledge Suggested learning activities – What key experiences?		



		(Highlighted key disciplinary knowledge to be developed with pupils)
<p>pre industrial revolution</p> <p>industrial revolution</p> <p>manufacturing</p> <p>factories</p> <p>factory</p> <p>engine</p> <p>machine</p> <p>mechanise</p> <p>mass produce</p> <p>timeline</p> <p>significant</p>	<p>-Know that the industrial revolution began in Britain around 1760, but really took off around the 1840s.</p> <p>-Know that the steam engine during the Industrial Revolution was a significant development in history for this period.</p> <p>-Know that the term 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery.</p> <p>-Know that Doncaster was very successful during the Industrial revolution known for Milling, Wire mills, and steel foundries.</p> <p>- Know that the coal mining industry in Doncaster brought lots of change for the town and surrounding areas. (Our locality Dunscroft).</p> <p>-Know that the use of steam powered engines brought the spread of factories and machines, mass produced goods and mechanised transport.</p> <p>-Know that coal and iron were so important for the Industrial Revolution.</p> <p>Teacher Additional knowledge:</p> <p>-The key point for pupils to understand about the Industrial Revolution is that it had a transformative effect on the world. Through harnessing fossil fuels to power engines, factories and machines, the Industrial Revolution fundamentally changed the way that human beings live. This single innovation gave birth to the modern world. It is a topic of particular interest to Britain, as it was in Britain that the key inventions of the industrial revolution were first created: the cotton mill, the steam engine, and the train. This lesson should introduce pupils to a broad overview of industrialisation, and some key concepts.</p>	<p>Connect:</p> <p>Create a brief timeline of British history pre Industrial Revolution</p> <p>Teach that in order to learn about the industrial revolution, it is important to know what periods of history led to this period. Recap on periods of British history taught in LKS2 and KS1: <i>Norman invasion, Romans, Vikings, Dark ages</i>.</p> <p>Explain:</p> <p>Show the children a power point on significant periods of British history. Discuss how we need to recognise how technology was used at each stage.</p> <p>Example:</p> <p>What was the Industrial Revolution? (** Write a short summary)</p> <ul style="list-style-type: none"> 'Industrial Revolution' describes the transition from a society based on hand manufacturing and human or animal power, to a society based on machinery. The Industrial Revolution began in Britain around 1760, but really took off around the 1840s. The word revolution comes from the Latin revolution meaning 'to turn around' <p>Model:</p> <p>How does an industrial society differ from a pre-industrial society? (**Organise into two columns pre-industrial and industrial)</p> <ul style="list-style-type: none"> At the start of the Industrial Revolution (circa 1750), around 15% of people in Britain lived in towns and cities; by 1900 around 85% lived in towns and cities In a pre –industrial society most people worked off the land and were farmers. In an Industrial society, most people worked in factories in towns and cities. In the Industrial Revolution, agricultural improvements made it possible for fewer people to work on farms while still producing enough food; this left people without work to do on farms and pushed them towards work in factories in urban areas Pre industrial – few factories. Post produced a lot of air pollution, which led to health problems and changed the way that many towns and cities looked. Entrepreneurs began to gain wealth as a result of industrialisation, changing how power was distributed in Britain (i.e. less power was concentrated in the hands of landowners who had inherited their wealth) Pre Industrialisation - Production of goods was small scale and goods were sold at markets. During the revolution, factories produced larger quantities of goods at a faster rate and therefore could sell more.



- Britain's Empire was strong and it was trading with other countries especially North America

Attempt

Pupils to organise the statements into pre-industrial and industrial society. They have a range of local sources linked to Hatfield/Dunscroft as an agricultural farming area pre-industrial revolution: local map, census records for 1740's, images/old photos, non-fiction texts linked to the locality.

Apply

What sorts of developments characterised the Industrial Revolution? (Write a short summary)**

- Population, Agriculture, Factories, Power, Transport, Empire
- The Industrial Revolution involved a shift from doing things by hand to one where the majority of production of goods depended on machines, often in factories
- It was characterized by the use of steam powered engines, the spread of factories and machines, mass produced goods and mechanised transport.
- Science increasingly influenced new technologies Iron (to make steel) and coal (to power machines) were key resources; the invention of new machines, especially engines that used steam to generate power, changed how quickly and efficiently things could be made
- Improved roads, built canals and railways to transport goods faster

Assessment questions

What was the Industrial Revolution?

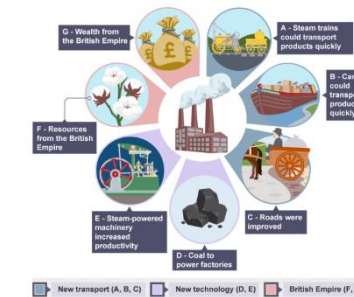
How does an industrial society differ from a pre-industrial society?

What sorts of developments characterised the Industrial Revolution?

Resources

What developments led to the Industrial Revolution?

New developments in technology and transport were integral to the industrial revolution.



Map of Hatfield/Dunscroft and Stainforth 1750 pre-industrial

<https://www.genuki.org.uk/maps/lmap?LL=53.579750,-1.0046282&PLACE=Hatfield>



		find map and photos, locality books Hatfield library/Doncaster archives
Learning Objective	Pre-Learning Expectations	
2nd Concept What impact did steam engines have during the industrial revolution?	Recap on what the industrial revolution was. Recap on what developments characterised the industrial revolution.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
steam engine piston rotary motion Boulton and Watt impact industrial revolution	<p>-To know that the steam engine was one of the most important inventions of the industrial revolution, and perhaps one of the most important inventions in human history.</p> <p>-To know the first steam engine was produced by James Watt and Matthew Boulton in Birmingham, in 1776.</p> <p>-To know the steam engine meant that humans could use the energy in fossil fuels to create power. This would revolutionise production of goods and transport.</p> <p>-To know railways were essential to the industrial revolution and helped to transport goods around the country, for instance, Doncaster to Sheffield train, and the Doncaster to Rotherham train which would have moved steel, and other goods.</p> <p>-To know the Doncaster Works is perhaps one of the most well known names to be associated with the town. Also informally known as 'the plant' Doncaster Railway Works was founded in 1853 to build trains, and other items required for the upkeep of the railway.</p> <p>-To know Doncaster Locomotive Works produced the Flying Scotsman, the record breaking first train to reach 100mph, and the Mallard – the fastest steam locomotive in the world.</p>	<p>Connect: Recap on the industrial revolution and why it had such a huge impact on our life today. Wordwall quick quiz and hexagons to recall key changes to society with the industrial revolution:</p> <p>Explain: Introduce and discuss the role Doncaster played in the industrial revolution – it was very successful at the time due to its industrial background - mills and steel works. Describe through a local story how from farming our locality changed with the development of better transport links, refer to the following key developments: Canals – before canals were built in our locality the River Don (which rises in the Pennines, west of Dunford Bridge, and flows for 69 miles (111 km) eastwards, through the Don Valley, via Penistone, Sheffield, Rotherham, Mexborough, Conisbrough, Doncaster and Stainforth. It originally joined the Trent, but was re-engineered by Cornelius Vermuyden as the Dutch River in the 1620s, and now joins the River Ouse at Goole) Canals were used to transport goods, but in 1793 an act was passed in Parliament for the Stainforth to Keadby canal to be built. Canals were built to transport mostly coal and grain along with other goods to towns and cities.</p> <p>Share that the railways were essential to the industrial revolution and helped to transport goods around the country, for instance, Doncaster to Sheffield train, and the Doncaster to Rotherham train which would have moved steel, and other goods.</p>



Wabtec – contact

National College
for Advanced
Transports and
Infrastructures

-To know the plant also invented and created the first sleeping cars, the first dining cars and the first corridor coaches. The corridor coaches opened up a new way to travel in more luxury than ever before. With passengers having their own compartment, with area for storage above them on racks above their head. This opened up a lot more opportunity for storage, and alleviating space issues that could have accumulated with their being a luggage cabin, and allowed for more passenger cars.

Recap and revisit: To know Doncaster was very successful at the time of the Industrial Revolution due to its industrial background mills and steel works

Teacher Additional knowledge:

-The Mallard is another Doncaster export. The mallard steam train still holds the record of fastest steam train ever built, 90 years after its creation.

-The steam engine was the most important invention of the industrial revolution. At first, cotton mills were powered by water, but then an engine was invented that could provide power through burning fossil fuels. A basic explanation of how cylinders can be used to create rotary motion will help pupils understand why the steam engine was so important. Once Watt and Boulton had perfected the design of the steam engine, it could be applied to innumerable new uses. At first, the engine was used for spinning cotton, powering trains, grinding grain, polishing metal and pumping water.

Show pupils a map of Doncaster before trains came and then afterwards to show the lines and how they connect to other towns/cities in the UK.

Example:

Discuss that the steam engine was one of the most important inventions in the industrial revolution as it transformed the way goods were transported.

Explain the principles of an early steam engine to the pupils: fuel heats water to boiling point; the steam powers a piston; piston drives a wheel; wheel creates rotary motion.

Model:

Boulton and Watt

Share the work of Boulton and Watt and the development of water powered spinning technology with Richard Arkwright. Refer to powerpoint.

Attempt:

Pupils to plan out their biography/factfile.

Apply:

Pupils to write a biography about James Watt/Matthew Boulton (Y6)

Pupils to write a fact file about James Watt/Matthew Boulton (Y5)

Pupils to write a brief history of Richard Arkwright, his invention and cotton spinning mill at Cromford, Derbyshire. (Y6)

Steam engines in Doncaster

Link back to Doncaster being very successful during the industrial revolution. Discuss why this was with the pupils:

-Industrial background

-Railway links

-Doncaster Works (Doncaster Railway Works is a railway workshop located in Doncaster, England. Also referred to as 'The Plant', it was established by the Great Northern Railway in 1853, replacing the previous works in Boston and Peterborough. Until 1867 it undertook only repairs and maintenance. Today the remaining part is operated by Wabtec)

-Some of the fastest trains were produced in Doncaster – Mallard + Flying Scotsman.

-Invented and created other inventions which meant progress was made in the ways trains were used.



		Challenge: Pupils to mind map why Doncaster played such a vital part in the industrial revolution. Pupils can then present their work through an interview process on Seesaw.
Assessment questions	How did a steam engine work? Why was it necessary to burn fossil fuels to power a steam engine? Why did the steam engine have such an enormous impact as an invention?	Resources https://www.cromfordmills.org.uk/learning/primary-school/ https://www.youtube.com/watch?v=9mhYnQGZJuM – how did a steam engine work Map of Doncaster 1840 pre railways file:///C:/Users/fparish/Downloads/map.pdf Map of Doncaster 1890's railway mainline and station https://www.francisfrith.com/doncaster/doncaster-1890-1904_hosm34433
Learning Objective	Pre-Learning Expectations	
3 rd Concept Why were fossil fuels (specifically coal and iron) important during the industrial revolution?	Who was Boulton and Watt? Why was their work so significant during the industrial revolution? Why were steam engines so important during the industrial revolution? Why was Doncaster so successful during the industrial revolution?	
	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge



Subject Specific Vocabulary		Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
<p>fossil fuels coal iron blast furnace smelting Coalfield coalmine mining</p> <p>MEET THE MINER – MINING MUSEUM – VIRTUAL SESSION</p>	<p>-To know why fossil fuels were needed during the industrial revolution.</p> <p>-To know steam engines and blast furnaces also needed a huge amount of coal, so coal mining became a very important industry.</p> <p>-To know about the history of coal mining in key parts of Doncaster – specifically Hatfield colliery/Dunscroft/Stainforth.</p> <p>-To know much of the machinery and buildings needed by the industrial revolution (trains, railway bridges, steam engines) were built out of iron.</p> <p>-To know a new process for producing strong, cheap iron was perfected by a man called Abraham Darby during the 1700s, called the blast furnace.</p> <p>Teacher Additional knowledge:</p> <p>-Whilst studying the Industrial Revolution, it is important to understand how different discoveries and inventions all complemented each other, and together drove technological progress forward. The engines, trains, bridge, ships and tools of the industrial revolution were all made out of iron.</p> <p>-During the 1700s, the blast furnace was developed to make large amounts of cheap, strong iron. The blast furnace and steam engine required vast supplies of coal, and Britain was lucky to sit on some of the most abundant coalfields in the world. Thus, smelting iron and mining coal became vital parts of industrialisation.</p> <p>-Doncaster played a vital role as a mining town (now city) and Dunscroft was known specifically as a mining village.</p>	<p>Connect:</p> <p>Recap on the work of Boulton and Watt and their significant impact over the years in steam engine industry.</p> <p>Explain:</p> <p>Explore with pupils what fossil fuels are and why they played such a significant part in the industrial revolution.</p> <p>-Fossil fuels are hydrocarbons such as coal, oil or natural gas that are formed from the remains of dead organisms, known as fossils. This process happens over millions of years.</p> <p>-People started using coal for fuel instead of wood or peat.</p> <p>-Coal gave out more heat and allowed better quality iron and steel to be made.</p> <p>-Coal was also used to heat water to make steam for the newly invented steam engine.</p> <p>-Oil and natural gas were used for heating and lighting.</p> <p>Coal mining became a hugely important industry because of the huge amount of coal needed to power steam engines and blast furnaces.</p> <p>Example:</p> <p>Recap on LKS2 unit on mining</p> <p>What is mining? How was coal mined?</p> <p>Revise that Dunscroft was a large mining village. Share local census records that show the shift from a farming area census records from 1781 to a mining area by 1911 and 1921.</p> <p>https://www.ncm.org.uk/learning/meet-a-miner-virtual-session/</p>



		<p>MEET THE MINER VIRTUAL SESSION – DISCUSS WORKING CONDITIONS</p> <p>Attempt:</p> <p>Activity:</p> <p>Study and annotate the painting Iron and Coal (resource 2) and the painting Coalbrookdale by Night (resource 3). They have two very different views on industrialisation. Feedback and discuss pupils interpretations of the pictures.</p> <p>Apply:</p> <p>Pupils to apply understanding to explaining – why fossil fuels were so important during the industrial revolution?</p> <p>Pupils to also write a short paragraph about mining and the importance of places like Dunscroft as a mining village. Or a Diary entry from the perspective of a miner working in Hatfield/Dunscroft colliery.</p> <p>Challenge:</p> <p>What impact did fossil fuels have? How did they pave the way for today?</p>
Assessment questions	<p>Why was iron needed during the Industrial Revolution?</p> <p>How did the ‘blast furnace’ improve iron production?</p> <p>Why was coal needed during the industrial revolution? How was coal mined?</p>	<p>Resources</p> <p>https://kids.britannica.com/kids/article/fossil-fuel/399465 - fossil fuels information</p> <p>https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4 - information on industrial revolution and fossil fuels</p> <p>https://collections.vam.ac.uk/item/O17828/iron-and-coal-the-industry-watercolour-scott-william-bell/</p> <p>(resource 2)</p> <p>https://en.wikipedia.org/wiki/Coalbrookdale_by_Night#mediaviewer/File:Philip Jakob Loutherbourg d. J. 002.jpg (resource 3)</p>
Learning Objective	Pre-Learning Expectations	



<p>4th Concept</p> <p>How did the first train lines in Britain have a positive impact?</p> <p>How did Britain identify as a world leader during this time?</p>	<p>Recap on what fossil fuels are.</p> <p>Recap on why fossil fuels were needed in the industrial revolution.</p> <p>Recap on why mining was important.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>locomotive</p> <p>steam train</p> <p>George Stephenson</p> <p>Export</p> <p>Import</p> <p>Social</p> <p>Political</p> <p>Economic</p>	<p>-To know the steam train placed a steam engine on a carriage, which meant it could power its own forward movement. This was called a 'locomotive'.</p> <p>-To know the first fully functioning passenger steam train was built by George Stephenson between Liverpool and Manchester and opened in 1830. It was called the Rocket.</p> <p>-To know train lines rapidly spread across Britain, transforming British life and making easy travel possible for the first time.</p> <p>-To know about the development of train networks in Doncaster (building on Y2 learning) and how these are influential in our trade links today</p> <p>To know that Sir Nigel Gresley designed and trains two of which famously were built at Doncaster Plant – the Flying Scotsman in 1923 (which is now considered the most famous locomotive in the World) and in 1938 <i>Mallard</i> broke the <u>world speed record</u> for steam locomotives at 126 mph (203 km/h), which still stands.).</p> <p>-To know the ways that railways have changed Britain socially, politically and economically.</p>	<p>Connect:</p> <p>Recap on learning so far on the industrial revolution – what this is and the impact of fossil fuels.</p> <p>Explain: THIS IS THE KEY CONCEPT TO UNDERGO BEFORE THE VISIT TO DONCASTER WORKS/LIBRARY TO SEE THE FLYING SCOTSMAN.</p> <p>Book with the link here: https://www.dglam.org.uk/rail-heritage/</p> <p>Explore the use of train lines. Why were they used particularly during the industrial revolution? What impact did they have?</p> <p>Discuss that the first fully functioning passenger steam train was built by George Stephenson between Liverpool and Manchester and opened in 1830. It was called the Rocket.</p> <p>Example:</p> <p>Mind map and discuss the following ways that the railways changed life in Britain: (SEE LINK)</p>



Teacher Additional knowledge:

- Of all of the inventions of the industrial revolution, the train had perhaps the biggest impact on daily life in Britain. Fifty years after Boulton and Watt perfected their steam engine, and engineer named George Stephenson found a way to place the steam engine on a cart, so that it could power its own forward motion. He called it the Rocket, and it became the world's first working passenger train. From 1830 onwards, train lines multiplied across Britain, and the world. Fast, cheap travel became available to all people, and fresh sea fish caught in the morning could be eaten for lunch in inland towns.

Social, political and economic effects of the railways

Social	Political	Economic
The railways broke down stereotypes and mixed cultures because people from different regions were able to mix more.	Political movements spread around the country because members of organisations such as Chartism and the Anti-Corn Law League could travel around the country to drum up support.	Railways became a major employer because people were needed to build, run and maintain railway services.
British time became standardised for the first time because trains had to run to a set timetable across the country.	The government could send soldiers by train to stop political unrest and patrol protests.	The transport of heavy materials became much cheaper.
Railways encouraged people to travel further and this meant people could move to different areas to find work.	MPs were able to travel more quickly between their constituencies and the Houses of Parliament in London.	Perishable food could be moved quickly , so foods such as vegetables and dairy products could now reach the market while they were still fresh.
People were able to take short holidays and day trips to the beach .	Political newspapers, pamphlets and newsletters could be delivered by train.	More people were able to add fish to their diet because ports could transport fresh seafood to markets.
Many sports became regulated because national competitions could be set up for rugby, football and cricket.		Regional products now became household names around the country.
National newspapers could now be delivered.		People were willing to invest in railway stocks and this boosted Britain's economy.
		One of Britain's biggest exports was locomotives and train parts .

Discuss and

unpick the titles – social, political, economic and what these mean.

Pupils to sort them into the correct headers.

Apply:

Pupils then to recall this information on wordwall sorting changes into social, political and economic as a simple recall quiz.

Pupils to undergo personal research into the key figure of Sir Nigel Gresley and his link to Doncaster Works -the Flying Scotsman and the Mallard.

Challenge:

Did the train lines bring any negative impacts? Did these negative impacts outweigh the positive?

Assessment questions

What impact did the railways have in Britain?

Resources



	How did the railways change things in Britain?	<p>Concept 4 – changes railways brought</p> <p>https://www.parliament.uk/about/living-heritage/transformingsociety/transportcomms/roadsrail/kent-case-study/introduction/railways-in-early-nineteenth-century-britain/</p> <p>https://kids.kiddle.co/Doncaster_Works</p> <p>https://www.railwaymuseum.org.uk/objects-and-stories/history-flying-scotsman</p> <p>https://www.railwaymuseum.org.uk/whats-on/mallard-worlds-fastest-steam-locomotive</p> <p>https://www.bbc.co.uk/bitesize/guides/zjy6rj6/revision/10</p>
Learning Objective	Pre-Learning Expectations	
5 th Concept	Recap on how the railways have had an impact in Britain.	
Why do we export from Doncaster today?	Recap on reasons for this.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested learning activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
All of the above.	<p>-Know Doncaster's involvement in the industrial revolution.</p> <p>-Know that the industrial revolution opened up commerce in Doncaster.</p> <p>-Know the trade links that Doncaster now has with the world.</p> <p><u>Teacher Additional knowledge:</u></p>	<p>Connect:</p> <p>Recap on all previous taught knowledge linked to railways. Use quizlet</p> <p>Explain:</p> <p>Explore why we export from Doncaster today – why has Doncaster become a hive for importing and exporting goods still today?</p> <p>Discuss the links with the train station/airport/motorway links however the use of rail in Doncaster has expanded thanks to the I-Port.</p> <p>Example:</p>



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<p>Amazon warehouse visit/Iport/Virtual tour</p>	<p><u>I-Port Information:</u></p> <p>-iPort Rail is a high-volume inland port offering sustainable logistics solutions with connections to regional, national and international supply chains.</p> <p>-Our experienced and highly professional team works closely with customers, from strategic advice to practical support, always focussed on the rapid movement of goods.</p> <p>-91% of the UK's population is within a 4hour journey from the iport.</p>	<p>Introduce what this is/why it has introduced the iport rail and how this connects to the Eurotunnel and other areas across the UK.</p> <p>Amazon warehouse virtual tour.</p> <p>Apply:</p> <p>Pupils to create a vlog using iMovie on the iPads - outlining why Doncaster is a great city for export links across the country and other countries.</p>
<p>Assessment questions</p>	<p>How has the television changed over the years?</p> <p>What the advantages/disadvantages to these changes?</p>	<p>Resources</p> <p>Amazon tour/virtual tour/video tour</p> <p>https://amazontours.com/</p> <p>Iport Doncaster website – resource below includes a video link to see how the iport connects with wider trade links e.g humber.</p> <p>https://www.iportrail.com/</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>5th Concept</p> <p>APPLICATION</p>	<p>Recap on taught knowledge over the unit.</p> <p>Create a display of learning across the unit/vlogs/artwork to share learning with parents/display/exhibition.</p>	

GEOGRAPHY

<p>Main Strand/Concepts</p>	<p>Identity, Diverstiy and Social Justice - (import, export, trade, county, city, transport links, product, industrial)</p> <p>Children will: be introduced to the concept of trade through importing and exporting in the local area.</p>
<p>Prior Learning Links</p>	<p>By the time the pupils at Sheep Dip leave Lower Key Stage 2, they will have built on their prior learning in Key Stage 1 of their sense of identity within the local area. They will have a solid understanding of how their local area has changed, exploring the history of Hatfield/Dunscroft as a mining</p>



	<p>community as well as exploring what the future may hold for Dunscroft through the DN7 Unity town regeneration project.</p> <p>Pupils should have:</p> <ul style="list-style-type: none"> • <i>an understanding of the local area and the counties in the UK.</i> • <i>an understanding of local land use over time and the fact that Dunscroft once was a huge mining village.</i> 			
Main enquiry question/s	<p>How have railways changed our lives?</p> <p>Why was the industrial revolution a significant turning point in British history?</p> <p>Why do we export from Doncaster?</p>			
Programme of Study	National Curriculum			
NC Requirements	<p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</i></p> <p>-Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land use patterns and understand how some of these aspects have changed over time.</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>			
	Disciplinary Knowledge – Thinking like a geographer			
	<p>Locational Knowledge</p> <p>What are counties?</p> <p>Where are our local counties and cities?</p> <p>How does Doncaster's location support its efficiency to import and export goods to other places in the country/world?</p>	<p>Place Knowledge</p>	<p>Human and Physical Geography</p> <p>What is trade?</p> <p>What features does Doncaster have that allows it to trade effectively?</p> <p>What features does Doncaster have that make it an industrial city?</p> <p>What are the UK's most common imports and exports?</p>	<p>Geographical Skills and Fieldwork</p>



Learning Objective	Pre-Learning Expectations <i>Mind map and discuss what pupils already know about counties/export/import/trade.</i>	
1 st Concept How is the country divided?	Recap on prior learning in KS1 and LKS2 – 4 countries that make up the UK – England, NI, Wales and Scotland. Recap on counties work in LKS2 – England is split into counties – the county we live in is South Yorkshire (Yorkshire is the larger county split into 4)	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	Disciplinary Knowledge Suggested Learning Activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
Country City Village County “Shire” United Kingdom England Scotland Wales Northern Ireland Doncaster Sheffield York Leeds Dunscroft Located	<p>- To know that the UK is called the United Kingdom and is split into four countries.</p> <p>-To know that the United Kingdom is split into smaller areas known as counties.</p> <p>-To know that the word “shire” comes from the Anglo-Saxons and is the equivalent of the old French word “county”.</p> <p>-To know that we live in the county of Yorkshire which is split into 4 smaller counties – north, south, west and east riding of...</p> <p>-To know that Doncaster is a city (formally a town) in south Yorkshire.</p> <p>-To know some of the major cities in Yorkshire are Doncaster/Sheffield (South), Leeds (West), Hull (East Riding), York (North).</p> <p><u>Teacher Additional knowledge:</u></p>	<p>Connect: ***RECAP ON PRIOR LEARNING LESSON*** Discuss and recap on the key terminology needed for the lesson.</p> <p>Explain: Introduce and explore the concept of the UK being split into 4 countries and locate these on the map. Discuss that the UK is then split in smaller areas called counties. Explore which counties the children already know – do they know any of the major cities in these counties? Explore whether they know which county we live in? Where specifically this is located in England (recap on compass points).</p> <p>Example: Introduce the concept of Doncaster being a city in South Yorkshire, which is part of Yorkshire in the north east of England.</p> <p>Attempt: Children then to use a key to locate the different counties on wordwall to recap by clicking and dragging major counties of England.</p>



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wordwall.net/resource/32815986



Apply:

-Children draw their own map to show surrounding counties:

North/South/East Riding/West Yorkshire

-Label the 4 countries

-Label the capital city

-Label major cities in the counties – Leeds, Doncaster, Sheffield, York, Hull

Assessment questions

What countries is the UK split in to?

What are the names of our local counties?

Where are they located?

Resources:



<https://primarysite-prod-sorted.s3.amazonaws.com/st-pauls-catholic-junior-school/UploadedDocument/fa15e48b7e5949b8bff9f614c31d55bc/counties-presentation.pdf>

Learning Objective

Pre-Learning Expectations

2nd Concept

What is trade?

Recap that the UK is split into 4 countries.

Recap that the UK is split into smaller areas known as counties.

Recap on our local counties.

Subject Specific Vocabulary

Substantive Knowledge/Core Knowledge –What do we want the children to know?

Disciplinary Knowledge

Suggested Learning Activities – What key experiences?



		(Highlighted key disciplinary knowledge to be developed with pupils)															
<p>trade import</p> <p>export</p> <p>product</p>	<p>To know and understand the meaning of trade.</p> <p>To know and understand the meaning of export.</p> <p>To know and understand the meaning of import.</p> <p>To know why industrial areas and ports are important.</p> <p><u>Teacher Additional knowledge:</u></p> <p>Why do we import products from abroad instead of making them in the UK?</p> <p>- Climate - Can students think of any other foods that we cannot grow in the UK?</p> <p>- Cost – Why is it cheaper for some products to be made abroad?</p> <p>-There are patterns of global trade: usually more developed countries export valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee.</p> <p>-The UK is a more developed country and exports valuable manufactured goods.</p> <p>-The physical and human geography of the UK determines what we export. The climate, land mass available for growing, and natural resources (physical) and skills, wealth and education/skills of population (human).</p>	<p>Connect:</p> <p>Recap on the prior learning – how the country is divided.</p> <p>Explain:</p> <p>Tell students that trade gives us most of the products we use in our everyday lives.</p> <p>What is trade? The UK imports many products and also exports products around the world. Some products we use are made in the UK while others are imported from other countries.</p> <p>Example:</p> <p>Why do we import products from abroad instead of making them in the UK?</p> <p>- Climate - Can students think of any other foods that we cannot grow in the UK?</p> <p>- Cost – Why is it cheaper for some products to be made abroad?</p> <p>Trade occurs on different scales - local, national or international?</p> <p>Attempt:</p> <p>Bring in common everyday items – pupils to discuss and find out where they have come from:</p> <p>Chocolate</p> <p>Banana/Fruit</p> <p>Potatoes/Carrots/Dairy products</p> <p>Clothing – socks</p> <p>Marmite</p> <p>Toberlone</p> <p>Olive oil</p> <p>Apply:</p> <p>Children to fill out a table about their research:</p> <table border="1"> <thead> <tr> <th>Product</th> <th>Country it was produced</th> <th>Import/Export + Reason</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Challenge:</p> <p>Challenge: pupils to explain why it was an import/export.</p> <p>Pupils to map on a world map where the product was produced.</p>	Product	Country it was produced	Import/Export + Reason												
Product	Country it was produced	Import/Export + Reason															



Assessment questions	<p><i>What is trade?</i></p> <p><i>What is export?</i></p> <p><i>What is import?</i></p>	<p>Resources:</p> <p>https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zk4rmfr</p>
Learning Objective	Pre-Learning Expectations	
3rd Concept	Recap what is trade/export/import.	
What are the UK's most common exports and imports?		
Subject Specific Vocabulary	<p>Substantive Knowledge/Core Knowledge –What do we want the children to know?</p>	<p>Disciplinary Knowledge</p> <p>Suggested Learning Activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>trade</p> <p>import</p> <p>export</p> <p>product</p> <p>most common</p> <p>least common</p> <p>popular</p>	<p>- To know that UK imports and exports many products.</p> <p>-To know that Doncaster is a good city for distributing goods to be exported.</p> <p>-To know what the most common good are for exporting from the UK.</p> <p>Teacher Additional knowledge</p> <p>Total exports of goods in 2021 were £340 billion. This was an increase of £29.2 billion (9.4%) compared with 2020. Total imports of goods in 2021 were £505 billion. This was an increase of £8.6 billion (1.7%) compared with 2020.</p>	<p>Connect:</p> <p>Recap and discuss that the UK imports and exports many products.</p> <p>Explain:</p> <p>The UK is a developed country so can export more valuable products to other countries. Doncaster is a good city for distributing goods to other places in the UK and exporting these to other countries because of the transport links and location with in the UK and to the transport links.</p> <p>Example:</p> <p>Predict with the pupils what they think what be the top 10 exports in the UK.</p> <p>Give the pupils a list and explain these so they understand the meaning of these.</p>



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Attempt:

Pupils to sort them and explain why they have ordered them in this way – from exported the most to least.

Give pupils the figures – were they correct?

Apply:

Pupils to create a bar chart to represent the data.

<https://www.ibisworld.com/united-kingdom/industry-trends/biggest-exporting-industries/> - website for export information.

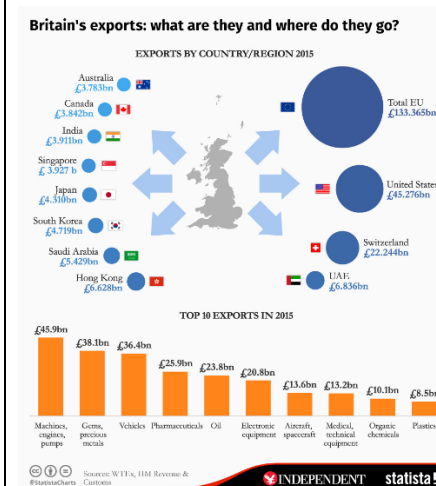
Challenge:

Can pupils create and answer their own reasoning questions based on the graph?

Assessment questions

What are the most common items that are exported from the UK?

Resources:





Learning Objective	Pre-Learning Expectations	
<p>4th Concept</p> <p>Why is Doncaster so successful as an industrial city?</p>	<p>Recap what export and import means.</p> <p>Recap the top 10 exports from the UK.</p>	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge –What do we want the children to know?	<p>Disciplinary Knowledge</p> <p>Suggested Learning Activities – What key experiences?</p> <p>(Highlighted key disciplinary knowledge to be developed with pupils)</p>
<p>Industrial City</p> <p>Export</p> <p>Distances</p> <p>Transport links</p>	<p>-To know that Doncaster is an industrial city with good transport links.</p> <p>-To know where the major exporting areas are in the UK.</p> <p>-To know how far Doncaster is from some of the major exporting areas in the UK.</p> <p><u>Teacher Additional knowledge:</u></p>	<p>Connect:</p> <p>Recap and discuss that the UK imports and exports many products.</p> <p>Explain:</p> <p>Discuss that Doncaster is an industrial city with good transport links. Introduce the regeneration Doncaster from being a mining town to now a distribution city due to new developments such as the I-PORT/rail port/amazon warehouse.</p> <p>Discuss why the pupils think this was built in Doncaster?</p> <p>(airport/motor/rail/ports links)</p> <p>Discuss the iport/amazon warehouse and what this is.</p> <p>Example:</p> <p>Share with the pupils a map of the UK – plot Doncaster on the map.</p> <p>Discuss what Doncaster must have in order for it to be a successful industrial city: transport links.</p>



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Travel Times



Doncaster	16 mins
Sheffield	35 mins
Leeds	45 mins
Nottingham	1 hour
Birmingham	1 hour 40 mins
Liverpool	1 hour 50 mins
London	3 hours 20 mins



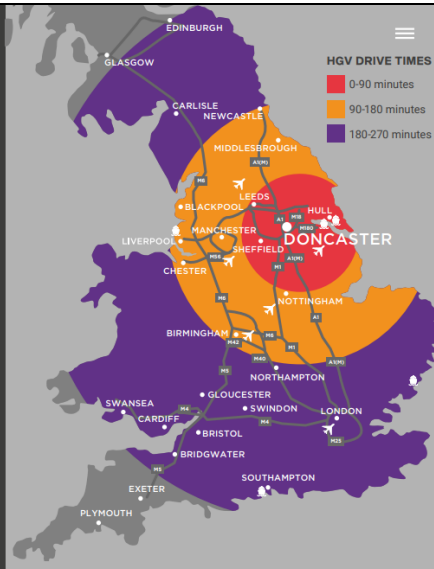
Doncaster Sheffield	18 mins
Leeds Bradford	1 hour
East Midlands	1 hour
Manchester	1 hour 25 mins
Birmingham	1 hour 30 mins
London Heathrow	3 hours



Immingham	40 mins
Hull	45 mins
Liverpool	1 hour 40 mins
Felixstowe	3 hours 20 mins
Southampton	4 hours

SAT NAV: DN8 5GS

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-Hull port

-Grimsby/Immingham port

-Liverpool

-Doncaster Sheffield airport

-East midlands

-Leeds/Bradford

-Birmingham

-Manchester

-London

-Railways station – city centre/railport

Attempt:

On the map show the children the motorway links – particularly the A1 connecting the surrounding motorways – runs from Edinburgh to London.

Apply:

Plot the above transport links on the map – pupils then to shade in the map:

0-90 mins away

90-180 mins away

180 – 270 mins away

Challenge:



		Challenge: use google maps to plot out the journey times to key export areas from Doncaster.
Assessment questions	Why is Doncaster an industrial city?	Resources https://unity-yorkshire.com/zones/connect-2022/
Learning Objective	Pre-Learning Expectations	
5 th Concept Why do we export from Doncaster today?	Recap on how the railways have had an impact in Britain. Recap on reasons for this.	
Subject Specific Vocabulary	Substantive Knowledge/Core Knowledge - What do we want the children to know?	Disciplinary Knowledge Suggested learning activities – What key experiences? (Highlighted key disciplinary knowledge to be developed with pupils)
All of the above.	<p>-Know Doncaster's involvement in the industrial revolution.</p> <p>-Know that the industrial revolution opened up commerce in Doncaster.</p> <p>-Know the trade links that Doncaster now has with the world.</p> <p><u>Teacher Additional knowledge:</u></p> <p><u>I-Port Information:</u></p>	<p>Connect: Recap on all previous taught knowledge linked to railways. Use quizlet</p> <p>Explain: Explore why we export from Doncaster today – why has Doncaster become a hive for importing and exporting goods still today? Discuss the links with the train station/airport/motorway links however the use of rail in Doncaster has expanded thanks to the I-Port.</p> <p>Example:</p>



<p>Amazon warehouse visit/Iport/Virtual tour</p>	<p>-iPort Rail is a high-volume inland port offering sustainable logistics solutions with connections to regional, national and international supply chains.</p> <p>-Our experienced and highly professional team works closely with customers, from strategic advice to practical support, always focussed on the rapid movement of goods.</p> <p>-91% of the UK's population is within a 4hour journey from the iport.</p>	<p>Introduce what this is/why it has introduced the iport rail and how this connects to the Eurotunnel and other areas across the UK.</p> <p>Amazon warehouse virtual tour.</p> <p>Apply:</p> <p>Pupils to create a vlog using iMovie on the iPads - outlining why Doncaster is a great city for export links across the country and other countries.</p>
<p>Assessment questions</p>	<p>How has the television changed over the years?</p> <p>What the advantages/disadvantages to these changes?</p>	<p>Resources</p> <p>Amazon tour/virtual tour/video tour</p> <p>https://amazontours.com/</p> <p>Iport Doncaster website – resource below includes a video link to see how the iport connects with wider trade links e.g humber.</p> <p>https://www.iportrail.com/</p>
<p>Learning Objective</p>	<p>Pre-Learning Expectations</p>	
<p>6th Concept</p> <p>APPLICATION</p>	<p>Recap on taught knowledge over the unit.</p> <p>Link the application with history for this unit. Create a display of learning across the unit/vlogs/artwork to share learning with parents/display/exhibition.</p>	