Ellison Primary Academy

Medium Term Plan/ Knowledge Organiser – The Potteries (Year 4)

I. Unit Title:
Has the pottery industry had a lasting impact upon our local area?

Intent (II. Unit Overview):

Why study this time period?

Stoke-on-Trent has been shaped by the pottery industry for over 300 years and is affectionately known the world over as 'The Potteries'. From about 1750 changes began to take place in the British pottery industry which resulted in it becoming a major factory-based industry. Most of the changes were inspired by Josiah Wedgwood in North Staffordshire. It was here that geology; the availability of water, coal and clay combined to create the world centre of ceramic production as we know it. Without exception, the vast majority of the population were either potters or colliers in every town of the Potteries and the challenge to the working class was to avoid the workhouse at all costs. The success of the potteries around Stoke was a double-edge sword. Ill health was widespread with diseases like 'potter's rot' caused by the use of lead glazes. At the start of the 20th century, over two thousand bottle kilns throughout the city created a permanent haze of smoke and pollution over the area. Furthermore, there was an extensive use of children in the pottery industry, in some cases from the age of six, working long hours in appalling conditions. The children will compare their lives today to the life a child who worked in the pottery industry, learn how the pottery industry effected the area that they live in today and how the decline of the pottery industry has had both a positive and negative impact upon the six towns of Stoke-on-Trent.

At the end of this unit we will be able to;

- Have an understanding of the chronology of key events from the end of 1760 -1850 and the Industrial revolution in the Victorian era (until 1901)
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Suggest causes and consequences of some of the main events and changes in history.
- Describe changes that have happened in the locality of the school over time.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Suggest suitable sources of evidence for historical enquiries

- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Use maps to identify geographical similarities and differences.
- Describe and understand human and physical processes.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area
- Use the eight points of a compass, four-figure grid references, symbols and a key

2. Conceptual Lens

Main Concepts:	Secondary Concepts:
• Cause and Consequence (H) • Continuity and Change (H) • Location (G) • Place (G) • Space (G) • Human and Physical Processes (G)	• Chronology (H) • Evidence (H) • Similarity and difference (H)

3. Web Strands

History (H) Geography (G)	Art P4C

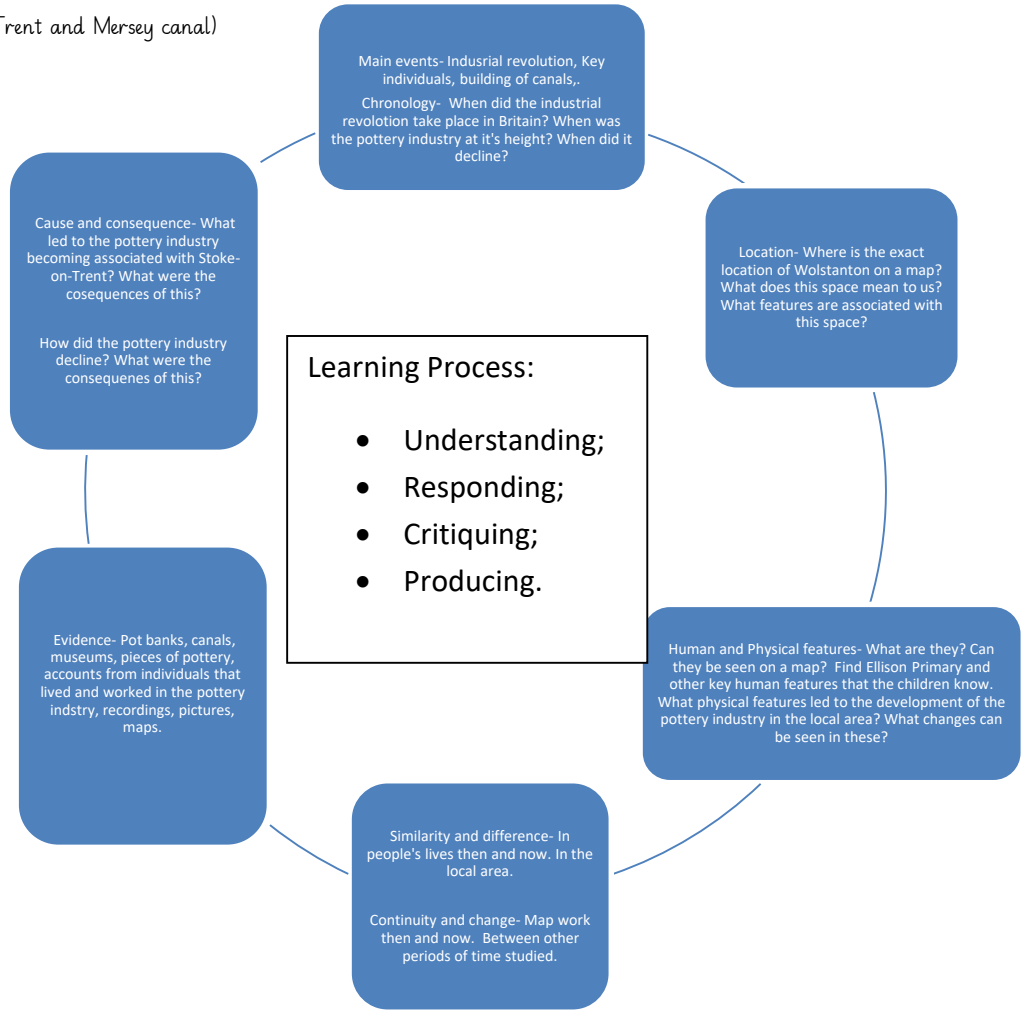
4. Unit Web

Major Headings:

- Timeline – Overview of the pottery industry from rural communities to the industrial revolution and finally the decline.
- Local area changes over time (factories, canals, housing, railway, formation of the six towns).
- Significant Individuals-Wedgewood, Burgess and Leigh, Spode, James Brindley (Trent and Mersey canal)
- Transport- Canals, barges and railway innovations led to worldwide distribution.
- Process of making clay

Key Strands:

- Main Events
- Chronology- Timeline
- Location/Place/Space- Maps
- Human and Physical processes
- Similarity and Difference
- Continuity and Change
- Evidence- differing accounts
- Cause and Consequence- What cause the decline of the pottery industry (exit task)



Key Learning

7. What we would like children to know: Elements to include:	5. 5. What we would like children to understand: (the generalisations)	8. What we would like children to be able to do:
<u>Cause and consequence (H)</u> - The industrial revolution caused the boom in the pottery industry. - The natural resources in the local area (clay, coal, water) led to the pottery industry being so successful. - There were both negative and positive consequences to the pottery industries growth in the area.	<u>Cause and consequence (H)</u> • that there are reasons why events in the past happened and these events in turn cause consequences. <u>Prior Learning</u> No prior learning <u>Future Learning</u> No future learning	<u>Cause and consequence (H)</u> • describe how aspects of history influence how we act and live today. • answer and sometimes devise historically valid questions about cause and consequence. • identify, examine and analyse the reasons why events have happened and then the consequences of the event. <u>Prior Learning</u> No prior learning <u>Future Learning</u> No future learning
<u>Continuity and change (H)</u> - a rapid period of change happened within the local area due to the effect of the industrial revolution. Stoke-On-Trent became the centre of the pottery industry worldwide.	<u>Continuity and change (H)</u> • that many examples of continuity and change can be seen across every civilisation and any given period of time. • that aspects of history influence how we act and live today. <u>Prior Learning</u>	<u>Continuity and change (H)</u> • describe changes that have happened in the locality of the school throughout history (school building, layout, lessons, town plans, buildings, expectations of children, employment) • the types of questions that are needed to learn from changes that have happened answer and

- Not all of the change had a positive impact on our local area and it had a significant impact on everyday lives. - Continuity can be seen in our local area for example landmarks such as St Margarets church and Ellison Primary Academy.	• that over time some things change and some things stay the same • that changes can happened in different areas of their life e.g. family, friends, technology, buildings, surrounding areas etc. • that 'change refers to something that is obviously different from what occurred previously. <u>Future Learning</u> • many aspects of history influence how we act / live today • changes have happened in history due to social, religious, political, technological and cultural reasons. • that change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. • that change continues to occur that will shape the world for us and future generations to come.	devise historically valid questions about change. Change this NC statement. • suggest changes that happen linked to; technology, transport links, buildings, land use, conflict (see conflict concept) <u>Prior Learning</u> • recount changes that have occurred in their own lives. • suggest future changes could happen / are likely to happen in their own life • describe changes that have happened in their school locality. • explain, list, describe – use the verb to support this. • Explain that people who are older will have seen more changes <u>Future Learning</u> • describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • identify periods of rapid change in history and contrast them with times of relatively little change. • represent the concept of continuity and change over time, on a time line. along with evidence. • suggest how some aspects of their locality have remained the same for long periods of time e.g. Land use; the main Roman road throughout Wolstanton; school buildings and churches

		• suggest there are some aspects to their local community that have changed e.g. Asda building built on top of a park, Marks and Spencer's Developments: employment; mining and farming • address and sometimes devise historically valid questions about change. • represented change on a timeline in chronological order • suggest changes that have happened for different groups of people at different times e.g. Women's rights, religion, apartheid etc. • suggest current local, national, international change that will affect future generalities E.g. global pandemics, links to medicine, technology, transport, global change.
Evidence (H) - difference between the two types of sources – primary and secondary. - evidence that has been destroyed over time, is ambiguous and open to interpretation. - stories passed down through generations would make evidence disputable similar to 'Chinese whispers'. - approximate dates are estimated using sources of archaeological evidence. - Evidence (buildings, pottery, personal accounts, mas etc) accounts of a past culture can inform us of how people from that time lived. - Evidence is open to interpretation.	Evidence (H) • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past that evidence can be categorised into primary and secondary sources Prior Learning • that asking questions about sources of evidence can help us learn about the past • that the more sources of evidence we have, the better picture we can begin to build of the past Future Learning	Evidence (H) • use evidence to ask questions and find answers to questions about the past. • suggest suitable sources of evidence for historical enquiries. • use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • describe different accounts of an historical event and explain why some of the accounts may differ. Prior Learning:

	• that evidence allows historians to hypothesise and piece together the past. • that evidence can be separated into two categories, primary evidence and secondary evidence.	• observe and handle evidence to ask questions and find answers to questions about the past • use artefacts, picture, stories, online sources and databases to find out about the past • identify some of the different ways the past has been represented Future Learning: • use sources of evidence to deduce information about the past. • use sources of evidence to form testable hypotheses about the past. • seek out and analyse a wide range of evidence in order to justify claims about the past. •
Chronology (H) - Chronology is the order in which past events happened in and these can be concurrent and overlap. - Chronology puts major events into context. It tells us when these events occurred in relation to others not just in Britain but around the world. - Dates are sometimes not accurate and based upon the available evidence.	Chronology (H) • that change over time can be represented, along with evidence, on a time line. Prior Learning • that chronology is the times at which past events happened in the order in which they happened. Future Learning	Chronology (H) • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. Prior Learning

-	• how chronology contributes to a person's sense of identity and helps them create a context for understanding the present. • that change over time can be represented, along with evidence, on a time line. (see progression for continuity and change)	• place events and artefacts in order on a time line. • label time lines can be with words or phrases such as: past, present, older and newer. • understand that dates can be used to place events and artefacts in order. • use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries can be used to describe the passing of time. <u>Future Learning</u> • understand that chronology is the times at which past events happened in the order in which they happened. • understand that the order in which things happened can help them to make connections between events in the past and future events. • understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • use dates and terms accurately in describing events. • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times can be given.

		• use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
Similarity and difference (H) - the similarities and differences between the lives of women, men and children both then and now. - to establish what similarities can be seen in the local area and how it has developed into what we know today.	Similarity and difference (H) • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space Prior learning: • that times in the past were both similar to theirs and different. Future learning: • that similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.	Similarity and difference (H) • compare some of the times studied with those of other areas of interest around the world. • answer and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Prior learning: • describe historical events. • ask questions about the past. • suggest similarities and differences between a time in the past and their own lives. Future learning: • give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • note connections, contrasts and trends over time • answer and sometimes devise historically valid questions about similarity and difference
Location (G) - The location of Stoke-on-Trent and how goods were transported in different ways around the country and beyond. - Where the exact locations of different areas and points of interest around the Stoke-on-Trent area.	Location (G) • that location can be defined as a human settlement or archaeological site. • that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude).	Location (G) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic

- Where is the location of our school and has it changed over time?	<u>Prior Learning</u> • that a location can be explained in terms of a designated area, a locality such as a town, city or country • location is used as a geographers' tool of description. <u>Future Learning</u> • that 'relative location' allows the involvement and opportunity for geographers to compare position in relation to differing landmarks or places.	Circle and date time zones. Describe some of the characteristics of these geographical areas. <u>Prior Learning</u> • identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • name and locate the world's continents and oceans. • use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. <u>Future Learning</u> • collect and analyse statistics and other information in order to draw clear conclusions about locations. • use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

		• use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
<u>Place (G)</u> - to develop an understanding around the experiences of different generations who have lived in Stoke-on-Trent and how our area has become synonymous with the pottery industry	<u>Place (G)</u> • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. <u>Prior Learning</u> • that places have distinct physical and human characteristic. • that a place relates to an opinion and meaning that people attach to a location. <u>Future Learning</u> • that as a concept, place examines the <u>uniqueness</u> of a space and questions what is specific about this area. • that place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	<u>Place (G)</u> • describe geographical similarities and differences between countries. <u>Prior Learning</u> • ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <u>Future Learning</u> • name and locate the countries of North and South America and identify their main physical and human characteristics. • identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
<u>Space (G)</u> - to understand the natural features located within Stoke-on-Trent and how it has influenced our way of life.	<u>Space (G)</u> • that particular areas have features and values associated with them.	<u>Space (G)</u> • explain own views about locations, giving reasons. • describe how the locality of the school has changed over time.

- to identify the changes in space over time and the impact it has had on the local population.	Prior Learning • that you can identify features in different areas. Future Learning • that there are patterns, distribution, trends, interconnections, density, proximity linked to a particular area.	• use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. Prior Learning • identify land use around the school. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Future Learning • name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • describe how countries and geographical regions are interconnected and interdependent.
Human and Physical processes (G) - The difference between a human and physical feature. - That human and physical features can change over time.	Human and Physical processes (G) • that human processes can be defined in terms of how human involvement has affected the world. Prior learning:	Human and Physical processes (G) • ask and answer geographical questions about the physical and human characteristics of a location. • use fieldwork to observe and record the human and physical features in the local area using a

- How the physical features led to the expansion of the pottery industry. - How human features enabled the growth of the pottery industry. - The impact of human involvement upon the landscape. - What human and physical processes look like on an ariel map and draw conclusions as to how this has impacted the local area.	• that the concept of physical and human processes looks at natural and man-made features in the world. • that a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. <u>Future learning:</u> • that the events and activities caused by physical and human processes can lead to changes within the places, landscapes and societies of the world.	range of methods including sketch maps, plans and graphs and digital technologies. • use a range of resources to identify the key physical and human features of a location. • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • name and locate the countries of Europe and identify their main physical and human characteristics. • describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • describe key aspects of: human geography, including: settlements and land use. <u>Prior learning:</u> • use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • use aerial images and plan perspectives to recognise landmarks and basic physical features. • use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.

		• key human features, including: city, town, village, factory, farm, house, office and shop. • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. <u>Future learning:</u> • use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

6. Guiding Questions	
Generalisations	Guiding Questions: F = Factual; C = Conceptual; D = Debatable.
<u>Cause and consequence (H)</u> • that there are reasons why events in the past happened and these events in turn cause consequences.	• What are causes and consequences? (F) • What were the reasons behind the decline of the pottery industry? (F) • Do all events in history have just one cause? (C) • Can consequences be both positive and negative? (C) • Has the decline of the pottery industry benefitted Stoke-on-Trent? (D) • Was the industrial revolution always going to lead to a growing pottery industry in Stoke-on-Trent? (D)
<u>Continuity and change (H)</u>	• What do the terms continuity and change mean? (F) • Do all things change eventually? (C)

• that many examples of continuity and change can be seen across every civilisation and any given period of time. • that aspects of history influence how we act and live today.	• Why do some things stay the same for a large period of time and others change rapidly? (C) • Do changes in the area that they live effect individual's lives? (C) • Is all change positive? (D) • Is continuity the opposite of progress? (D)
<u>Evidence (H)</u> • that by asking questions and investigating the answers can help you find out about the past • that no single source of evidence gives the full answers to the past	• What evidence of the pottery industry still exists today? (F) • What can the artefacts and buildings left behind tell us about the pottery workers way of life? (F) • How can a source of evidence help us to gather understanding of the past? (C) • Why can once source of information be interpreted in different ways by different historians? (C) • Is it fair to purposefully manipulate the truth in order to influence how historians write about the past? (D) • Should we have saved all of the pot banks from destruction? (D)
<u>Chronology (H)</u> • that change over time can be represented, along with evidence, on a time line.	• Can you order periods of history on a timeline? (F) • When was the pottery industry at its height in Stoke-on-Trent? (F) • What is the meaning of chronology? (C) • Can events overlap? (C) • Is chronology an important aspect of history? (D) • Would particular events have happened if they we placed into different periods of time? (D)
<u>Similarity and difference (H)</u> • that comparisons can be made across people, their perspectives, motivations and actions as well as across time and space	• What is an Historical similarity and difference? (F) • How did life in industrial revolution Britain compare to how we live today? (F) • Can we compare different time periods to gain an understanding of history? (C) • Were their similarities with other cultures around the world during this time period? (C) • Why are there differences between historical opinions? (C) • Can comparisons be drawn between all people across time and space? (D)
<u>Location (G)</u> • that location can be defined as a human settlement or archaeological site.	• What is our school's absolute location? (F) • What is latitude and longitude? (F)

• that location can be studied as a place's 'absolute location' its precise and fixed place on Earth (regularly referred to in terms of latitude and longitude).	• Is a location the same if the land use changes? (C) • Can the location of where you live effect your life? (D) • What location would you go to if you could? (D)
<u>Place (G)</u> • that we may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place.	• Are places shown on maps? (F) • What is a place? (C) • Do places mean different things to different people? (C) • Who decides a place's importance? (D) • What is the most important place in the Stoke-on-Trent? (D)
<u>Space (G)</u> • that particular areas have features and values associated with them.	• How is the land used around our school? (F) • What are the eight points of a compass? (F) • What features can be identified that are associated with Stoke-on-Trent today? (F) • Do the features of a space influence the people that live there? (C) • Can spaces be linked through the values associated with them? (D)
<u>Human and Physical processes (G)</u> • that human processes can be defined in terms of how human involvement has affected the world.	• What are the differences between human and physical processes (F) • Can you locate both human and physical features on a map of different locations? (F) • How can human processes impact upon natural processes? (C) • Why do physical processes effect where humans choose to settle? (C) • Can human processes ever have a positive impact upon the natural world? (D) • Is it fair that the Vikings took advantage of Britain's natural resources (D)

9. Assessment - Exit Task:
How has the local area changed due to the decline of the pottery industry? 1. Class debate on whether the decline of the pottery industry has been positive/negative for the local area. 2. Written piece explaining how the area has changed and whether they think this has been beneficial for our local area.

Tier 2

Civilisation, first-hand account, chronology, chronologically, change monarchy, parliament, discoveries, eye-witness, primary source, secondary source, reliable source, timeline, (line of) enquiry, perspective, empathy, conclusion, evaluate, dates, time period, era.

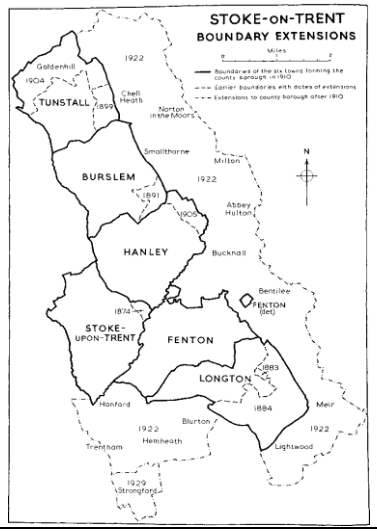
Tier 3

Industrial revolution, viewpoints, trends, influence, innovations, wealth, social injustices, migration patterns, environmental degradation.

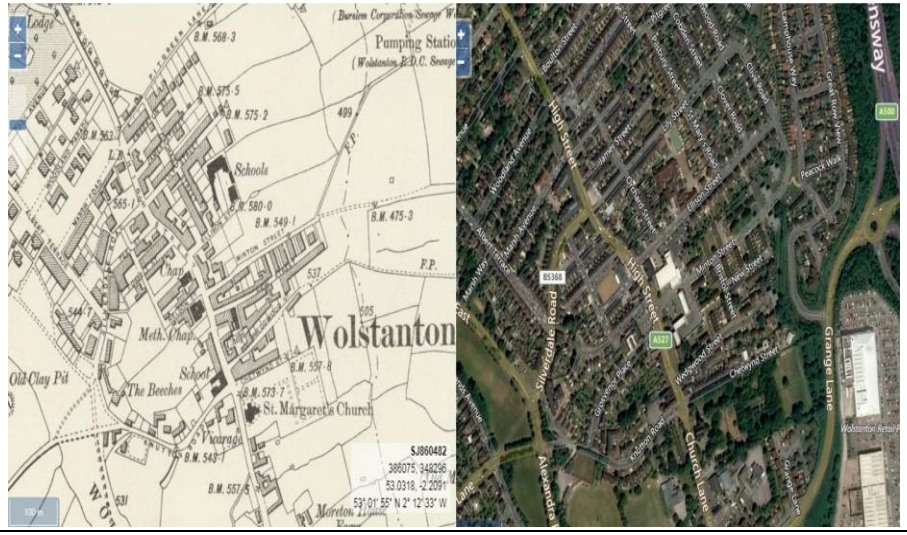
Map:



Map of the United Kingdom



Map of the formation of the six towns



A map of the local area (1762- present day)

Timeline: Timeline to be displayed in classroom and updated with new learning following each lesson.

Specific Viking Timeline

Wider Overview