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| **Year 5****Mining in West Yorkshire*****Local History***  |
| **Links made with other subjects** | GeographyEnglish |
| **The BIG Question** | Why did the mining industry grow then decline in West Yorkshire? |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt during this unit to create a double page spread discussing why the mining industry grew and changes that led to its decline.  |
| **History objectives**(link to NC)  | * How an aspect of national history is reflected and significant in the locality.
* To develop a chronologically secure knowledge and understanding of British and local history.
* Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
* Understand how our knowledge of the past is constructed from a range of sources.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?  | Children already know:* Year 3: Local History – The Wool Trade in Bradford
* Year 4: Local History – The impact of World War II on Bradford
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to: |
| **Historical strands** | Historical enquiry/ skills* Ask and answer question about the topic
* Us a range of sources to find out about the past
* Consider why and how different sources are useful
* Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts, radio, television
* Question the reliability of sources
* Primary and secondary sources

Continuity, change, cause and effect* Analyse the change
* Discuss why this caused further change
* Devise historically valid questions about change, cause, similarity and difference and significance

Governance/ Rulership* Describe how the government tried to improve conditions (1842 Royal Commission), 1842 Mines Act

Chronology * Sequence important dates on a timeline using a dated scale, grouping events to different periods of time.
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| **Vocabulary/ Glossary** | Mines, mining, hurrier, hewer, thruster, trapper, getter, century, industrialisation, strike, political, global warming, trench |
| **Knowledge**(see italics for knowledge to remember) | The knowledge the children will learn and remember: * The development of mining: 15th century outcrop mining (open quarry mining), 16th/ 17th century bell pit and windlass (sunken shaft and winch), 18th and early 19th century horse and gin (horse / early mechanics), late 19th/ early 20th century steam winding engine house, late 20th century headgear.
* The mines became bigger as coal was used to fuel the industrial revolution (factories, mills, railways, ships) 🡪 link to Year 3 History unit.
* There were jobs in the mine during the 1800s for men, women and children (hewer: loosens rock and minerals, getter: cutting coal using a pickaxe, hurrier: usually a child or woman who would move the coal, thruster: usually a child or woman who would move the coal using a carriage, trapper: open and close doors to let in fresh air).
* Working conditions in the mines: Health and safety: 11-hour days, no light, sore heads from thrusting, lung disease from coal dust, accidents when entering / leaving the mine, few opportunities to eat, explosions.
* The impact of the 1842 Royal Commission: The Mines Act meant that women and children under the age of 10 could not work underground.
* Much of World War I was fought from trenches. Miners used their skills and experience of underground work to build complex systems of tunnels, running from the trenches to positions underneath the enemy lines. They placed explosives to blow up the enemy. Miners made good soldiers as they were used to hard work, danger and strict regulations. Men who joined together from a workplace or area could serve in 'Pals Battalions'. Men who were friends worked well as a team. This sadly meant high casualties for mining communities who gave their lives to save others.
* With the outbreak of World War II, demand for coal grew. In 1941, the Essential Work Order was made to stop men leaving mining. The Order was resented by miners who wanted to enlist. In 1943, Ernest Bevin, the Minister of Labour and National Service, introduced compulsory recruitment of labour into the mines. These conscripts were called 'Bevin Boys' 🡪 link to Year 4 History unit.
* The decline in the coal industry:
* Coal was cheaper to import from abroad.
* New Sources of energy. From the 1960s, the UK discovered cheaper sources of energy, such as North Sea gas and oil. Also, nuclear power. With new energy sources, we became less dependent on coal.
* With new energy sources, we became less dependent on coal. British railways were run on coal power but steam power soon vanished in place of diesel and electric trains. Households used to burn coal for central heating but after the Clean Air Acts of the 1950s, this rapidly declined as people switched to more modern forms of central heating.
* Political Issues: The coal industry had the most powerful unions in the country e.g. Miners’ strike 1984. After being on strike for nearly a year, the miners reluctantly drifted back to work – defeated, their political and economic power never recovered. The unions were then powerless to prevent a steady stream of mine closures.
* Global Warming and the need to reduce CO2 emissions.
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| **SEND expectations** | * The development of mining: 15th century outcrop mining (open quarry mining), 16th/ 17th century bell pit and windlass (sunken shaft and winch), 18th and early 19th century horse and gin (horse / early mechanics), late 19th/ early 20th century steam winding engine house, late 20th century headgear.
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* new Sources of energy
* we became less dependent on coal.
* global warming
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