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| **Year 1** **Local History - Jowett Cars** |
| **Links made with other subjects** | GeographyArt |
| **The BIG Question** | How did Jowett cars change Idle?Why are our School Houses called Kingfisher, Kestrel, Javelin and Jupiter? |
| **The BIG Outcome** | Children will demonstrate the knowledge they have learnt across this unit. Children will discuss / write captions for a series of pictures to show change. This could include filming the children sorting pictures of the local area. The children could also refer to their local area walk map, finding evidence of Jowett Cars (e.g. street names), when completing the BIG outcome. It could also include children discussing / sharing why our school houses are called what they are called.  |
| **History objectives**(link to NC)  | * Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
* Know where the people and events they study fit within a chronological framework.
* Significant historical events, people and places in their own locality.
* To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* To understand some of the ways in which we find out about the past and identify different ways in which it is represented.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?   | *Children already know:** Past and present events in their own lives and in the lives of family members (ELG 13)
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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:Y1 – Changes within living memory – Houses Y1 – Changes within living memory – Toys Y2 – Saltaire Y3 – The wool trade in Bradford |
| **Historical strands** | *Historical enquiry/ skills** Answer given questions and choose appropriate questions.
* Ask questions like what was it like for people in the factory? What happened? How long ago?
* Use artefacts, pictures, stories
* Sources – photographs, museum visit, comparing old and new photographs

*Continuity, change, cause and effect** Notice differences between old and new
* Describe the significance of the Jowett’s

*Chronology* * Order pictures of events on a timeline
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| **Vocabulary/ Glossary** | Idle, Bradford, past, present, factory, old, older, new, newer, Jowett, cars, motor, engine, Springfield Works, Kingfisher, Kestrel, Javelin, Jupiter |
| **Knowledge**(see italics for knowledge to remember) | *The knowledge that children will learn and remember:*1. Know what life was like in Idle 100 years ago. How were houses different? Some houses still had outside toilets. How were toys different? Toys were not electronic, no computer games. How was everyday life? Mostly men that went to work, the women would stay at home and look after the children. How was the local area different? Five Lanes End enterprise park (Morrisons) was home to a large car factory, Jowett Cars.
2. Describe who the Jowett family were. Benjamin and William Jowett started the factory. They made bikes first and then started to make cars.
3. Explain why the factory was important to Idle. Brought jobs to the area. Javelin Jupiter won the Le Mans race in 1951, during WW2 made parts for aeroplanes.
4. Why did they stop making cars in Idle? Competition from other car companies, difficulties getting parts for car bodies.
5. Use a timeline to show changes in Idle (e.g. 5 Lane Ends), including the end of the factory.
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| **SEND expectations** | 1. Know what life was like in Idle 100 years ago. How were houses different? Some houses still had outside toilets. How were toys different? Toys were not electronic, no computer games. How was everyday life? Mostly men that went to work, the women would stay at home and look after the children. How was the local area different? Five Lanes End enterprise park (Morrisons) was home to a large car factory, Jowett Cars.
2. Know who the Jowett Family were. Benjamin and William Jowett started the factory. They made bikes first and then started to make cars.
3. Use a timeline to show changes in Idle (e.g. 5 Lane Ends), including the end of the factory.
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