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| History - Year 1 - Term 5/6  The 3Bs. Why were these important to the growth of Reading and EP Collier school? | |
| Prior Knowledge | Prior Skills: |
| Children understand the concept of **changes** and **progress** being made in safety procedures after the Great Fire of London and the sinking of the Titanic. They know that life was unfair and not **equal**, and that people experienced events **differently,** for example Mary Seacole experienced discrimination. Year 2 children should know that some events happened within living memory, and others before living memory. | Children know the **chronology** of events within living memory – that the Titanic happened after the Great Fire of London on a timeline. They know that events are caused by other events and that there are consequences, both short term and long term. They know that some things change but other things stay the same. They know that we are interested in the great fire of London and the Titanic because they led to **progress**. |
| Planned outcome/children know the following:  The biscuit, bulb and brick industries all contributed to the growth of Reading. The companies moved here because the railway made it easy to move products around the country. People moved to Reading for jobs in the factories. Lots of new houses were built for the people who lived here, and **communities** developed around the factories. Our school was built when the law changed to say all children had to go to school. The bricks were donated by Edward Philip Collier.   |  |  |  |  | | --- | --- | --- | --- | | Hierarchy and Power | Community and Culture | Conflict and Conquest | Exploration and Invention | | The laws changed to reduce **inequality** by giving all children an education. Some companies made sure that their workers were housed in a way that would keep them as healthy as possible. | The **economy** in Reading developed around businesses moving here due to the ease of **trading** across the country when the railways came here. **Communities** built up around the factories that started in Reading when people began to **settle** here. The bricks made in Reading were used to build the houses around our school, and our school building itself. This Victorian **architecture** is similar across the country – terraced houses can be seen everywhere there was Victorian industry. |  | **Progress** was made in the **trading** of goods around the country and the world. |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Similarities and Differences | Chronology | Causation and Consequence | Changes over Time | Significance | Enquiry | | Many houses in Reading are made of the same materials and look the same – these were made from Reading bricks. Other houses in this country look the same because they were also built in Victorian times. | This was happening at a time before the Titanic but after the Great Fire of London. Louis Braille was alive during this period. This 200 year period is outside of living memory. | The railways developed, which meant goods could be easily transported around the country. Huntley and Palmer, Sutton Seeds and S&E Collier businesses grew because of this. As a consequence, thousands of people settled in Reading and the town developed. Swansea Road and EP Collier school look like they do because of these companies. | During this 200 year period of time, thousands of people moved to Reading. The town changed a lot during this time. Houses were well built and have stayed the same. As the businesses grew, they needed to move out of Reading to bigger premises. | Understanding how Reading developed helps us understand why our school is here and why buildings here look like they do. Knowing about Victorian development of Reading helps us recognise that other parts of the country had similar industrial growth and housing. | Why do Swansea Road houses and EP Collier school look like they do?  Wider enquiry: How can we tell by looking at the architecture, which towns developed during the Victorian era? | | |
| Learning Journey – small steps in learning to meet the planned outcome  During the Victorian times, the railways came through Reading which meant people and products could be transported easily around Britain. Businesses came to Reading because of this, which meant lots of people moved here to work in the factories. (Chronology, Causation and Consequence, Changes over Time)  The 3Bs were the businesses that grew in Reading. Bulbs, biscuits and bricks.  Sutton Seeds was founded in 1906. It grew quickly from supplying corn to supplying vegetable and flower seeds and bulbs. A community grew around the factory, with a fire station, stables and houses. In 1976 the company moved to another town because Reading couldn’t provide enough people to work there. (Significance, Causation and Consequence, Changes over Time)  Huntley and Palmer biscuits started in 1922. They opened a factory on King’s Road in 1846 that meant lots of people moved to the town to work there. 5000 people worked there by 1900. The town grew because of this factory. In 1976 the factory closed because they needed a bigger factory. (Significance, Causation and Consequence, Changes over Time)  S&E Collier built bricks in Reading for over 100 years. Our school is made from ‘Reading Red’ bricks. Making bricks is hard work and the hours are long. (Similarities and Differences, Causation and Consequence, Significance, Enquiry)  In Victorian times, children didn’t go to school and lots of them worked. The law changed in 1880 so children 5 – 13 had to go to school. Edward Philip Collier donated the bricks to build our school and it opened in 1899. It changed its name from Swansea Road Board School to EP Collier in 1920. (Enquiry) | Tiered Vocabulary  Victorian  **3**  **2**  **1**  bulb trade progress  developed architecture settlement  equality migration chronology  economy community    bricks  biscuit  railways |
| Scaffolds | Oracy Activities |
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