

<p>Theme read:</p> <p>Taylor and Rose Secret Agents: Perils in Paris – Katherine Woodfine</p> <p><i>A Little Princess</i> by Frances Hodgson Burnett</p> <p><i>A Vicarage Family</i> by Noel Streatfeild</p> <p>Pocket Guide to Edwardian England by Evangeline Holland</p>	<p>Year 5 Spring Enquiry Question</p> <h2 style="text-align: center;">What was life like for the people that made the Bullnose Morris?</h2> <p>Key driver: Enthusiasm</p> <p>Key skills: I can recognise and describe similarities and differences, continuity and change.</p> <p>Year Enquiry: How has technology changed the world?</p> <p>Topics: Local history, the Edwardian Age.</p>	<p>Resources</p> <p>https://www.press.bmwgroup.com/uk/press-releases/article/detail/T0137526EN_GB/a-century-of-car-making-in-oxford?language=en_GB</p>
<p>Key Vocabulary:</p> <p>Industrialisation, mass production, Ford, William Morris, manufacturing, technology.</p>		<p>Pupil Pledge</p>

<p>Launch (Immersion)</p> <p>Imagine you get a new job in Oxford producing the height of new technology. It is 1913 and you are making the ‘Bullnose’ Morris Oxford car. After a century of industrialisation are you aware of how the world is about to change?</p> <p>Day one of your job in the factory, You have your Induction with the boss. What is it like?</p> <p>WALT: Find out what a working factory was like in Edwardian England.</p> <p>Outcome: Chdn will role play themselves as new workers.</p>	<p>Lesson 2 (Find out more)</p> <p>What did factory do? What happening there and why (context of car invention - development of mass production). Cutting edge of new technology. Why was it building cars? Was it production line or hand-done? What was manufacturing industry like after the Victorian era of industrialisation?</p> <p>WALT: Find out how and why William Morris set up a car making factory in Oxford.</p> <p>Outcome: Chdn to write a short ‘business’ report to potential investors telling basic facts about the production process.</p>	<p>Lesson 3</p> <p>Day in the Life of the worker.</p> <p>Working conditions – what was health and safety at the time? Find out accident records – data. Life expectancy. How many people employed there then/now?</p> <p>Gown to Town: WWI and interwar period – Oxford famous for its university, was about to become famous for cars –</p> <p>WALT: I can record what working life was like for an Oxford factory worker.</p> <p>Outcome: Chdn to write a diary entry of their first day at work.</p>	<p>Lesson 4</p> <p>Social conditions at home. Where do you live (BBL not yet built!)? Going home after a hard day’s work – understanding conditions at home, what did people eat, entertainment, conditions in home (toilet, washing, cooking)</p> <p>Examine different artefacts from home life revealing what it was like.</p> <p>WALT: I can use artefacts to understand and explain the life of a working family in Edwardian Oxford.</p> <p>Outcome: Chdn can talk about what life was like then</p>	<p>POP Quiz</p> <p>Chdn to complete a ‘job application’ test on aspects of work and life at the time of the first car production in Oxford.</p>
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Teacher is their boss, William Morris, and can introduce the time and context.			compared to now. Was it harder then? Or simpler?	
<p>Lesson 6</p> <p>Case study of a family in Oxford.</p> <p>Search a variety of resources - maps of old Oxford, secondary descriptions of life, diaries, newspaper reports.</p> <p>WALT: I can use primary and secondary sources to describe family life in Edwardian Oxford.</p> <p>Outcome: Diary entry from a child's point of view. What is life like in the Oxford where William Morris starts to build the Bullnose Morris, what advances have been made in the previous century? Trams, canal, railway. Life – houses, clothes, jobs.</p>	<p>Lesson 7</p> <p>Rich and poor – worker versus boss. Graphs of life expectancy (for factories generally) - data. Growth of trade unions.</p> <p>WALT: Use primary sources to compare the lives of the owner and workers of the Morris factory.</p> <p>Outcome: Class to divide in two to find out about and present to each other a description of how the well-off lived compared to the working class. Who would drive the cars that were made, who could afford them?</p>	<p>Lesson 8</p> <p>Impact of the World Wars – did women have to work in factory? Morris products accounted for nearly 30% of nation's exports by mid-30s.</p> <p>The factory in WW2 – building of Tiger Moth planes (biplane, for training). Recycling of damaged (including German) plane parts. What were other parts of Oxford like during the war years?</p> <p>WALT: I can portray the changes wartime had on life in the factory.</p> <p>Outcome: Chdn look at Paul Nash's <i>Totes Meer</i> and the story behind it. Look at pictures of wartime factories – and come up with their own responses.</p>	<p>Lesson 9</p> <p>Wider significance. Development of car making in Oxford - continued to the present day. History of Blackbird Leys – built to house workers from the factory.</p> <p>WALT: I can describe the role of the Oxford car manufacturing factory in the building of Blackbird Leys.</p> <p>Outcome: Chdn to make a display of the car-making business in Oxford over the years, using pictures, captions and quotes.</p>	<p>Celebration</p>

<p>Content: What will we learn? What are the core concepts?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and local history. • Note connections, contrasts and trends over time. • Address questions about change, cause, similarity and 	<p>Coherence: How does this link to previous learning?</p> <ul style="list-style-type: none"> • Link to WW2 Home Front in Y2. • Builds on previous work in LKS2 on similarities and differences, continuity and change. • Continues theme of technological advancement from Autumn topic. 	<p>Creativity: How will we show we understand in multiple ways- -</p> <ul style="list-style-type: none"> • Look at Paul Nash's <i>Totes Meer</i> and the story behind it (Luftwaffe and RAF plane parts brought to Cowley to be recycled). Look at other examples of Nash's work as a war artist in 1st and 2nd WW. Attempt our own paintings. 	<p>Compassion: What opportunities are there to teach compassion?</p> <ul style="list-style-type: none"> • Look at living and working conditions at that time in Oxford and comparing them to today's - encourages empathy with people in the past by seeing the similarities and differences to today. • Look at what people did in wartime for the 	<p>Community: What links are there to local resources?</p> <ul style="list-style-type: none"> • Mini factory • Oxford libraries and museums • Personal memories of local people. • Library records and data in various areas (birth, death, incomes, accidents)
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<p>difference and significance.</p> <ul style="list-style-type: none">• Identify and use primary and secondary sources using the library and internet.• Construct informed responses that recall, select and organise relevant historical information.		<ul style="list-style-type: none">• Creative writing in form of diary entries.	<p>sake of the community and country.</p>	
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