



# Burton Road Primary School



## History: Local History Study – The History Of The Railways

### Enquiry Question:

How did we used to move people and goods?  
What was the impact on our local area?

### Key Objectives:

To understand how Barnsley is different now – industries no longer around the school  
To know Victorian trains and railways were important at they allowed goods and people to be moved and sold. migration  
To know a simple Victorian train history timeline and key events/inventions  
Know important individuals – Stephenson, Locke.  
Know famous locomotive or line in Yorkshire

### Key Themes:

Migration/immigration/historical evidence and sources

### Chronology:

Introduction to the Industrial period  
Victorian Period  
Joseph Locke  
George and Robert Stephenson

Phase: LKS2

Term: Autumn

### Key Vocabulary

| Knowledge   | Skills   |
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| Industry Factory Mills Mines<br>Industrial town or city<br>colliery<br>goods<br>rural | Primary and Secondary sources,<br>Relevant Information,<br>Compare and contrast,<br>Bias<br>Migration/immigration<br>Introduction to Industrial Revolution |

### Knowledge Acquisition

What do you want the children to know?



### Enhancement of knowledge

Make links to the key themes and ensure a deeper understanding of the knowledge.



### Application of Skills

What key questions will you ask the children to give them opportunity to apply their knowledge to skills?

Explain, Summarise,  
Reason, Reflect, Challenge,  
Evaluate, Think Critically

**L.G- To know what the industrial revolution was so I can explain what key industries grew in Barnsley as a result.**

Children consider what jobs, prospects they would have if the year was 1901. Would they be at school? Working? What jobs? Education? Opportunities to travel?

Children explain what the industrial revolution was

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| <p>To know the industries in Barnsley at this time –mines/collieries, brick works, paper mill, glassworks</p>   | <p>Children are introduced to the Industrial Revolution and understand it as a time when:</p> <ul style="list-style-type: none"> <li>• Industries grew (mining, mills, factories)</li> <li>• Lots of goods were made in large factories</li> <li>• Lots of people working in tough conditions</li> </ul> <p>Some children will know this happened during the Victorian era (1837 – 1901) and into the 19<sup>th</sup> century.</p> <p>Video:<br/> <a href="https://www.youtube.com/watch?v=nl_-6WPQ4Sg">https://www.youtube.com/watch?v=nl_-6WPQ4Sg</a><br/> <a href="#">See presentations in resources.</a></p> <p>Children use sources to identify the industries of Barnsley – old photographs and maps (primary source – it was made at the time).</p>   | <p>Children can explain the main industries in Barnsley</p> <p>Children can reflect upon how Barnsley is different now</p> <p>Extn:<br/> Think critically about the decline of these industries and the effect on the local area</p>                             |
| <p><b><u>L.G- To know how goods were transported before the railways so I can explain why business and trade expanded as a result of their creation.</u></b></p> <p>Know the railways allowed goods and people to move and industries to grow.</p> <p>Use primary sources to see how Barnsley has changed.</p> <p>Extension:<br/> Know that populations of industrial towns grew at this time</p> | <p>Recap on the industries that used to be in Barnsley.<br/> How were the goods and products moved to be sold?<br/> Children to know the development of transportation:<br/> People and animals – canals – rail – road – air.</p> <p>Show pictures of Silkstone’s waggon way – horse and cart was an early form of transportation for goods and people. People and animals had to move goods before with had engines or vehicles to do it.<br/> Children then learn that canals were used to transport goods, like roads are today.<br/> Railways were developed allowing more goods to be moved quickly and much further away.<br/> Roads were then used.<br/> Air travel used now – fruit from Spain.</p> <p>Walking tour for children to see evidence of these methods of transporting goods in Barnsley and to see how Barnsley has now changed.</p> | <p>Summarise the growth in industries caused migration to industrial towns.</p> <p>Explain the change in transportation of goods throughout the industrial revolution, and used in Barnsley:<br/> waggon – canal – rail – air<br/> (Leeds/Doncaster Airport)</p> |

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|  | <p>Ch take Ipads to record and photograph any evidence they can find of these methods of transporting goods.</p> <ul style="list-style-type: none"> <li>• Dearne Valley path – used to be a railway</li> <li>• Remains of aqueduct - a bridge to carry canal B and M – behind the store is the old canal wall, where the metal rings for mooring boats can still be seen.</li> </ul> <p>Canal street – why the name?<br/> Asda – compare view with old photograph and recreate – the terraced housing can still be seen.<br/> Children consider the old ways of transportation and consider its limitations.<br/> Children understand that the rail linked expanded business and trade, and as a result, industries grew, affecting the population as people moved for work from rural areas - migration</p> <p>Film link:<br/> <a href="https://www.bbc.co.uk/programmes/p0151t8r">https://www.bbc.co.uk/programmes/p0151t8r</a></p> <p>Transport before rail and the impact of rail:<br/> <a href="https://www.youtube.com/watch?v=RpINSCh9mE0">https://www.youtube.com/watch?v=RpINSCh9mE0</a></p> |  |
| <p><b><u>L.G- To know about the first trains and railways so I can understand the chronology of their development.</u></b></p> <p>Know the chronologically of the first trains and railways.</p> <p>Know how the first trains and railways were developed.</p> | <p>Children develop a timeline of important events in the history of rail travel.</p> <p>Timeline of key events in the development of steam locomotives:<br/> <a href="https://kidadl.com/education-learning/victorian-railways-ks2-made-easy">https://kidadl.com/education-learning/victorian-railways-ks2-made-easy</a></p> <p>The Story of the Steam Train<br/> <a href="https://www.bbc.co.uk/bitesize/clips/z8vb4wx">https://www.bbc.co.uk/bitesize/clips/z8vb4wx</a><br/> Competition to develop passenger trains in 1829 - £500 prize (£20,000 today)<br/> George Stephenson won with the Rocket</p> <p>Extn: Liverpool to Manchester – the first modern railway.</p> <p>Know why Manchester was significant – number of mills, proximity to the port of Liverpool (start)</p> <p><a href="https://www.youtube.com/watch?v=BmilgSulfv0">https://www.youtube.com/watch?v=BmilgSulfv0</a></p>  | <p>Explain the chronology of the development of the railways</p> <p>Understand the chronology with the Victorian era</p> <p>Reason how this developed industries and towns – migration/employment/working conditions</p> |

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| <p><b><i>L.G- To know about historically significant locomotives so I can describe a famous steam locomotive in detail and compare the similarities and differences of different steam locomotives.</i></b></p> <p>Know how steam locomotives changed over time</p> <p>Compare the similarities and differences of different steam locomotives</p>  | <p>Stephenson’s Rocket:<br/> <a href="https://www.bbc.co.uk/history/interactive/animations/rocket/index_embed.shtml">https://www.bbc.co.uk/history/interactive/animations/rocket/index_embed.shtml</a></p> <p>Look out for children who can recognise how each locomotive reflects changes in areas such as technology and the demands of industry and society. Who can confidently identify similarities and differences in the locomotives?</p> | <p><a href="#">Resources for Railways 2022\Lesson 4 Significant Locomotives\#Lesson Presentation The Wonder of Steam Locomotives.ppt</a></p> <p><a href="#">Resources for Railways 2022\Lesson 4 Significant Locomotives\Activity Sheet Great Steam Locomotives.pdf</a></p> <p><a href="#">Resources for Railways 2022\Lesson 4 Significant Locomotives\Famous Steamie Picture Cards.pdf</a></p> |
| <p><b><i>L.G- To know about the lives of George and Robert Stephenson so I can use primary and secondary sources to explain the impact they had on the development of railways.</i></b></p> <p>George Stephenson<br/>Robert Stephenson</p> <p>know about the lives of George and Robert Stephenson</p> <p>Know about their contribution to the development of the railways<br/>Know about the impact of their developments on Britain and the wider world</p> | <p><b>George Stephenson:</b><br/>Worked as a miner<br/>Initially couldn’t read and write<br/>managed the first steam engines used in mines<br/> <a href="https://www.youtube.com/watch?v=BmilgSulfv0">https://www.youtube.com/watch?v=BmilgSulfv0</a></p> <p><a href="https://www.bbc.co.uk/history/historic_figures/stephenson_george.shtml">https://www.bbc.co.uk/history/historic_figures/stephenson_george.shtml</a></p>                      | <p>Explain about the key figures and their impact through the development of the railways</p>  |
| <p><b><i>L.G- To know about the life of Joseph Locke so I can use primary and secondary sources to explain the impact he had on the development of railways.</i></b></p>  | <p>Ch to consider the secondary sources they have used to learn about George and Robert Stephenson (BBC Film above)</p> <p>Did we read/hear the name Joseph Locke? Homework – how much do our family members know about JL? What local memorials are there to him?</p>  | <p>Children reflect critically about the validity of a historical source</p>   |

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| <p>To use secondary sources to understand the contribution Locke made to the development of the early railways</p> <p>To understand that historical sources may be bias</p> <p>Know there may be different accounts and interpretations of the past</p> | <p>Consider the information about building the railway across Chat Bog – the greatest engineering challenge of the Liverpool to Manchester Railway</p> <p>Ch to look at an alternative secondary source and compare their findings.<br/> <a href="https://en.wikipedia.org/wiki/Joseph_Locke">https://en.wikipedia.org/wiki/Joseph_Locke</a></p> <p>Further info:<br/> <a href="https://www.networkrail.co.uk/stories/who-was-joseph-locke-from-birth-of-the-railway-to-great-legacy/">https://www.networkrail.co.uk/stories/who-was-joseph-locke-from-birth-of-the-railway-to-great-legacy/</a></p> <p>Children to record the different information given from two different sources – one states it was George Stephenson’s invention, the other states it was Locke’s idea.</p> <p>Discuss the very different impressions given Robert Stephenson in charge or inept?</p> <p>Can children think of another other examples where history has ‘changed’ or a contributor has been overlooked in the history books? E.g. Mary Anning never given credit for her fossils in her lifetime.</p> <p>How can we build a picture of Locke’s true involvement?<br/> Collecting a range of sources – contact Barnsley Archives<br/> Official documents/written accounts/</p> | <p>Children evaluate the authenticity of a historical source</p>   |
| <p><b>1. Significant Figure – Joseph Locke 2</b></p> <p>Know the new design ideas Locke used in the building of the railways</p>  | <p>Ch re-enact planning the Grand Junction Railway – proposing a route and the methods they would use to gain an understand of the role Locke played, presenting their findings to the class or ‘board of directors. Would did they make the same design decisions Locke did?</p> <p><b>New Methods:</b> Locke's route avoided as far as possible major civil engineering works, like tunnels and viaducts, making his lines</p>   | <p>Children can reflect upon the new methods Locke used in railway design.</p> <p>Summarise the relationship between Locke, G and R Stephenson.</p> <p>Reason about the importance of the role</p> |

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|  | <p>cheaper to build. He believed locomotives could go over greater inclines, and his method was called the 'up and over'.</p> <p><b>Size of the rails:</b> Locke supported the 4ft 8 1/2 gauge, based on the needs of the horses and carts for which the early railways had been built. Brunel though a wider gauge of 7ft 1/4 would mean faster and smoother journeys. This was proven by its success on the his Great Western Railway linking Paddington with South West England. Stephenson backed Brunel and the wider gauge won - the last of the broad gauge was ripped up in 1892</p>   | <p>Locke played in the development of the railways.</p> <p>Children can explain about the life and impact of a significant figure of local importance.</p>                 |
| <p><b><u>L.G- To know about the impact of railways so I can debate the advantages and disadvantages of their infrastructure during the Victorian times and compare that with the railways of today.</u></b></p> <p>To know about the advantages and disadvantages of building the railway infrastructure during Victorian times</p> <p>To know the impact of the railway system and the social and economic changes it brought about</p> <p>To consider the impact of the new high speed rail link HS2 on the UK today</p> | <p>Children look in detail at the social and economic advantages and disadvantages of the rail infrastructure.</p> <p>Film Link:<br/> <a href="https://www.bbc.co.uk/programmes/p0151t8r">https://www.bbc.co.uk/programmes/p0151t8r</a><br/> Film depicting the effects of the engineering boom of the 19<sup>th</sup> century – allowing travel, work, education and trade links, but also the destruction caused as residential areas were ripped apart to build new lines. Line to proposed high speed London link today – HS2<br/> <a href="https://www.bbc.co.uk/news/uk-16473296">https://www.bbc.co.uk/news/uk-16473296</a></p> <p>Children consider the positive/negative effects from different viewpoints – see lesson resources</p> | <p>Children evaluate the positive and negative impact of the rail networks</p> <p>Children think critically about the implications for the modern day equivalent, HS2.</p> |
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| <p><b>2. Railway Art</b><br/> Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway</p>   | <p>Children study the different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.<br/> Is the impression biased? Why? What was the purpose of the art?</p>  | <p>Children think critically about historical sources and understand they present a version of the past.</p>   |

art and considering what the pictures tell us about the railways of the past and present