



Burton Road Primary School



History: Local History Study – The History Of Mining

Enquiry Question:

What was the impact of the mining industry and the disasters studies locally and nationally?

Key Objectives:

To know how the growth of the coal industry changed our local area local area through the 18th and 19th century.

To know about the conditions miners worked in throughout the Victorian era

To know the significant local events in the mining industry:

To know the impact of these events on Britain and the social and political changes and events that they influenced

To use a range of sources to learn about past events and the lives of our local communities

Use sources to draw their own conclusions as to the cause or impact of significant local events

Key Themes:

Historical sources and evidence
Migration

Chronology/Significant Historical Figures:

Industrial Revolution (approx. 1800 – 1900)

Victorian Period: 1837 – 1901

Huskar Pit Disaster 1838

The Mines and Collieries Bill 1842

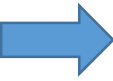

Oaks Disaster 1866

Phase: UKS2

Term: Autumn

Key Vocabulary

Knowledge	Skills
Industrial Revolution Era Industry population Agricultural Economics/economic Day hole/drift Mining jobs: Trapper, Hewer, Getter, Thruster, Hurrier Mining shaft Commissioner Plight Inquest Coroner Act Campaigned Assigned Colliery Community Law Legislation regulation	Industry Simultaneous, Primary and Secondary sources, Impact Relevant Information, Compare and contrast, Migration/immigration Authenticate Draw conclusions

<p>Knowledge Acquisition What do you want the children to know?</p> 	<p>Enhancement of knowledge Make links to the key themes and ensure a deeper understanding of the knowledge.</p> 	<p>Application of Skills What key questions will you ask the children to give them opportunity to apply their knowledge to skills?</p> <p>Explain, Summarise, Reason, Reflect, Challenge, Evaluate, Think Critically</p>
<p>Assess prior knowledge and outline the knowledge the children will gain throughout the topic.</p>		
<p>1.</p> <p>2. <u>Growth in mining - The Industrial Revolution</u> <u>Changes to Thurnscoe over time</u></p> <p>Know the Industrial Revolution (approx. 1800 – 1900) as a time of huge changes in how things were made (railways LKS2 unit) and industry – machines used for mass production of goods.</p> <p>Know that Barnsley is rich in natural resources (coal) and this has greatly impacted its history</p> <p>Know how Barnsley has changed from the Victorian era (map study of Thurnscoe)</p> <ul style="list-style-type: none"> -growth -buildings -Population -work 	<p>To know that Barnsley is rich in natural resources (coal) as it's on the S. Yorks coalfield (the Barnsley Bed) and that Barnsley coal was central as an energy source to support the growth of industry for the country (large size and grandeur of our town hall was a 'thank you' and symbol of the importance of the coal supplied from Barnsley).</p> <p>Know the Industrial Revolution (approx. 1800 – 1900) as a time of huge changes in how things were made (railways LKS2 unit) and industry – machines used for mass production of goods were powered by coal. This had a huge impact on Barnsley – how the town looked and where people worked. Ch to know coal was needed to power the growth of industry and Barnsley was an important part of coal production.</p> <p>Study the changes on the village of Thurnscoe through the growth of the mining industry using maps (primary source) . Identify key changes – increased prosperity, population, residential areas, less agricultural land and the increased facilities in the village, e.g. growth of railways, school, leisure facilities.</p> <p>Peak production of coal in 1913 and 1921 the year of peak employment in mining.</p> <p>Children ask their families if there are any links to mining.</p>	<p>Reflect upon how the town and its people have been affected by the changing fortunes of the coal industry.</p> <p>Reflect upon the different life chances and experiences they have as children in Barnsley in the 21st century, compared to the 19th century</p> <p>Reflect upon industry and work as a cause for migration.</p>

<p>3. Chronology - A Mining Timeline</p> <p><u>To know the chronology of the mining industry so I can understand how key the industry of mining was to the people of Barnsley.</u></p> <p>a) Know significant events within the mining industry</p> <p>Review – move lesson to after study of significant events for next cycle</p>	<p>Ch build up a timeline of the mining industry, from the Victorian era to identify the growth of the industry and key changes made.</p> <p>Key dates: Start of the industrial revolution 1750 - 1850 Victorian era 1837 – 1901 Coal and the steam-power that it could generate, was the basis of Victorian industry. Key inventions Steam Engine pump in 1712 (allowed the digging of deeper mines Timeline: https://content.twinkl.co.uk/resource/fe/5e/t-h-1655742583-coal-mining-timeline_ver_1.pdf?_token=&exp=1661880291~acl=%2Fresource%2Ffe%2F5e%2Ft-h-1655742583-coal-mining-timeline_ver_1.pdf%2A~hmac=946c3b3bfcc578f22511d92b3fbcea173f4ba44ae073acb50fec7dc6fc119d94</p> <p>Film – the history of mining in Yorkshire https://www.youtube.com/watch?v=ou2McoXcz4c (Stop at 5m 50)</p> <p>Interactive map of mines: https://www.nmrs.org.uk/mines-map/coal-mining-in-the-british-isles/collieries-of-the-british-isles/coal-mines-england/</p> <p>Ch use the interactive map locate as many pits and collieries as they can on their section of Barnsley using highlighters to see how common place mines were in order to power the industry of the Victorian era.</p> <p>Deduce the impact they had – most families would be connected by the mines as their main source of employment – economic and socially, close knit communities grew in the terraced houses and miners cottages around the collieries.</p> <p>Introduce the census as a key primary source to discover the past and one family’s link to the mining industry. Deduce the hardships of the time (child mortality) and difference with life today – compare any children living in a similar house.</p>	<p>Summarise the chronology of the mining industry – growth and decline</p> <p>Summarise a typical family experience from the 1900’s</p> <p>Reflect upon the differences between the Harper family and their own lives</p> <p>Explain the historical sources used to learn about the past.</p>

<p>4. <u>Primary Sources and Historical Enquiry - A study of a typical family (1910 Census)</u></p> <p>Use primary sources to make inferences about the past</p> <p>Know the significance of the mining industry to our local area and communities.</p>	<p>Children use primary source materials of the 1910 Census to build a picture of life for a typical family in Barnsley.</p> <p>The children view the house on maps and compare with today (an area that should be familiar to the children).</p> <p>Children to see how a picture of life in living memory can be gained from the source material. Discuss the difference between primary and secondary sources.</p>	<p>Summarise about the conditions and typical family may live in during the early 1900s.</p> <p>Understand the importance of the coal industry to a typical Barnsley family - main employer and source of income.</p>
<p>(Additional lesson due to France residential)</p> <p>4. <u>Primary sources – finding physical evidence of Barnsley’s industrial past</u></p> <p>To know what a primary and secondary source is</p> <p>Use primary sources to make inferences about the past</p> <p>Understand the significance of Barnsley's industrial past</p>	<p>Local walk: Find sources that show the impact and importance of Barnsley’s industrial past. Route along old railway and former Dearne and Dove Canal:</p> <p>Children to study old maps to identify the changes made in the immediate area to Burton Road.</p> <p>On the walk, the children to identify evidence of old sites and know the links to former industry in our surrounding area.</p> <p>Children to see and discuss how former industrial sites can be returned to nature – the area is now a park, and nature area.</p>	<p>Children can explain the primary sources in our local area - that inform us about Barnsley’s industrial past.</p> <p>e.g. old railway lines Former canal and canal basin Oaks Mine – see pit head Former aqueduct, now a bridge Site of industries, paperworks on site of Asda, Glassworks and brickworks.</p>
<p><u>Talk from local Historian Paul Darlow about the Oak’s disasters and visit to the Miner’s Hall, NUM offices</u></p>		
<p>5. <u>Significant Event - The Oaks Disaster</u></p> <p><u>To know about the key events Oaks Disaster so I can explain some of the dangers of coal mining.</u></p> <p>To know significant events – the Oaks disaster</p> <p>To know that historical sources may not be reliable.</p>	<p>Talk – The Oaks Disaster and visit to the historic Miner’s Hall at the NUM building on Huddersfield Road.</p> <p>Children see and hear dramatized recounts of the Oaks Disaster through the film ‘Black Snow’.</p> <p>Children to discuss and identify the elements from the story depicted in the memorial sculpture see on the visit.</p> <p>Children to collate the key events of the disaster.</p>	<p>Children can explain the key events for the Oaks disaster.</p> <p>Children reflect upon the devastating effect of the disaster on the local area</p>

	<p>Children to explore how primary sources may not be reliable – 4 different resources with the different number of victims on. Discuss the reason that it may have been difficult to be accurate with the death toll.</p>	<p>Children reflect upon the dangers of the mining industry</p> <p>Children can summarise about the reliability of different sources and the reasons that the information may not be reliable.</p>
<p>6. <u>Significant Event - Huskar Pit Disaster -chronology/events</u></p> <p>To know significant events – the Huskar Pit Disaster</p>	<p>Listen to Kate Rusby’s song ‘Halt the Waggon’s’. Children to discuss what the song might mean and any clues to the story.</p> <p>Understand that we can learn about events from secondary sources – Film/Song/Glass Window</p> <p>Use films about the Huskar events and timeline.</p> <p>Write notes to explain what the pictures represent in the story shown in the glass window.</p>	<p>Children reflect upon the devastating effect of the disaster on the local area</p> <p>Children reflect upon the dangers of the mining industry</p> <p>Reflect upon the working conditions for children in the Victorian era</p>
<p>7. <u>Significant event and impact nationally - Huskar Pit Disaster – the Inquest</u></p> <p>Use primary sources to collect evidence and form conclusions</p> <p>Evaluate how reliable a source is</p> <p>Know there may be different answers to a historical question</p>	<p>Children are introduced the events following the disaster and the national outcry. They will know about the investigation (inquest) that was held to discover if anyone was to blame for the events.</p> <p>Using the differentiated statements, the children will analyse differentiated eye-witness statements (adapted but real primary evidence) considering the evidence and recording if each person (worker, eyewitness or survivor) was in anyway to blame or not to blame.</p> <p>The children may re-enact the inquest and come to a conclusion using their primary sources.</p> <p>Children know the impact of the events, bringing about the Commisioner’s report into working conditions and eventually, the Miner’s Act of 1842 which changed the law:</p>	<p>To explain the events of the local Pit Disaster</p> <p>To reflect upon the importance and impact of this historical event locally and nationally.</p>

	<p>No women underground No children under the age of 10 Boys between the ages of 10 – 18 could work as apprentices.</p>	
<p>8. <u>The Royal Commission and Miners Act of 1842</u></p> <p>To know about the working conditions for children in the Victorian era</p> <p>To know the impact of the Huskar Pit Disaster nationally</p> <p>Use primary sources to collect evidence and form conclusions</p>	<p>Recap the outcry caused nationally by the Huskar pit disaster (with comparatively few deaths) Share newspaper report from Sheffield and The Times - shock of the deaths all being children.</p> <p>Ensure that children understand that many Victorians were ignorant of the realities of the conditions many children were working in underground. No regulations or checks.</p> <p>share the chronology – Queen Victoria coming to the throne (1837) calling for a Royal Commission (investigation) into the conditions children were working in, led by politician and reformer Lord Shaftsbury, sharing extracts of the report (primary source).</p> <p>Children to produce their own report on the conditions children were working in, using the real accounts recorded by children working in the mines. Children to make their own recommendations/changes to the law.</p>	<p>Think critically about changes to improve the working conditions children faced</p> <p>Form conclusions and make recommendations</p> <p>Reflect upon the changes brought about by the Miners Act of 1842 for the working age and conditions for Barnsley and the UK.</p>
<p>Visit to the Mining Museum and underground tour:</p> <ul style="list-style-type: none"> - to know about conditions in mines throughout the 18th and 19th Century -to know about changes in the law -to know about the impact of these changes 		
<p>9. Changes to the law and the impact of these changes</p> <p>To know the reforms made to mining</p> <p>To know the impact of these reforms on the people of Barnsley and beyond.</p>	<p>Use a timeline to record disasters and changes to the law/regulations: Children to add the dates of the events studied: Huskar and Oaks, in addition to the Miners and Collieries Act of 1842.</p> <p>Understand Barnsley was known as the mining disaster capital of England.</p>	<p>Reflect upon the effectiveness and impact of the laws and checks brought into Mining in the Victorian period.</p>

Show Black Snow film (from 4m45 – 5.30m) and add additional disasters to the timeline:

First Oaks 1847, 73 deaths

Darley Main 1849, 75 deaths

Warren Vale 1851, 52 deaths

Lundhill 1854, 6 deaths and 1857, 189 (where Cortonwood shopping centre is)

Edmonds Main 1862, 59 deaths.

533 lives in 25 years

Children to research other regulations brought into mining (to 1870.

Children to draw conclusions from the disasters and changes to the legislation/law and evaluate how effective these changes were

Assess knowledge gains against the key objectives for the topic.