

## History Scheme of Work

Y1 Local History Jowett Cars	
<b>Links made with other subjects</b>	Geography, Art
<b>The BIG Question</b>	How did the Jowetts change Idle? Why are our School Houses called Kingfisher, Kestrel, Javelin and Jupiter?
<b>The BIG Outcome</b>	Write captions for a picture to show change. Find evidence in the local area of the Jowetts (e.g. street names)
<b>History objectives</b> (link to NC)	<ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality</li> <li>Place events in order of time</li> </ul>
<b>Prior knowledge</b> What prior knowledge is needed for children to be successful in this unit?	<i>Children already know:</i> Past and present events in their own lives and in the lives of family members (ELG 13)
<b>Future learning</b> 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 – homes and toys Y2 – Saltaire topic Y3 – wool trade in Bradford
<b>Historical strands</b>	<u>Historical enquiry/ skills</u> <ul style="list-style-type: none"> <li>Answer given questions and choose appropriate questions.</li> <li>Ask questions like what was it like for people in the factory? What happened? How long ago?</li> <li>Use artefacts, pictures, stories</li> <li>Sources – photographs, museum visit, comparing old and new photographs</li> </ul> <u>Continuity, change, cause and effect</u> <ul style="list-style-type: none"> <li>Notice differences between old and new</li> <li>Describe the significance of the Jowetts</li> </ul> <u>Chronology</u> <ul style="list-style-type: none"> <li>Order pictures of events on a timeline</li> </ul>
<b>Vocabulary/ Glossary</b>	Idle, Bradford, past, present, factory, old, older, new, newer, Jowett, cars, motor, engine, Springfield Works, Kingfisher, Kestrel, Javelin, Jupiter
<b>Knowledge</b> (see italics for knowledge to remember)	<i>The knowledge that children will learn and remember:</i> <ol style="list-style-type: none"> <li>Know what life was like in Idle 100 years ago. How were houses different? <i>Some houses still had outside toilets.</i> How toys were different. <i>Toys were not electronic, no computer games.</i> How everyday life was different. How jobs were different? <i>Mostly men that went to work.</i> Geography of the area was different. <i>Morrisons is where the factory was.</i></li> <li>Describe who the Jowett family were. <i>Benjamin and William Jowett started the factory. They made bikes first and then started to make cars.</i></li> <li>Explain why the factory was important to Idle. <i>Brought jobs to the area. Javelin Jupiter won le mans race 1951, during WW2 made parts for aeroplanes</i></li> <li>Use a timeline to show changes in Idle (e.g. 5 Lane Ends)</li> <li>Why did they stop making cars in Idle? <i>Competition from other car companies, difficulties getting parts for car bodies.</i></li> </ol>
<b>SEND expectations</b>	<ol style="list-style-type: none"> <li>Know what life was like in Idle 100 years ago.</li> <li>Know who the Jowett Family were</li> <li>Use a timeline to show changes.</li> </ol>