

**MORDA CE PRIMARY SCHOOL: Knowledge Organiser: Year 4/5 Autumn 2020 Local Study – Morda and the industrial revolution** : Aspects of national history are reflected in the locality /a significant turning point in British history that is significant in the locality. To understand how the industrial revolution affected the lives of people in Morda and the surrounding area and reflect upon its legacy today. To find out how historical figures who sought to improve the lives and working conditions of children and adults through their courage compassion and campaigning for fairness

Key Skills Historical Areas of study: Y4 /5	Key enquiry questions
<p><i>Describe features of historical events beyond living memory. Use a range of information to ask and answer questions about the past.</i></p> <p><i>Compare and describe features of life now and in the past beyond living memory.</i></p> <p>Describe changes that have taken place within and across historical periods. Give reasons why peoples account of the same event may be different. Give reasons for negative views and accounts in written sources of information. <i>Explain and give reasons for events in the present and past – Identify and describe key events in the</i></p>	<p><b>Who do we feel compassion for in Victorian Morda and why?</b></p> <p>What was life like in Morda before the industrial revolution? How did the industrial revolution change the lives of: The Landowners The Workers Children How did the coming of the railways change Morda and the surrounding area? Who was <a href="#">Charles Dickens</a>? How did <a href="#">Charles Dickens</a> show compassion the plight of those in the workhouses in his novels?</p>
<p>Describe and give reasons for the changes and differences in lifestyle in the past and present</p> <p><i>Talk about the impact of events on different groups within society at that time.</i> Compare and analyse the factors that caused change in the past. Talk about the impact of change on past societies</p> <p>Talk about sources of information that contain negative views and answer questions about the past selecting information from a wide range of sources. Identify different ways in which people have represented and interpreted the past. Talk about and give reasons for an event being interpreted in a range of different ways.</p>	<p><b>Were people treated fairly in Victorian Morda / Victorian Britain?</b></p> <p>What was life like for the rich in Victorian Morda and Victorian Britain? What was life like for the poor in Morda and Victorian Britain? What were working conditions like in the mines/ quarries and during the building of the railways? What happened to people if they could not find work? How were children treated in Victorian Morda? How did the <a href="#">Earl of Shaftsbury's</a> reforms of the law make life fairer for poor working people and particularly women and children?</p>
<p>Identify common themes and features</p> <p><i>Use a range of sources of information to find out about a significant historical person from a historical period. <a href="#">Queen Victoria</a>- <a href="#">Thomas Savin</a> - Railways / <a href="#">Charles Dickens</a> / <a href="#">Emeline Pankhurst</a>/ <a href="#">Earl of Shaftsbury</a> .</i></p> <p>Use a range of sources of information to find out about significant historical people from a key historical period. Compare and contrast a range of information about a significant historical person Talk about and give reasons for the actions of, and events in the life of a well-known historical person</p>	<p><b>Who do we admire in the Victorian Era for showing courage ?</b></p> <p>Who were the significant historical figures of the time in Morda and in Britain? What evidence is there to show that these people were courageous in their acts? In what ways were the ordinary people working in difficult conditions in Mills, quarries and on the railways courageous? Was <a href="#">Queen Victoria</a> a courageous monarch ? How did the leading <a href="#">Thomas Savin</a> show courage in his plans for building the Railways How did <a href="#">Emeline Pankhurst</a> show courage in her fight for women’s rights? How did <a href="#">Charles Dicken’s</a> show courage in his work to improve the life of the poor?</p>
<p><b>Mantle of the Expert</b></p> <p>A team of Victorian social reformers are commissioned by <a href="#">Charles Dickens</a> to investigate working conditions in the factories, mills, mines and workhouse in and around Morda as research for his novels. There have been a number of terrible accidents recently. <a href="#">Dickens</a> is particularly interested in improving the conditions for women and children. The team experience conditions first hand and meet quarry owners and the railway engineer <a href="#">Thomas Savin</a> They investigate some terrible incidents and report their findings to the <a href="#">Earl of Shaftsbury</a> in the hope that he will call for a Royal Commission and a change in law .</p> <p><b>Commission</b> : To report on working condition of the poor ( particularly children) in Victorian Morda <b>Client</b> : <a href="#">Charles Dickens</a> <b>Responsible Team</b> : Concerned Victorian Reformists</p>	

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**Key Vocabulary :** industrial revolution, industry, education, reform, factory, mechanisation, mill, invention, working class, mining, poverty , workhouse

### LOCAL HISTORICAL CONTEXT - MORDA THROUGH THE INDUSTRIAL REVOLUTION

Morda was a very small farming village before 1792,

During the [Industrial Revolution](#) factories and mills were built along the river and many more houses were built .

The village's school was erected in 1872,

Coal was mined in Morda In 1813 the [Morda Tramway](#) was laid down to transport coal to the canal at [Maesbury](#).

In 1860 [Thomas Savin](#) constructed a railway to link the Morda pits to the main line of the [Cambrian Railway](#)

Morda House, otherwise known as the House of Industry or Oswestry Workhouse, opened in 1792 as the communal [workhouse](#)

Thomas Savin ( 1826-1889) Quarry owner / railway engineer



### THE NATIONAL CONTEXT

1837, 80% of the population was living in the countryside - 1910 80% lived in towns

This was a time of great change - factories were able to manufacture goods quickly and cheaply .

The Victorians developed the railway network from 500 miles of track to 7,000 miles by 1850

Working conditions were very poor and dangerous for many factory, mill and coal workers

Poor children had to work in factories and coal mines 12-18 hours a day

In 1872 all law was passed that all children aged 4-13 had to attend school

Women could not vote, sue or own property



### SIGNIFICANT HISTORICAL PEOPLE

#### Queen Victoria

British Monarch 1837-1901

1819 -1901



#### Charles Dickens

Novelist and reformer

1812-1870

Published *Oliver Twist*

1839



#### Earl of Shaftsbury

Social reformer

1801-1885

Improved working

for children and women



#### Emiline Pankhurst

Leader of suffragettes

1858 - 1928

Worked to gain women

the right to vote

