

Week	1 19.2	2 26.2	3 4.3	4 11.3	5 18.3	6 25.3		
Key Question	Does Sheffield Still Make Steel?							
School Value	Consider others and be polite							
Links to careers	historian, researcher, librarian, archaeologist							
Enrichment opportunities	21 st Pop up museum for parks and leaflets.	27 th Engineering Competition 28 th Visit to Kelham Island Museum	3 rd March - World Wildlife Day - link to science? FS? Class visits to Weston Park	<u>National Science Week</u> Dress up as a scientist. Make a time capsule.		27 th Easter Bonnet Parade		
SMSC Links			<u>7th World Book Day</u> 4 th - 17 th Fair Trade Fortnight	<u>15th Comic Relief</u>				
British Values	Democracy, Individual Liberty							
Themed days		<u>1st March St David's Day</u>	<u>7th World Book Day</u>		<u>17th March St Patrick's Day</u>	RE - Easter Unit/key Question: Why does Easter matter to Christians? <u>Make sense of belief.</u> 1. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. 2. Tell stories of Holy Week and Easter from the Bible and recognise		

						<p>a link with the idea of salvation (Jesus rescuing people)</p> <p><u>Understand the Impact.</u></p> <p>1. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><u>Make connections.</u></p> <p>Think, talk and ask questions about whether the story of Easter has something to say only to Christians or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	
Themed assemblies	<u>Science - Alice.</u>	<u>Science - Engineering</u>	<u>International Women's Day (8th March)</u> <u>Women of Steel</u>			<u>Festival of Holi</u>	
Golden Thread Forest School	<p>Science</p> <p>Y1 To share their fluency of knowledge about everyday materials and their physical properties.</p> <p>Y2 To share their fluency of</p>	<p>Science</p> <p>World Wildlife Day.</p>	<p>Science_</p> <p>Disappearing Dinosaurs!</p>	<p>Science</p> <p>Time</p>	<p>Science</p> <p>How is rust formed?</p>	Retrieve and recall activity in class.	

	knowledge about everyday materials and their suitability.							
	<p>Team Building Y1- to cooperate with a partner to complete challenges. Y2 - to follow instructions and work with a partner.</p>	<p>Team Building Y1- to explore and develop working as a team. Y2 - to cooperative and communicate in small groups to solve challenges.</p>	<p>Team Building Y1- to develop talking, listening and sharing skills. Y2 - to create a plan with a group to solve the challenges.</p>	<p>Team Building Y1- to develop speaking and listening skills to lead a partner. Y2 - to communicate effectively and develop trust.</p>	<p>Team Building Y1- to plan with a partner and small group to complete challenges. Y2 - to use teamwork skills to work as a group to solve problems.</p>	<p>Team Building Y1- to use talking, listening and sharing skills to complete challenges. Y2 - to work as a group to copy and create a basic map.</p>		
Lesson	1	2	3	4	5	6		
National Curriculum KS1	<p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> I can listen to adults and look at sources to tell me about the past. I learn key facts and information about the period studied. <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> I can identify differences between ways of life at different times - Compare life now and life in steel I can compare pictures of people and things in the past. I can find answers to simple questions about the past using sources of information. I understand and explain some of the ways we find out about the past. <p><u>Chronology</u></p> <ul style="list-style-type: none"> I can put areas I have studied in order. I can use simple historical terms. I can sequence and understand the terms past and present. 						END POINT	

Substantive Knowledge		To know that artefacts can tell us about the past.	To know that Sheffield is famous for making steel.	To know that industry changed people's lives.	To know how some people caused long lasting change.	To know how life was different in the past.		
Key vocabulary		steel, cutlery, city, factory, Harry Brearley, same, different crucible, compare, develop, invent						
Disciplinary skills	KS1	<u>Sources & evidence:</u> What do the artefacts tell us about life in Sheffield in the 19 th Century?	<u>Historical interpretation:</u> Why was Sheffield a good place to make steel?	<u>Continuity & change:</u> How did steel change life in Sheffield in the 1850s?	<u>Historical significance:</u> Why was Harry Brearley important to Sheffield steel?	<u>Similarities & differences:</u> Was it good or bad to live in Sheffield in the past?		
	Y1	Identify, observe and describe.						
	Y2	Describe, compare and contrast, reason						
Key Stage 1		Lesson: KS1 visit to Kelham Island Museum Look at artefacts from the steel era. Collect ideas about what they tell us about the past.	Lesson: ppt. resource slides 1 - 4. Key q: Why was Sheffield a good place to make steel?	Lesson: Refer back to life on Little Mesters Street from the KIM tour. Use photos from the trip.	Lesson: ppt. resources slides 5 - 9. The History Behind Stainless Steel In Sheffield - Ade In Britain (youtube.com)	Lesson: See English planning: Children to create information sheets about life in Sheffield in the 20 th century. Include:	To share their fluency of knowledge about what life was like in the past and how artefacts can tell us about the past.	

		<p>Chn to sketch artefacts from KIM and label with what they tell us about the past.</p> <p>Record I or in FB.</p>	<p>It had seven rivers to power waterwheels (water was used to make power, before steam) and was surrounded by hills that had lots of coal, iron ore and sandstone.</p> <p>Water Powered Tilt Forge at Abbeydale Industrial Hamlet - YouTube</p> <p>Video of water powered tilt forge at Abbeydale Industrial hamlet.*</p> <p>Chn to write or draw their answer.</p> <p>Record I or in FB.</p>	<p>Children to draw key features of home life in the 1850s and compare to today.</p>	<p>Children to complete a significant individual fact sheet for Harry Brearley. (see resources)</p>	<p>John Graves Steel Harry Brearley Homes Parks and green spaces</p>		
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Useful information!

*The Tilt Forge hammers were driven by the main waterwheel. The forgemaster and hammer man would sit before the hammers making crown-scythes (a tool used for cutting crops). This was done by forge-welding a piece of crucible steel between two pieces of wrought iron, like a sandwich. After plating, the scythe went to one of the hand finishers in the courtyard.

Very basic steel timeline!

1740s - Benjamin Huntsman invented crucible steel. Steel was made by melting the raw materials in a crucible (a container that allowed the raw materials to be melted at a very high temperature). The Crucible Theatre is named after this heritage.

Demand for crucible steel led to an increase in factories in Sheffield.

19th century - around 85% of Britain's steel was produced in Sheffield.

Henry Bessemer invented the Bessemer Converter in 1856. This made steel production faster, cheaper and more consistent. This allowed new industries to emerge such as skyscrapers, bridges, ships, railways and weapons.

[Bessemer Converter \(youtube.com\)](https://www.youtube.com/watch?v=...)

1913 Harry Brearley invented stainless steel. This led to a surge in cutlery production in Sheffield. Stainless steel was also used for tools. Aircraft engines and medical equipment (scalpels).

1871 Harry Brearley was born in Sheffield.

1883 He began his career in the steel industry at the age of twelve as a labourer in a local steel works.

1908 Two of Sheffield's principle steelmaking companies innovatively agreed to jointly finance a common research laboratory. Harry Brearley was asked to lead the project.

1912 Brearley was asked by a small arms manufacturer to look into the problem of corrosion affecting their gun barrels which were eroding too quickly.

1913 On 13 Aug 1913 Brearley created high chromium steel. It was called the first 'Rustless Steel'. Probably because he was born in Sheffield (a city famous for cutlery production) he saw the potential for steel that didn't corrode on contact with food associated with acid such as fruit juices.