

**Scheme of Work: History**

**Key Stage 3**

**Year 8: Unit 4 Period Study Understanding Industry and Empire, 1750-1900 Society and Culture II**

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| **About the unit:**  This is a period study which looks in overview and depth at the key events, stories and developments in the industrial period from 1750-1900. It allows students to investigate the reasons for the Industrial Revolution and the changes that took place. Students will analyse the impact of the Industrial revolution on working class men, women and children based on research completed by the historian, Emma Griffith. Students will gain a balanced understanding of events, from the ingenuity of the period through to the struggles faced by ordinary people both at work and at home. The final section of this unit will allow students to identify the reasons for poor public health in the early 1800s and the factors that led to improvement throughout the latter half of the century. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of the positive and negative impacts of industrialisation in Britain. * An understanding of public health and factors that led to improvements. * Literacy skills- extended writing.   At the end students will know about:   * The problems identified during the period and the ingenuity of indivduals who found solutions. * The experiences of working class men, women and children. * The problems with public health and the reasons for this. * The factors that led to improvements in public health.   Students will be able to:   * Explain that the Industrial Revolution had both positive and negative impacts on people’s lives. * Explain that the Industrial Revolution brought dramatic change. * Explain why public health was so poor and how a varity of factors led to change. |
| **Key terms and vocabulary:**  Through the activities in this unit students will be able to understand, use and spell correctly the following words:  **Key terms:** Industrial revolution, urban, rural, urbanisation, science, technology, selective breeding, spinning, weaving, engineer, canal, steam engine, temperance, disease, bacteria, Cottonopolis, domestic system, factory system, population growth, labourers, apprentices, apprenticeship, navvies, navvying, textile factories, looms, deafening, poor relief, scavenger, public health, cholera, epidemics, infectious, government, conceive, sewer, sewerage, ratepayers, sanitary, individuals, government action, chance events, science and technology, civil servant, drainage, medical officer, overcrowded, water pump, cesspit, germ theory, bacteria, pollution, education, campaigner, engineer    **Assessment Opportunities**  Students will produce a BIG WRITE which will demonstrate:   * Students’ literacy skills. * Students’ writing independence * Reveal their awareness of key features of each period * Reveal their understanding of change over time. * Reveal their understanding of causes. * Empathy.   Every lesson offers oppprtunity for formative assessment, for example, spelling checks, quick quizzes, source analysis. |
| **Links to 2014 National Curriculum**  Content knowledge:   * Britain as the first industrial nation- the impact on society.   Disciplinary knowledge:   * Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. * Pursue historically valid enquiries. * Combine overview and depth studies to help understand both the long arc of development and the complexity of specific aspects of the content.   **Links to future learning at KS3:**   * The call for greater voting rights amongst women and working class men at Peterloo and the later suffragette movement. * Building a picture of the key features of the industrial and colonial period. * Builds on the exploration of political aspects of the period. * Understanding of industrialisation links in with the study of migrant communities, including those migrating to Manchester. |
| **Links to future learning at GCSE:**  This unit offers a helpful learning foundation for those students choosing to study History at GCSE:   * AQA GCSE History- Britain and Health: Public Health 1800s. * Examination skills- Comparison, Handling Evidence, Understanding of Change and Continuity, Literacy Skills, Empathy, Chronological understanding, Asking historically valid questions. |



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| **Lesson and WALT** | **Starter** | **Development Activities** | **Plenary** | **Resources** | **Assessment Opportunities** | **Key Skills/ Cross-curricular Links** | **Cultural Capital/ Careers** |
| **Lesson 1 WALT:**  Gain an overview of the main areas of change between 1750 and 1900.  Understand that developments grew out of contemporary problems and needs and demonstrate the great ingenuity of the people at the time.  **Key Terms:**  Industrial revolution, urban, rural, urbanisation, science, technology, selective breeding, spinning, weaving, engineer, canal, steam engine, temperance, disease, bacteria. | Students are introduced to the painting, ‘Work’ by Ford Maddox Brown. Students are asked to consider 3 questions an historian might ask about the lives of people in the picture. | Students looks at a roadmap of events during the period, 1750-1900. Tasks prompt students to consider events.  Teacher introduces students to the events known as the Industrial Revolution.  Thinking History task- students are given a character card and complete a flow chart as they encounter a series of problems. | Students complete a series of reflection activities based on their completed flow charts. | Power-point, character cards, flow charts, Thinking History notes. | Teacher questioning/ class discussion. Completed flow charts and reflections. | Empathy-understanding of contemporary problems and the invention of the people of the time. Understanding of the period. | Understanding of local history. Challenging some interpretations of the Industrial Revolution. Here students focus on the ingenuity of people looking for the betterment of society. |
| **Lesson 2 WALT:**  Be able to explain the movement and growth of the population in the period 1750-1900.  Be able to begin to explain how the Industrial Revolution impacted Manchester.  **Key Terms:**  Cottonopolis, domestic system, factory system, urban, rural, population growth. | Teacher introduces Britain to Manchester (Cottonopolis) during the Industrial Revolution.  Students identify the differences between an image of the domestic system and the factory system. Teacher should encourage a class discussion of the advantages/ disadvantages of each system. | Using the Thinking History activity students produce a physical representation of the population increase and movement in the period, 1750-1901.  Using the information on slide 5 students should explain how each factor would have impacted Manchester. | Class discussion- conclusions. | Power-point, Thinking History activity. | Teacher questioning/ class discussion. | Change and Continuity.  Geography- population growth, urbanisation. | Historian |
| **Lesson 3 WALT:**  Explain the impact of the Industrial Revolution on people’s working lives.  **Key terms:**  Labourers, apprentices, apprenticeship, navvies, navvying. | Students are introduced to the work of the historian, Emma Griffith. | Using an A3 sheet and post-it notes, students record notes about the lives of working ‘men’.  Using their notes students write up a BIG WRITE paragraph explaining the impact of the Industrial Revolution on the lives of working men. | Students may be invited to read out their paragraphs. | Power-point, A3 sheets, post-it notes, information cards. | Completed A3 sheets and paragraphs. | Literacy- reading, note-making, extended writing.  Empathy. | Historian |
| **Lesson 4 WALT:**  Explain the impact of the Industrial Revolution on people’s working lives.  **Key Terms:**  textile factories, looms, deafening, poor relief, scavenger | Teacher introduces the next part of the enquiry into the impact of the Industrial Revolution on people’s lives.  Students are introduced to a painting of female factory workers painted by Eyre Crowe and teacher explains why women and children were often employed by factory owners. | Students investigate the experiences of women- this should provoke a class discussion. Students complete the section of their worksheet which relates to women.  Students analyse an image of children from ‘The Life and Adventures of Michael Armstrong, Factory Boy’.  Students gather notes on the experiences of children by completing the remaining section of their worksheet.  Students complete their BIG WRITE (as started last lesson). | Students may be invited to read out their paragraphs on women and or children. | Power-point, worksheets, information cards. | Completed worksheets, completed **BIG WRITE.** | Literacy- reading, note-making, extended writing.  Empathy. | Historian |
| **Lesson 5 WALT:**  To be able to understand why living conditions were so poor in the early 1800’s.  **Key terms:**  Public health, cholera, epidemics, infectious, government, conceive, sewer, sewerage, ratepayers, sanitary. | Students are asked to use their knowledge of the Industrial Revolution studied so far to explain why living conditions were worse in industrial towns than in the Middle Ages. | Students investigate a number of sources. For each source they should explain what type of source it is and what it shows about public health in the early 1800’s. Teacher should clarify the meaning of the term ‘public health’. Each source can be discussed in turn.  Students use their findings to sum up the state of public health in a speech bubble.  Students create their own sketch of an iceberg across a double page of their exercise books.  They should sum up the problems around the tip of the iceberg by reading and summarising the two quotes.  Teacher will explain, as with most historical enquiries, the story is more complex. Students will investigate a range of factors which also helped ensure that public health was in a poor state- cards will be organised around the iceberg in terms of importance. | Students share the factor they think is most important. They may try to persuade their peers. | Power-point, cards. | Teacher questioning/ class discussion. Notes on sources completed, completed icebergs. | Science- public health. Literacy- note making. Source analysis and interpretation. Analysis of factors. Complex causation.  Metacognition-deeper thinking, linking enquiry with previous study. Link with GCSE Britain and Health: Public Health 1800s. | Historian |
| **Lesson 6 WALT:**  to be able to explain factors that led to improvements in public health.  **Key Terms:**  Individuals, government action, chance events, science and technology, civil servant, drainage, medical officer, overcrowded, water pump, cesspit, germ theory, bacteria, pollution, education, campaigner, engineer. | Three words to sum up public health in the early 1800s based on last lesson’s enquiry. | Students organise a series of cards into categories. Using this information students then complete their A3 mind map detailing factors that led to improvements in public health. | Create two quiz questions based on today’s lesson. Students see whether their neighbours can answer. | Power-point, information cards, A3 sheets. | Teacher questioning/ class discussion. Categorising information and completed A3 sheets. Quiz questions. | Science- public health. Literacy- note-making. Link with GCSE Britain and Health: Public Health 1800s. | Historian, Science, Engineer, Philanthropy, Civil Service, Government and Politics. |