

**Scheme of Work: History**

**Key Stage 3**

**Year 8 Unit 5 Period Study: Understanding Industry and Empire, 1750-1900 Power and the People II**

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| **About the unit:**  In this period study students investigate the political reforms that took place throughout the 19th Century. Students will build on their understanding of the experiences of working people during the Industrial Revolution to study the calls for extensions to the franchise. In this period they will study local history by completing an enquiry into the events surrounding and consequences of Peterloo. This will be followed by an analysis of the imapct of the so-called ‘Great Reform Act’ of 1832. Students will also have an opportunity to further develop their understanding of how attempts were made to improve the lives of working people by looking at the reasons for and resistance to factory and social reform in the period. Students will complete this unit with an enquiry into the growing trade union movement seen during this period. |
| **Learning Outcomes**  This thematic study will help students to develop:   * An understanding of key moments, events and people. * Their understanding of the road to democracy.   At the end students will know about:   * The events surrounding Peterloo and why it was dubbed the ‘Peterloo Massacre’. * The consequences of Peterloo and the Great Reform Act. * The factors that led to further social and factory form and why some resisted these changes. * The emerging trade union movement- New unionism, New Model Unions.   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 political change. * Explain the reasons for and consequences of social, factory and political reform in this period. |
| **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:**  Massacre, St Peters Field, crowd, atmosphere, banners, slogans, demonstrators, protests, radicals, reformers, constables, Hussars, cavalry regiment, Yeomanry, memorial, Whig Party, Tory Party, petition, parliament, aristocracy, Great Reform Act, inspectors, philanthropy, philanthropist, Quaker, socialist, vulnerable, sanitation, laissez-faire, trade unions, workers’ guilds, New Model Unions, New Unions, strikes, white phosphorous, phossy jaw, picketing.    **Assessment Opportunities**  Students will complete an assessment covering their understanding gained in their study of Units 4 and 5. This will demonstrate:   * Students recall of knowledge. * 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:**   * Building a picture of the key features of the industrial and colonial period. * Prepares students for their study of the women’s suffrage movement. * Builds on the exploration of political and social 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- Power and the People, c1170 to the present day. * 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 & 2 WALT:**  Be able to explain what led to the Peterloo massacre, to understand the sequence of events and what makes it an important event in British history.  **Key Terms:**  Massacre, St Peters Field, crowd, atmosphere, banners, slogans, demonstrators, protests, radicals, reformers, constables, Hussars, cavalry regiment, Yeomanry, memorial. | Using slides 2 and 3 teacher gives an outline of events surrounding the ‘Peterloo Massacre’.  Students analyse an artist’s interpretation of a scene from the Peterloo Massacre. | Students will research events surrounding Peterloo in more detail and will plan museum spaces to illustrate these events and to educate visitors on what happened.  Students will have access to the slides containing information, but the teacher may well wish to encourage a class discussion. It will also be noted that at various points there are opportunities to consider key questions/ opportunities for mini plenaries. | Thinking Forward- noting the fact that female reformers were also present at Peterloo, the teacher should encourage students to see Peterloo as another step in the road to democracy. | Power-point, information cards, images for illustrations. | Teacher questioning/ class discussion. Completed plans for museum. | Literacy skills- reading, note-making, creating museum panels. Government and Politics- moves toward democracy.  Source analysis and investigation. Empathy. | Government and Politics. Protest. |
| **Lesson 3 WALT:**  be able to analyse the impact of the Great Reform Act, 1832.  **Key Terms:**  Whig Party, Tory Party, petition, parliament, reform, aristocracy, Great Reform Act. | Teacher discusses the impact/ aftermath of Peterloo and the moves toward the Great Reform Act, 1832. Students should have the opportunity to ask questions and to request clarification. | Students need two highlighters to establish which aspects of the Great Reform Act were either a step forward or changed little.  Students write a letter to the National Portrait Gallery explaining whether the painting illustrating the Great Reform Act was worth the expense- was the act a piece of legislation worth remembering? | Teacher explains the further extensions to the franchise. These will be further investigated in Year 9. | Power-point, highlighters/ colours, Great Reform Act table. | Teacher questioning/ class discussion. Completed tables, completed letters. | Literacy skills- letters. Government and Politics- moves toward democracy.  Analysis/ interpretation. Link to A-Level Challenge and Transformation. | Government and Politics. |
| **Lesson 4 WALT:**  Describe attitudes to reform in the nineteenth century.  Explore the results of factory and social reform.  Analyse the impact of reform on society.  **Key Terms:**  Reform, inspectors, philanthropy, philanthropist, Quaker, socialist, vulnerable, sanitation, laissez-faire. | Students are given the opportunity to think back to their study of the Industrial Revolution- they should consider the experiences of ordinary people and the factors that led to improvements in public health. | Students make use of the information on slide 4 to produce a poster campaigning for factory/ social reform.  Students investigate the work of four reformers and determine whether Elizabeth Fry deserved to be featured on the £5 note. They must argue their case and explain which reformer should be on the note. | Teacher explains that not everyone was happy about reform and some of the opposition may have come from surprising quarters.  Students assess the positives and negatives of the Factory Act and the Mines Act. | Power-point, Information Cards. | Teacher questioning/ class discussion. | Government and Politics- factory and social reform. Literacy- reading. Analysis/ Interpretation. Link to A-Level Challenge and Transformation. | Government and Politics. Social reform. |
| **Lesson 5 WALT:**  Consider the reasons why people wanted trade unions.  Summarise the key acts and movements in trade union history.  Analyse the success of trade unions.  **Key Terms:**  Trade unions, workers’ guilds, New Model Unions, New Unions, strikes, white phosphorous, phossy jaw, picketing. | Teacher asks students for ideas about why a teacher might choose to or be advised to join a union. This should prompt a discussion about the purpose of unions. Teacher explains where unions originated and will introduce the enquiry. | Students create a timeline illustrating the development of trade unions.  Students investigate the match girls’ strike and the dockers’ strike. Students should analyse these events and should list the similarities and differences between the two strikes. | Class discussion to share conclusions. | Power-point, cards for timeline, information on the matchgirls’ strike and the dockers’ strike. | Teacher questioning/ class discussion. Completed timeline, list of similarities/ differences. | Government and Politics- trade unionism. Link with A-Level Challenge and Transformation. Interpretation and analysis, empathy. Chronology. Literacy- challenging vocabulary. | Government and Politics. Protest. |