

Title of Rubric: KS/curriculum area/topic - KS3, History, Britain as the first industrial nation and its impact on society - Industrial Revolution

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.

Key skills in History- Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past;

Pupils should develop their knowledge of The Industrial Revolution through the key facts themes and questions. They should use the timeline to know where this fits in relation to other historic events.

Key facts

- The Industrial Revolution, which took place between 1750 - 1900, was a period of great change in Britain.
- There were huge technological advances which had an impact on every aspect of life.
- These technological advances were happening while the British Empire was growing.
- Not all of these changes were positive. Conditions in factories and coal mines in particular were dangerous and difficult.

Key themes:

- Technology
- Transport
- Growth of cities
- Textiles- Manchester Cotton Industry

Key Questions

- When was the Industrial Revolution?
- What was this industrial revolution
- How did technology change?

- How did transport change?
- How did Manchester change- population, transport, industry.
- Study of Quarry bank Mill (textiles)

RRS Articles: Article 13-I have the right to find and share information.

Article 17- I have the right get information in lots of ways, so long as it's safe.

	<u>B2stepP5-6</u>	<u>B2stepP7-8</u>	<u>B2NCstep 1</u>	<u>B2NCstep 2</u>
Key learning: What was the industrial revolution?				
<u>Subject specific knowledge</u>	<p><u>To know</u> and identify images linked to the industrial revolution e.g. clothing, machinery, transport, buildings and education.</p> <p><u>To know</u> key 'time' linked vocabulary: now, then, past, present, after, before, old, new</p>	<p><u>To know</u> at least two changes from the industrial revolution e.g. population, education, transport.</p> <p><u>To know</u> and identify photographs and objects from the industrial revolution</p>	<p><u>To know</u> the period of History they are studying</p> <p><u>To know</u> some of the problems the revolution solved/caused i.e. a trip from Manchester to London took four days in the 1700s; by 1880, it only took four hours</p>	<p><u>To know</u> and understand changes that occurred during the Industrial Revolution such as;</p> <ul style="list-style-type: none"> • Education • Agriculture • Transport • Trade • Communication • Population <p><u>To know</u> some key dates for the Industrial Revolution.</p> <p><u>To know</u> the names of some key people from the past who are famous</p> <p><u>To know</u> key inventions during the revolution.</p>
<u>Subject specific skills</u>	<p><u>Is able to</u> recognise a difference using images from the Industrial revolution to present.</p> <p><u>Is able to</u> recognise pictures from the past (Industrial revolution)</p>	<p><u>Is able to</u> use key words 'old' and 'new' to compare images and objects linked to the industrial revolution.</p> <p><u>Is able to</u> take part in discussions with their teachers/peers about the</p>	<p><u>Is able to</u> identify and discuss the differences/similarities from objects, written information and pictures from the industrial revolution to now.</p> <p><u>Is able to</u> take part in discussions with their</p>	<p><u>Is able to</u> use their knowledge to explain problems the revolution solved/caused.</p> <p><u>Is able to</u> discuss the changes and impacts giving relevant reasons i.e. transport, technology, textiles.</p> <p><u>Is able to</u> independently sort and compare items from the revolution to now, describe them and give reasons why.</p>

	<p>Is able to sort objects into categories now and then (Industrial revolution).</p> <p>Is able to match pictures/objects showing what happened in the industrial revolution.</p> <p>With support, is able to answer simple questions about the industrial revolution</p>	<p>Industrial Revolution is.</p> <p>Is able to recall simple facts.</p> <p>Is able to compare and sort old/then and new/now photographs and objects from this time period and the current period.</p> <p>Is able to sequence pictures from old to new</p>	<p>teachers/peers discussing the changes during the Industrial Revolution and some of the events. They can identify differences in features from past and present.</p> <p>Is able to independently sort objects/photographs/written information from the industrial revolution and now and give some reason for their choices.</p> <p>Is be able to extract information and give answers to questions in a pictorial or written form.</p> <p>Is able to name the period of History they are studying and identify what came before and what came after using a timeline.</p>	<p>Is able to find their own answers to questions by gathering evidence from different sources such as books and the internet.</p> <p>Is able to compare artefacts from the Industrial Revolution to other time periods.</p>
<p>Personal development</p>	<p>Team work - working together as a team. Problem solving - solving problems. Communication skills - using voice, signs to communicate facts and opinions. Self-management. Self-belief. Respect. Self-awareness. IT skills.</p>			
<p>Suggested activities</p> <p>Sort pictures of old and new. Examine schools, life, and work. Role play. Character cards. Explore artefacts and objects. Time line of key events throughout the revolution.</p>				

Trips to Ancoats - A part of Manchester city centre where, during the Industrial Revolution, where there were lots of working mills and factories.

Trip to Quarry Bank Mill - A unique opportunity to see the two major sources of power available during the Industrial Revolution

Research tasks.

Visit Manchester museum of Science and Industry.

Explore pictures - similarities / differences.

Ask it session.

Online resources

<https://central.espresso.co.uk/espresso/modules/search/index.html?source=topnav-search#/search/industrial%20revolution?sortKey=Relevance>

<https://www.purplemash.com/#tab/pm-home/topics/history>

<https://www.twinkl.co.uk/resources/ks2-history-of-britain/19th-century-britain-british-history-history-subjects-key-stage-2/ks2-history-of-britain-industrial-revolution>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4>

<https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6>

<http://teachers.theguardian.com/teacher-resources/10274/?INTCMP=NECJOBTXT8769I>

<http://www.thinkinghistory.co.uk/>

<https://www.tes.com/teaching-resources/blog/industrial-revolution>

<https://www.ichistory.com/industrial-revolution.html>

<https://schoolshistory.org.uk/topics/british-history/industrial-revolution/women-and-children/>

<https://www.nationaltrust.org.uk/quarry-bank>

<https://www.scienceandindustrymuseum.org.uk/objects-and-stories/worlds-first-industrial-city>

Evidencing Work

Work sheets

Pictures

PowerPoints

You must understand the difference between Knowledge and Skills and how they relate to your topic in order to successfully complete these sections.

Knowledge refers to facts that students need to know and remember by the end of the topic.

Skill refers to the ability to use the knowledge/facts learned by applying it within different context.

<http://www.differencebetween.net/language/difference-between-knowledge-and-skill/>

The Industrial Revolution

The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others.

KS3 Ideas political power, industry and empire; Britain, 1745-1901.

The Industrial revolution with a focus on Manchester.

Pollution.

Use of energy; electricity/affecting water pollution.)

Global issues.

(Climate change, pollution, health, education, poverty.)

Did the industrial revolution change lives for the better? Working conditions, trade and transport.

Course content: Investigation of the key changes.

Britain as the first industrial nation -the impact on society.

Britain as the first industrial nation and its impact on society, which comes under the ideas, political power, industry and empire: Britain 1745-1901 in the National Curriculum. These lessons are also useful if you are studying this period at GCSE (such as AQA 9-1 GCSE Power and the People and OCR Explaining the Modern World)

Pupils will learn the significance and impact of the changes in Britain as a result of the new inventions and be able to see the causes and consequences of these. They will learn key historical terms such as migration, entrepreneur, industrialised and patent as well as being able to see the change and continuity of transport. They will be given sources to analyse such as the evidence of child labour in the coal mines and make historical inferences from them. Furthermore, they will be able to write structured accounts and narratives of the changes as a result of Factory Reforms as well as answering GCSE style questions using structured thinking quilts.

Each lesson comes with suggested teaching and learning strategies and are linked to the latest historical interpretations and ideas used by current history teachers. The lessons are fully adaptable in Powerpoint format and can be changed to suit. I have included a couple of free lessons to give an idea of what is being offered.

I strongly recommend using GCSE style questions from the exam board and markschemes to assess the pupils at the end of this unit, which are always available on line.

The 11 lessons are broken down into the following:

L1 An introduction to the Industrial Revolution in Britain

L2 Why were people on the move?

L3 What were the industrial towns like?

L4 Transport in the Industrial Revolution

L5 Richard Arkwright - a case study (free resource)

L6 Factories and working conditions

L7 Coal mining

L8 Reform of working conditions

L9 Victorian crime and punishment

L10 Victorian prisons (free resource)

L11 The Metropolitan Police Force

Located in the north west of England, Manchester played a significant role in the Industrial Revolution. It became the first industrialised city in the world and was renowned for its textile work through the nineteenth century - one of the key drivers of the revolution.

This once unknown part of the world grew at a rapid rate, so let's take a look at the highlights of this era:

World's first passenger railway

The world's first twin-track, inter-city passenger railway opened on 15th September 1830 and ran between Liverpool and Manchester. It was designed to transport raw materials, finished goods and passengers from place-to-place and was a convenient alternative to horseback - which had previously been used. Huge tonnages of textile raw material were carried to the north west of England and were used to make the cotton the area was so renowned for.

The Bridgewater Canal

The Bridgewater Canal is often described as England's first canal and was used to transport coal from the mines in Worsley to the industrial areas of Manchester. It opened on 17th July 1761 and greatly improved the transport routes between cities - helping the factories to operate efficiently. It was named after the third Duke of Bridgewater and was the first canal in Britain to be built without following an existing watercourse.

World's first steam-driven mill

During the Industrial Revolution, silk, wool, fustian and other traditional materials were being eclipsed by cotton. To improve the production process, Richard Arkwright (one of the UK's most prolific inventors) opened the world's first steam-driven textile mill on Miller Street, Manchester. Although it was destroyed in the Manchester Blitz in 1940, it played a significant role and put Manchester on the map for cotton production.

Largest cotton producers.

The great majority of cotton spinning took place in south Lancashire and Cheshire and Manchester soon produced more cotton than anywhere else in the world. It was the largest marketplace for cotton goods and was dubbed 'Cottonopolis' and 'Warehouse City' during the Victorian period. Believe it or not, people around the globe still use the term "Manchester" to describe household linen such as pillows and bed spreads.

Despite the achievements of the Industrial Revolution, the era had a dark side. Working conditions were appalling and there were very few laws protecting employees. These days, employers are obliged to place safety signs around working areas, but safety rules did not often exist in those days - so many people lost their lives.

The Industrial Revolution will always be remembered as a significant period of time, but many people paid the price.