



Year 8 Industrial Revolution 12 Lessons

<p>Aims: This unit of work is designed so students understand the differences between life in the UK between 1750-1900</p> <p>Links to KS4:</p> <ul style="list-style-type: none"> • Acquisition of knowledge of a time frame from the past – used within breadth studies as historical context. • Medicine through time – severity of cholera and the impact the disease had on the UK population. • Medicine through time – inventions during the industrial revolution to improve the health of the UK population. 		
Key Skills	Literacy Links	Numeracy Links
<ul style="list-style-type: none"> • To learn to use ICT and dictionaries for research. • To develop and demonstrate extended writing skills (description/explanation/analysis and evaluation). • To demonstrate change and continuity over a period of time and develop source skills/ (chronology, Significance, Bias and source utility). • To develop an understanding of the living conditions, work, and inventions of the Industrial Revolution. • To develop an understanding of change and continuity • To develop an understanding of Cause and Consequence 	<p>Key Words: Change, industry, industrial revolution Victorian, privy, terrace housing, industrial town, cholera, hypothesis, source utility, pauper apprentice, cotton mills, spindle, mills, over lookers, loom, victim, evidence, suspect, jack the ripper, population, Edward Jenner, Textiles, Agriculture, canals, sanitation, poverty, mass production</p>	<p>Population Pyramids Chronology opportunities</p>
Assessment	Cross-Curricular Links	
<p>'Life for the Poor in Britain regressed [got worse] between 1750 – 1900. How far do you agree? Explain your answer. You may use the following:</p> <ul style="list-style-type: none"> • Living Conditions • Working Conditions • You must use information of your own. 16 marks 	<ul style="list-style-type: none"> • Chronology: Maths • English Language • Science – CSI investigation • Design – Inventions • Geography – population development, migration 	
	SMSC Opportunities and British Values	
	<ul style="list-style-type: none"> • Encourages students to understand the varied conditions people have lived in within the UK. 	

Opportunities for further Learning

Option 1: Knowledge to demonstrate the change and continuity of life – diary entry.

Option 2: Application of acquired knowledge completing a CSI investigation to make a judgement who Jack the Ripper is.

Option 3: Revise – learn and revise Key terms and concepts from knowledge organiser

Option 4: SMHW Quiz

Option 5: Demonstrate - Why did Cholera spread so easily in 19th century Britain?