



Scheme of Learning	Year 8 - The Industrial Revolution
Learning outcomes	<ul style="list-style-type: none"> Students should be able to explain how the lives of people changed between 1750-1900. This should include an understanding in the changing nature of work, their living conditions and developments in education, culture and transport also. Students should be able to explain the changing nature of work particularly. Students will be able to compare the nature of work in the nineteenth century with examples of work they have come across previously in the medieval and Tudor periods and be able to explain that the primarily agrarian society that existed previously has now been replaced by heavy industry. Students will be able to describe the experiences of individuals working during the Industrial Revolution. These lessons will be based on the use of biographical evidence. Students will be able to explain that these provide only a limited view of the industrial revolution because of how unrepresentative the writers of such sources would be. Students will be able to explain the experiences of child labour during the Industrial Revolution. They will be able to explain the steps taken by the government to reduce the role played by children in the workforce and should be able to explain the limitations of this legislation. Students will be able to demonstrate an understanding that the role of Parliament developed in this time and the reasons for this, including the extension of the franchise.
Key Question	<ul style="list-style-type: none"> What was the Industrial Revolution? How did Britain change during the Industrial Revolution? What was the nature of child labour during the Industrial Revolution? What steps did Parliament take to end child labour? How did the role of Parliament and democracy develop in the 19th Century? How far was the Industrial Revolution built off the Transatlantic Slave Trade and British Empire. What were the experiences of people during the Industrial Revolution? How far are biographies a reliable source of evidence?
Knowledge	<ul style="list-style-type: none"> The unit is built around our threads of Our Lives & How They Have Changed and Rights, Parliament and Democracy. By the end of the unit, we want students to be able to understand how the nature of work has changed by the nineteenth century. They should be able to recognise the move from agriculturally based work to industrial work in factories. This will be accompanied by a general understanding of the urbanisation of the UK and the changes that this helped to usher in, including the development of democracy, the creation of sports teams and the building of new transport networks.



	<ul style="list-style-type: none"> • As such we are placing an emphasis on an understanding of change and continuity. Students will need to be able to explain how life has changed over time. There should also be able to discuss how far change represents progress. • There is a focus on source skills in the unit. We look particularly at the writings of Emma Griffin who used biographies to write an account of the period. Students are asked to study Griffin's work and discuss the reliability and usefulness of biographies as sources. <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Culture - the ideas, customs, and social behaviour of a particular people or society. • Turnpike Roads – roads built in the 19th Century that required a toll (money) to use • Urban areas – areas with high population density and buildings • Investment – Money being given to a business so that they could expand or create new ways of improving their business • Market – All the people who are able to purchase goods. For example, the market for the chicken shop in Cheam could be made larger if they delivered to people who could not travel to Cheam village. • Agile - Able to move quickly and easily. • Mills - A building equipped with machinery for grinding grain into flour. • Overseers - A person who supervises others, especially workers. • Apprentice – A young person being trained for a specific line of work • Franchise – The right to vote in an election • Raw Materials - the basic material from which a product is made. In this context they are usually things that have been mined such as coal or copper • Sumptuous - Splendid and expensive-looking.
Ongoing Assessment i.e. formative	<ul style="list-style-type: none"> • Throughout the series of lessons teachers have a list of multiple choice and longer answer questions which are intended to draw out the key misconceptions associated with the unit.
End Product Assessment i.e. summative	<ul style="list-style-type: none"> • Students complete a summative assessment that ask then to demonstrate an understanding of chronology, knowledge and source-based skills.

NHSG Key Stage 3 Unit Overview for The Industrial Revolution



	<ul style="list-style-type: none"> At the end of the unit students will be asked to complete a 'pulling the threads' together assessment. This will help to consolidate students' knowledge of the core knowledge needed in the unit. This will be peer assessed.
Clear sequencing of content	<ul style="list-style-type: none"> The unit is placed after units on the Transatlantic Slave Trade and Empire so that students can understand the links between all three and particularly query the extent to which the Industrial Revolution was accelerated by the Slave Trade and Empire. We have separated the two units of the transatlantic slave trade so that they bookend the units on the Industrial Revolution. This has been done to help ensure that students continue to understand the links between the events. The unit is placed prior to the unit of the Women's Suffrage Movement to provide better context for the widening franchise. We make a considerable point to bring together the threads of our everyday life and democracy that have been begun in Y7. Students should be able to make a comparison between life and work for people in medieval and industrial Britain. They can begin to make judgements on whether the changes represent progress or regression for people.
Links to Careers	<ul style="list-style-type: none"> Students will develop their skills of interpretation and enquiry, looking at primary and secondary sources and questioning them effectively. Such a skill is useful in an array of careers and industries, most notably within the law or other careers that require independent research and forensic questioning of material.
Diversity and Inclusion	<ul style="list-style-type: none"> In the unit we examine the links between the industrial revolution, the Transatlantic Slave Trade and the British Empire. We want students to gain an understanding of how although we study units separately, the events are all concurrent and link together explicitly.
Support	<ul style="list-style-type: none"> Booklets contain knowledge organisers, key vocabulary etc. All resources are uploaded to the SharePoint.
Challenge	<ul style="list-style-type: none"> In the unit students will complete homework on the French Revolution which we do not study in depth but is an important moment in history for students to deepen their learning. This is placed at the end of the unit in two separate pieces of reading. There is also a 'Meanwhile', 'Elsewhere' homework on the Irish Potato famine where students will learn about a significant event that was occurring concurrently to the Industrial Revolution in Britain.