

## Year 8 History Department 2021 - 2022

Half Term 6 Scheme of Learning  
Focus: Conditions in Industrial Britain

Enquiry Question  
Did standards of living improve for the average person in Britain?

### Intent of this scheme of learning

The intent of this scheme of learning is for students to understand the living conditions in Industrial Britain and compare with local and national conditions today. Students will also assess crime rates and can review modern crime within the area and the role of law enforcement.

### Prior learning and links to future learning

Students should be able to link their knowledge of the industrial revolution to explain the social consequences in industrial towns. They should further develop their skills of causation and source analysis. As part of their post-war studies in Year Nine, students will explore the formation and development of the NHS. Their knowledge of the conditions and poverty of industrial towns, as well as the Public Health Acts of the 1800s, will add to their understanding of the historical context of the NHS. Students who progress to GCSE History will study the Crime and Punishment course on Edexcel. They will be able to use their KS3 knowledge about the development of prisons to support the learning.

### Disciplinary Knowledge

Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concept of continuity and change across the timescale.

#### Interpreting the past

Students will be exposed to the works of Historians and will learn to 'Think like a Historian' by looking at interpretations of the past, and in particular the work of:

**Hallie Rubenhold** "The Five"

### Substantive Knowledge

#### British Knowledge:

- Britain in the Industrial era
- Living conditions in Industrial Towns
- John Snow & Cholera
- Law enforcement

#### Meanwhile elsewhere in Europe and/or the Wider World:

- Transportation to Australia
- Crimean War

Assessment and Feedback	Links to career and the wider world	Academy core values – Respect, Ambition, Resilience and Compassion
<p>All feedback follows the whole school teaching and learning policy with collective and personalised feedback.</p> <p>Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past.</p> <p>Students complete low stakes tests and activities which are self/peer assessed.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, roles within the NHS &amp; development of medicine. Students can make links to roles with modern law enforcement.</p>	<p>Students will display Compassion &amp; Ambition with the stories of Florence Nightingale and Mary Seacole. Students will show respect for the resilience and work of individuals.</p>

Lesson sequencing			
	Learning Intention	Key knowledge	Challenge framework
<b>Did conditions in towns improve?</b>			
1	Understand why there was a growth in population	<ul style="list-style-type: none"> <li>• Push &amp; pull factors</li> <li>• Rural-to-urban migration</li> <li>• Improvements in sanitation &amp; public health</li> <li>• Changes in agriculture</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the reasons for the Industrial Revolution</li> <li>• Describe the causes of population growth</li> <li>• Assess the impact of population growth</li> </ul>
2	Describe conditions in Industrial Towns	<ul style="list-style-type: none"> <li>• Disease: Typhus, typhoid &amp; cholera</li> <li>• Pollution &amp; Dirty Water</li> <li>• Great Stink &amp; events in London</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problems in industrial towns</li> <li>• Describe the conditions in towns</li> <li>• Assess how conditions would impact the population</li> </ul>
3	Explain the significance of John Snow's discovery	<ul style="list-style-type: none"> <li>• Cholera outbreaks in England</li> <li>• Broad Street Pump &amp; Cholera</li> <li>• Public Health Acts</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the consequences of disease in industrial towns</li> <li>• Describe the actions of John Snow</li> <li>• Explain the significance (&amp; link to modern medicine)</li> </ul>
4	Assess the significance of the Crimean War to medicine	<ul style="list-style-type: none"> <li>• Contemporary medical treatment</li> <li>• Conditions in Crimea</li> <li>• Role of Florence Nightingale</li> <li>• Role of Mary Seacole</li> </ul>	<ul style="list-style-type: none"> <li>• Examine the poor conditions in Crimea</li> <li>• Compare the actions of Florence Nightingale and Mary Seacole</li> </ul>

			<ul style="list-style-type: none"> <li>Assess the significance of the Crimean War to the development of medicine</li> </ul>
<b>How were criminals treated in Industrial Britain?</b>			
5	Describe the conditions in workhouses	<ul style="list-style-type: none"> <li>Causes of poverty in industrial towns <ul style="list-style-type: none"> <li>Low wages</li> </ul> </li> <li>Poor Laws &amp; Role of government</li> <li>Conditions in workhouses <ul style="list-style-type: none"> <li>Food</li> <li>Work</li> <li>Housing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify why the workhouses were set up</li> <li>Describe the conditions in workhouses</li> <li>Explain why workhouses were implemented</li> </ul>
6	Explain the formation of the police	<ul style="list-style-type: none"> <li>Crime prevention before the police <ul style="list-style-type: none"> <li>Hue and Cry</li> <li>Nightwatchmen</li> </ul> </li> <li>Role of Robert Peel</li> <li>Bow Street Runners</li> <li>Police recruitment criteria</li> </ul>	<ul style="list-style-type: none"> <li>Describe the spread of crime in industrial towns</li> <li>Examine the existing methods of control</li> <li>Explain the formation of the police</li> </ul>
7	Assess the development of prisons over time	<ul style="list-style-type: none"> <li>End of transportation to Australia</li> <li>Conditions in prisons</li> <li>Elizabeth Fry &amp; attempts at reform</li> <li>Separate &amp; Silent system</li> </ul>	<ul style="list-style-type: none"> <li>Identify why prisons were needed</li> <li>Describe the problems with prisons</li> <li>Evaluate the prison reforms</li> <li>Assess the development of prisons over time</li> </ul>
8	Evaluate why the police failed to catch Jack the Ripper	<ul style="list-style-type: none"> <li>Social conditions in Whitechapel</li> <li>H Division &amp; role of the police</li> <li>Bertillon system</li> <li>Discovery of fingerprints</li> </ul>	<ul style="list-style-type: none"> <li>Describe the conditions in Whitechapel</li> <li>Compare the different techniques that were used</li> <li>Evaluate the actions of the police</li> </ul>