

History HT5

Year 8: Industrial Revolution

How did Britain become a modern nation?

<u>Assessment Opportunities</u>	<u>Literacy/Reading opportunities</u>	<u>CEIAG Links</u>
<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>Assessment 5 – How did Britain become a modern nation?</p>	<p>Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson:</p> <p>TBAT: Explain the significance of John Snow’s discovery.</p> <p>A focus on the whole school writing structure is in the lesson:</p> <p>TBAT: Explain why there was a growth in population.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will look at modern inventions and technology which has developed from Industrial Britain. Students can draw links to modern industry and careers.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

Year 8 History Department Curriculum 2024 – 2025

Half Term 5 Scheme of Learning
Focus: Industrial Revolution

Enquiry Question
How did Britain become a modern nation?

Intent of this scheme of learning

The intent of this scheme of learning is for students to understand the impact of Enlightenment and the Industrial revolution on modern Britain. Students will have a local understanding of industrial change and Britain’s improved trade.

Prior learning and links to future learning

Students learnt about links to industry and trade with the British Empire topic. Yr 8 will continue to apply their knowledge of the changes as a result of the Industrial Revolution as they examine social conditions in HT6.

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 significance of the timescale through source analysis; and change and continuity.

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:

John van Wyhe - Charles Darwin

Substantive Knowledge

British Knowledge:

- Scientific inventions (James Watts)
- Industrial Towns
- Cotton Industry
- John Snow & Cholera

Meanwhile elsewhere in Europe and/or the Wider World:

European Enlightenment

Assessment and Feedback

CEIAG links

**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>Assessment 5 – How did Britain become a modern nation?</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will look at modern inventions and technology which has developed from Industrial Britain. Students can draw links to modern industry and careers</p>	<p>Students recognise the ambition of those in the Industrial era and Enlightenment phase to search for scientific answers and the resilience required. Students will show compassion for workers during the Industrial era and make links to working conditions today.</p>
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Tier 2 vocab	<i>Changes</i>	<i>Conditions</i>	<i>Factories</i>	<i>Diseases</i>	<i>Reform</i>	<i>Growth</i>	<i>Population</i>	<i>Discovery</i>	<i>Significance</i>	<i>Outbreak</i>
Tier 3 vocab	<i>Industrial</i>	<i>Revolution</i>	<i>Enlightenment</i>	<i>Agriculture</i>	<i>Sanitation</i>	<i>Migration</i>	<i>Cholera</i>	<i>Rural-to-Urban</i>	<i>Public Health</i>	<i>Poor Law</i>

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Assess how the Industrial Revolution changed Britain	<ul style="list-style-type: none"> European Enlightenment Changes in medicine Changes in transport Changes in work 	<ul style="list-style-type: none"> Identify the key changes in the Enlightenment Describe why these changes happened Assess how the Industrial Revolution changed Britain
2	Evaluate conditions in factories	<ul style="list-style-type: none"> Conditions for adults & children <ul style="list-style-type: none"> Working hours Pay Diseases & Injuries 	<ul style="list-style-type: none"> Describe conditions in factories Explain why conditions were so bad in factories Evaluate conditions in factories
3	Evaluate the success of the Factory Reform Act	<ul style="list-style-type: none"> Factory Reform Act Role of Edwin Chadwick & Poor Law Reform 	<ul style="list-style-type: none"> Describe the actions of the Reform Act Compare opinions about the Reform Act

		<ul style="list-style-type: none"> • Case studies of factories 	<ul style="list-style-type: none"> • Reach a judgement about the success of the Reform Act
4	Explain why there was a growth in population	<ul style="list-style-type: none"> • Push & pull factors • Rural-to-urban migration • Improvements in sanitation & public health • Changes in agriculture 	<ul style="list-style-type: none"> • Recall the reasons for the Industrial Revolution • Describe the causes of population growth • Assess the impact of population growth
5	Explain the significance of John Snow's discovery	<ul style="list-style-type: none"> • Cholera outbreaks in England • Broad Street Pump & Cholera • Public Health Acts 	<ul style="list-style-type: none"> • Recall the consequences of disease in industrial towns • Describe the actions of John Snow • Explain the significance (& link to modern medicine)
6	Examine sources on how Britain became a modern society	<ul style="list-style-type: none"> • Factories • Reform Acts • Population growth • John Snow & Cholera 	<ul style="list-style-type: none"> • Compare different factors within the Industrial Revolution • Examine source material on how Britain became a modern society