History HT6

Year 8: Conditions in Industrial Britain

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

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 6- How did Britain change 1603 – 1901?	Reading and writing tasks are embedded in every lesson. In particular, a focus on reciprocal reading is in the lesson: **TBAT: Explain the benefits of Transportation.** A focus on the whole school writing structure is in the lesson: **TBAT: Assess the development of prisons over time.**	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.

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 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	Prior learning and links to future 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.	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	Substantive 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"	**British Knowledge:** • Britain in the Industrial era • Living conditions in Industrial Towns • Law enforcement • Jack the Ripper **Meanwhile elsewhere in Europe and/or the Wider World:** • Transportation to Australia

	Assessment and Feedback	CEIAG links	Academy core values – Respect, Ambition, Resilience and Compassion
	All feedback follows the whole school teaching and learning policy with collective and personalised feedback. Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. **Assessment 6-** How did Britain change 1603 – 1901?	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	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.

Tier 2 vocab	*Pollution*	*Poverty*	*Implemented*	*Formation*	*Development*	*Prevention*	*Recruitment*	*Criteria*	*Separate*	*Silent*
Tier 3 vocab	*Typhus*	*Typhoid*	*Workhouses*	*Hue and Cry*	*Nightwatchmen*	*Transportation*	*H Division*	*Bow Street Runners*	*Suspects*	*Witness*

Lesson sequencing			
	Learning Intention TBAT	**Knowledge**	**Skills**
1	Describe conditions in Industrial Towns	- Disease: Typhus, typhoid & cholera - Pollution & Dirty Water - Great Stink & events in London	- Identify the problems in industrial towns - Describe the conditions in towns - Assess how conditions would impact the population
2	Describe the conditions in workhouses	- Causes of poverty in industrial towns - Low wages	- Identify why the workhouses were set up - Describe the conditions in workhouses

		• Poor Laws & Role of government
		• Conditions in workhouses
		  - Food
		  - Work
		  - Housing
			• Explain why workhouses were implemented

3	Explain the formation of the police	• Crime prevention before the police
		  - Hue and Cry
		  - Nightwatchmen
		• Role of Robert Peel
		• Bow Street Runners
		• Police recruitment criteria
			• Describe the spread of crime in industrial towns
			• Examine the existing methods of control
			• Explain the formation of the police

4	Explain the benefits of transportation	• Transportation to America • Transportation to Australia • Penal Colony	• Identify why transportation was needed • Evaluate why Britain decided to use Australia as a Penal colony • Explain the benefits of transportation
5	Assess the development of prisons over time	• End of transportation to Australia • Conditions in prisons • Elizabeth Fry & attempts at reform • Separate & Silent system	• Identify why prisons were needed • Describe the problems with prisons • Evaluate the prison reforms • Assess the development of prisons over time
6	Explain the high crime rate in Whitechapel	• East End of London 1800s • Pollution & Housing • Poverty & alcoholism	• Identify factors that caused the high rate • Describe the reasons for the high crime rate • Explain why there was a high crime rate in Whitechapel
7	Evaluate why the police failed to catch Jack the Ripper	• Social conditions in Whitechapel • H Division & role of the police • Bertillon system • Discovery of fingerprints	• Describe the conditions in Whitechapel • Compare the different techniques that were used • Evaluate the actions of the police