

Year 8 History Department Curriculum 2023 – 2024

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

**Enquiry Question
Did life 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.

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
- Law enforcement
- The Jack the Ripper case

Meanwhile elsewhere in Europe and/or the Wider World:

- Transportation to Australia

Assessment and Feedback

All feedback follows the whole school teaching and learning policy with collective and personalised feedback.

CEIAG links

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

Academy core values – Respect, Ambition, Resilience and Compassion

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

Assessments will assess knowledge and understanding, conceptual awareness, sources analysis and how historians interpret the past. Assessment 6- How did Britain change 1603 – 1901?	developed from Industrial Britain. Students can draw links to modern industry and careers	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	<ul style="list-style-type: none"> • Disease: Typhus, typhoid & cholera • Pollution & Dirty Water • Great Stink & events in London 	<ul style="list-style-type: none"> • Identify the problems in industrial towns • Describe the conditions in towns • Assess how conditions would impact the population
2	Describe the conditions in workhouses	<ul style="list-style-type: none"> • Causes of poverty in industrial towns <ul style="list-style-type: none"> - Low wages • Poor Laws & Role of government • Conditions in workhouses <ul style="list-style-type: none"> - Food - Work - Housing 	<ul style="list-style-type: none"> • Identify why the workhouses were set up • Describe the conditions in workhouses • Explain why workhouses were implemented
3	Explain the formation of the police	<ul style="list-style-type: none"> • Crime prevention before the police <ul style="list-style-type: none"> - Hue and Cry - Nightwatchmen • Role of Robert Peel • Bow Street Runners • Police recruitment criteria 	<ul style="list-style-type: none"> • Describe the spread of crime in industrial towns • Examine the existing methods of control • Explain the formation of the police
4	Assess the development of prisons over time	<ul style="list-style-type: none"> • End of transportation to Australia • Conditions in prisons • Elizabeth Fry & attempts at reform • Separate & Silent system 	<ul style="list-style-type: none"> • Identify why prisons were needed • Describe the problems with prisons • Evaluate the prison reforms • Assess the development of prisons over time
5	Evaluate why the police failed to catch Jack the Ripper	<ul style="list-style-type: none"> • Social conditions in Whitechapel • H Division & role of the police • Bertillon system 	<ul style="list-style-type: none"> • Describe the conditions in Whitechapel • Compare the different techniques that were used

		<ul style="list-style-type: none">• Discovery of fingerprints	<ul style="list-style-type: none">• Evaluate the actions of the police
6	Assess interpretations of conditions in Industrial Britain	<ul style="list-style-type: none">• Disease & Pollution• Workhouses• Formation of the police• Development of prisons	<ul style="list-style-type: none">• Compare interpretations of the conditions• Assess the interpretations of conditions in Industrial Britain