

St Ambrose College History Department Scheme of Work
 Unit 2: The Industrial Revolution
 Lesson 1: The Situation in 1700 – / Agriculture

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Chronological understanding Change and continuity Cause and consequence	Changing lives, beliefs and attitudes. Trade, industrialisation and empire	How industrialised was GB in 1700 ? Why did an agrarian revolution take place ? What were the consequences of enclosure? Why did a Golden Age in agriculture turn into a depression in the last half of the nineteenth century ?	Introduction to topic – outline general position of GB c.1700 in terms of economy, population, transport etc; Analyse hand out map of Britain c. 1700. Link to modern times. “Thought shower” possible factors for change, develop concept of change and revolution. Read texts : Establish hierarchy of most important factors for change. Complete a spider diagram of the consequences of enclosure: good and bad Cause and consequence exercise on Golden Age and Depression.	<i>U H 2 pp72 – 75</i> <i>Sauvain pp 1 – 25</i> <i>Departmental Sheets</i> <i>Blackwell Project pp4- 23</i>
				Curriculum opportunities
Key processes	Learning Outcomes			Influence on the modern world. Today's society and fears (citizenship)
Using evidence Communication	Pupils will be able to: Describe/ Evaluate the OFS Understand why change was needed. Evaluate the consequences of enclosure. Understand change in History Asses individuals impact on History (Agricultural improvers)			Spirituality

St Ambrose College History Department Scheme of Work
 Unit 2: The Industrial Revolution
 Lessons 2/3: Industrialisation re: coal, iron and textiles.

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Cause and consequence. Change and continuity Significance	<i>Trade industrialization and Empire.</i>	Why was change needed in each industry ? What were the key developments which took place ? What impact did the changes have on Britain both socially and economically ?	Construct a flow-chart to identify all of the major changes. Evaluate which decade saw the greatest change. Group work to divide each industry's details amongst the class. Analyse key word – “revolution” UH2 pp 77 Q4 Page 78 Q 1-4 Page 81 Q 1-5	<i>UH2 pp 76 – 85</i> <i>Sauvain pp 45 – 96</i> <i>Departmental handouts</i> <i>Video on Coal and Iron – “birth of a nation”.</i> <i>Various DVD's</i>
Key processes	Learning Outcomes			Curriculum opportunities
Using evidence Communication	Pupils will be able to: Identify and evaluate changes in coal, textile and iron industries. Recognise the important causes of change and the consequences for the economy and workforce.			Spirituality

St Ambrose College History Department Scheme of Work
 Unit 2: The Industrial Revolution
 Lessons 4/5 The Transport Revolution

Year 8

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Change and continuity Cause and consequence Significance	<i>Trade industrialization and Empire</i>	Why did a transport revolution occur? How significant were the local (North West) contributions to the transport revolution? What were the main consequences of the changes in transport ?	Debate the significance of local developments on English transport History e.g. Sankey Brook and Bridgewater Canal; Liverpool to Manchester Railway; “Blind Jack”- road builder Map work – Chart the main canals, roads, railways at specific times in our history. Spider diagram to link together the most important changes.	<i>UH2 pp 86 – 91</i> <i>Sauvain pp 97-139</i> <i>Blackwell Project - Transport</i>
				Curriculum opportunities
				Potential links with local archives.
Key processes	Learning Outcomes			Spirituality
Using evidence communication	Pupils will: Develop an understanding of the crucial importance of transport in the industrial revolution. Identify changes in water, road and rail transport. Link the need for change in connection with previous revolutions in agriculture/industry			

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Year 8

Lessons 6/7/8 Living and working conditions during the Industrial Revolution:

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
Diversity Interpretation Cause and Consequence	<i>Trade Industrialisation and Empire</i> Changing lives, beliefs and attitudes of people over time	Describe the appalling living conditions experienced by the working class during the late 18 th and 19 th Century Explain why such conditions existed. Analyse the differences between urban factories and Country mills, such as Styal Unit assignment on factory conditions.	Source based collation and analysis of material Group work regarding different industries; town, factory/country mill	<i>UH2 pp 92 – 101</i> <i>Sauvain pp 197 – 225</i> <i>Sauvain pp 266 – 286</i> <i>Unwin pp 56 – 60; 63 – 69</i> <i>Departmental worksheets</i> <i>Various DVD's</i>
				Curriculum opportunities
				Local visit to Styal ? Use of ICT for research purposes.
Key processes	Learning Outcomes			Spirituality
Using evidence Communication	Pupils will: Draw conclusions from historical source materials Evaluate them in light of their nature origin and purpose. Explain how and why people have developed different interpretations about the past			Factory owners were often very religious/pious people-how could they allow such conditions to exist in their factories ?.- Discuss