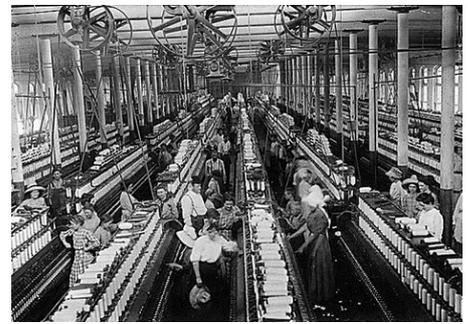


Year 8 Unit 1 Overview-The Industrial Revolution

Completion date: W/C 2nd Sept – W/C 14th October

Target grade for tests:



You will learn about: the overall story of the Industrial Revolution, what it was like to live during this immense change and what the long-term significance of the Industrial Revolution was.

You will develop the skills of: writing detailed descriptions and start to write explanations. Additionally you will discuss the importance/significance of historical events. Furthermore you will use sources to gather information and make inferences.

<p>Lesson Overview</p> <ol style="list-style-type: none"> 1. What was the Industrial Revolution? The big picture 2. What was it like to live during this immense change? Industry 3. What was it like to live during this immense change? Towns 4. What was it like to live during this immense change? Medicine 5. What is the significance of the Industrial Revolution? 6. Assessment 7. DIT <p>There will also be enrichment opportunities...</p> <ol style="list-style-type: none"> 1. What was it like to live during this immense change? Transport and farming 2. What was it like to live during this immense change? The poor law and the workhouse. 3. What was it like to live during this immense change? Politics 		<p>Key Words</p> <p>Anaesthetic - knocks you out - feel no pain. Antiseptic - kills germs. Arsenic – A poisonous white powder which is the by-product of tin mining. Epidemic – where a disease spreads very quickly and affects a large number of people. Factories - a building where goods are manufactured or assembled by machine. Public health - Health provided by the government e.g. clean water. Industrial Revolution - the major changes that happened in the late 18th and early 19th centuries when new machinery, and new ways of manufacturing products were developed. Industrialisation – to bring industry into an area such as factories and businesses. Life expectancy - the average number of years that a person can expect to live. Migration - to move from one region into another. E.g. from the countryside to the town. Population - the number of people who live in a place. Revolution – a sudden, extreme, or complete change in the way people live, work, etc. Slums – Overcrowded and filthy houses lived in by very poor people. Urbanisation - the process by which towns and cities are formed and become larger as more and more people begin living and working in central areas. Vaccine - an injection that prevents disease.</p>					
<p>Suggested reading or support available</p> <p>My Story: ‘Factory Girl’ by Pamela Oldfield, My Story: ‘Mill Girl’ by Sue Reid, My Story: ‘The Sweep’s Boy’ by Jim Eldridge. ‘Midnight is a Place’ by Joan Aikin.</p>		<p>Cross curricular</p> <p>SMSC: appreciate the role of Britain's parliamentary system, investigate moral and ethical issues relating to child labour and the differences between rich and poor. Literacy: PEEL paragraphs, research skills, min mapping. Numeracy: Chronology, life expectancy, translate statistical data about the industrial revolution into literary form.</p>					
Research	Note-making	Group work & discussion	Memorisation	Precision & accuracy	Independence	Reflection	

