

## Year 8 Unit 2 Overview-The Industrial Revolution

**Completion date:**

**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.

<b>Lesson Overview</b> <ol style="list-style-type: none"><li>1. What was the Industrial Revolution? The big picture</li><li>2. What was it like to live during this immense change? Industry</li><li>3. What was it like to live during this immense change? Towns</li><li>4. What was it like to live during this immense change? Medicine</li><li>5. What is the significance of the Industrial Revolution?</li><li>6. Assessment</li><li>7. DIT</li></ol> <b>There might also be enrichment opportunities in ...</b> <ol style="list-style-type: none"><li>1. What was it like to live during this immense change? Transport</li><li>2. What was it like to live during this immense change? Farming</li><li>3. What was it like to live during this immense change? Surgery</li><li>4. What was it like to live during this immense change? The poor law and the workhouse.</li><li>5. What was it like to live during this immense change? Politics</li></ol>	<b>Key Words</b> <p><b>Anaesthetic</b> - knocks you out - feel no pain. <b>Antiseptic</b> - kills germs. <b>Arsenic</b> – A poisonous white powder which is the by-product of tin mining. <b>Epidemic</b> – where a disease spreads very quickly and affects a large number of people. <b>Factories</b> - a building where goods are manufactured or assembled by machine. <b>Public health</b> - Health provided by the government e.g. clean water. <b>Industrial Revolution</b> - the major changes that happened in the late 18th and early 19th centuries when new machinery, and new ways of manufacturing products were developed. <b>Industrialisation</b> – to bring industry into an area such as factories and businesses. <b>Life expectancy</b> - the average number of years that a person can expect to live. <b>Migration</b> - to move from one region into another. E.g. from the countryside to the town. <b>Population</b> - the number of people who live in a place. <b>Revolution</b> – a sudden, extreme, or complete change in the way people live, work, etc. <b>Slums</b> – Overcrowded and filthy houses lived in by very poor people. <b>Urbanisation</b> - the process by which towns and cities are formed and become larger as more and more people begin living and working in central areas. <b>Vaccine</b> - an injection that prevents disease.</p>
<b>Suggested reading or support available</b> <p><b>My Story: Factory Girl</b>, by Pamela Oldfield <b>My Story: Mill Girl</b>, by Sue Reid <b>My Story: The Sweep's Boy</b>, by Jim Eldridge <b>Midnight is a Place</b>, by Joan Aiken The First Passenger Locomotive – Teaching History in 100 Objects, British Museum <a href="http://www.teachinghistory100.org/objects/about_the_object/the_first_passenger_locomotive">http://www.teachinghistory100.org/objects/about_the_object/the_first_passenger_locomotive</a> The Industrial Revolution, BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4">https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4</a></p>	<b>Cross curricular</b> <p><b>SMSC:</b> appreciate the role of Britain's parliamentary system, investigate moral and ethical issues relating to child labour and the differences between rich and poor.</p> <p><b>Literacy:</b> PEEL paragraphs, research skills, mind mapping.</p> <p><b>Numeracy:</b> Chronology, life expectancy, translate statistical data about the industrial revolution into literary form.</p>