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| **CORE KNOWLEDGE**Britain changed form a mainly rural and agricultural society to a mainly urban and industrial society between 1750 and 1900.* Population growth is caused by an increase in births, a decrease in deaths and an increase in immigration.
* Medicine, industry, social change and hygiene can cause an increase in births and a decrease in deaths.
* Benefits of open field system and impact of new technology on farming
* The domestic system and the positives and negatives of this.
* Invention of new machines like the loom and the spinning jenny revolutionised working practices
* Understand how challenging working conditions were and how working people were treated.
* Understand how children who worked in the factories were treated.
* Understand what child labour is and some of the changes that were introduced to support child workers.
* Understand why there was a growing need for coal.
* Understand working conditions for coal miners particularly women and children and the reforms that took place in the coal industry
* Understand how perilous roads were before 1750 and how they were changed.
* Understand the successes of canals as a form of transport and how railways changed transport significantly.
* Understand how Jenner’s discovery of vaccinations changed the health of British people
* Understand how the discovery of Anaesthetics and Antiseptics changed surgery and improved the health of British people.
* Understand the link between dirty water and disease.
* Understand political change in the voting system and the events at Peterloo that brought about political reform.
 | **ABOVE AND BEYOND*** Make links between the different revolutions to assess change and continuity.
* Evaluate the significance of the period of time in terms of its revolutions.
* Evaluate the utility of a historical source commenting on content, provenance and make links to contextual knowledge.

**Key Skills****AO1 – Knowledge & Understanding.****AO2 – Second Order Concepts e.g. cause; effect; consequence; continuity and change; significance; similarities; difference; importance.****AO3 – Source Evaluation.****AO4 – Interpretations Evaluation****Key vocabulary****Agriculture, Revolution, Strip farming, Open field system, Seed Drill,****Crops, Rural, Farming, Manufacturing, Domestic system, Factory system, Loom, Cotton, Wool, Spinning Jenny, Cotton manufacture, Working conditions, Child labour, Education, Manufacture, Revolution ,Mining, Coal, Reform, Turnpike, Highway Man, Tolls, Canals, Long boat, Barge, Narrow Boat, Steam Engine, Railway, Vaccination, Small pox, Inoculation, Edward Jenner, Surgery, James Simpson Joseph Lister, Anaesthetics, Infection, Antiseptics, epidemic, Infection, Disease, Squalor, Living conditions, Cholera, John Snow, Industry, urban, rural, River Mersey, Docks, Enlightenment, Philosophes, Philosophy, Science, Education, Ideas, Politics, Franchise, Voting , Election, Charter, Rotten borough, Peterloo** | Personal DevelopmentYou will develop transferable skills and an awareness of the importance of studying Industrial Britain in order to develop their understanding of the world we live in. E.g. Extension of the franchise, working and living conditions, advancements in medicine, societal changes, changes in transport and new technology, inequalities between people and society. Lliteracy Focus Pupil will accurately spell subject specific words, connectives and high frequency words (tier 2 &3) and will use them correctly. Pupils can use a wide range of grammar and punctuation. Numeracy focusPupils will demonstrate the ability to work chronologically and be able to produce timelines. Pupils will be able to understand the economic developments that took place in Britain and the impact of finance. **WHERE NEXT?**Unit 2 Ideas political power industry and Empire. (Transatlantic slave trade.) |

**Context and Introduction to Unit Pupils will learn about how the 19th century was a period of revolution. That there were revolutions in agriculture, industry, transport, in towns and cities, science, in ideas and politics. The way people lived their lives completely changed.**

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***Prior knowledge (KS2/KS3) Pupils will have learnt about the changes that took place during the renaissance and how these changes in society, religion and politics led to the changes in the 18/19th century. Pupils will know that there had been long periods of continuity before 1750 and that change was slow.***

**The bigger picture:**

*Personal development opportunities.*

*Career links- Education, historian, manufacturing, trade, transport, medicine., politics, government, law, police, armed forces*

*RSE- Respect and tolerance-*

 *impact of increase in births and decrease in deaths.*

**Journey of Knowledge Year 8 Unit 2 Ideas, political power industry and empire.**