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| **Lesson #** | **Title of lesson** | **Tasks** | **Resources** |
|  | What changed 1745-1901? | 1. Define the “Industrial Revolution”. 2. For each of the three posters on the powerpoint, create a list of at least 10 things that you can see. 3. Write a paragraph about how things have changed between 1750 and 1890. | What changed powerpoint |
|  | What was black gold? | 1. Watch the video and write down three reasons why Britain started using more coal. 2. Read p.20-21. Answer the following questions:   What were the main two benefits of using water power?  What were three problems with using water power?  How did the steam engine work?  How did steam power lead to the growth of towns like Birmingham, Sheffield and Manchester? | <https://www.youtube.com/watch?v=dde_FXU1cY0>  Textbook p. 20-21 |
|  | New Age of Iron  Homework: Imagine you work for Abraham Darby III, he has just opened the iron bridge, which was a great advert for what could be done with iron. Now, he has asked you to think of five more things you could build with iron to advertise his company. Create a poster displaying your ideas for Darby. You may want to take inspiration from John ‘iron mad’ Wilkinson on p.29. | 1. Read through p. 28-29. Use the pages to fill in the storyboard. | Storyboard: A New Age of Iron  Textbook p.28-29 |
|  | What changed - Roads | 1. Use p.32-33 to fill in the sheet on roads. 2. Answer Q2 on p.33. | What changed: Roads sheet  Textbook p. 32-33 |
|  | What changed - Canals | 1. Answer questions 1-3 on p.35 of your textbook. 2. Complete the quote by Josiah Wedgewood to explain how his business was helped by canals. | Textbook p. 34-35.  Josiah Wedgewood sheet |
|  | What changed – Railways | 1. Watch the video to give you an overview of how the first railway was created and its impact. 2. Using the video and information on p.36-37, create a newspaper report a year after the railway from Liverpool to Manchester was open. Make sure to include:  * A recap of what happened on the day * Details about the locomotive and how it was chosen * Details about why the railway was special * How successful was the train one year on? | <https://www.youtube.com/watch?v=BmilgSuIfv0>  Textbook p. 36-37  Newspaper template |
|  | What changed – Agriculture  Homework: National Awards for Invention and Design. | 1. Using the maps of agricultural practices, make a list in your books of the problems that strip farming could cause. 2. Make notes using the rest of your sheet under the following headings:  * The Old System * Enclosures * New ideas and equipment | Agriculture Sheet |
|  | Worst Jobs | 1. Watch the video, as you watch take notes on the sheet on each of the jobs that are talked about. | <https://www.youtube.com/watch?v=VJQbsKPW30w>  Worst jobs sheet |
|  | Child Labour in the Industrial Revolution | 1. Watch the video and list some of the dangers children faced while working in a factory. 2. Using the sources, complete the table to find out more about some of the experiences children faced in factories from real historical sources. Don’t forget to briefly describe your source too. | <https://www.youtube.com/watch?v=1PmHBqtLFss>  Child Labour Sources  Child Labour Table |
|  | Peter the Pauper | 1. Read through pages 22-25 in the textbook. Complete Q1 on p. 23 2. Create a report for the government on the dangerous working conditions in factories. Include the following headings in your report  * Introduction – addressed to the government. * Dangerous and Unhealthy conditions (accidents, disease/illnesses, deformities) * Cruelty and punishments * The future (improvements that could be made, factory owner’s unwillingness to change) | Textbook, p.22-25. |
|  | Terrible Towns  Homework: Do half a page of research on how one of the following topics improved in the Industrial Revolution:   * Cast iron * Steam Engine * Roads * Canals * Railways * Factory jobs | 1. Stick in your picture of industrial Sheffield into your book. Annotate some of the problems people might face if they lived in one of these houses. Try to think about all of the 5 senses to help you. 2. Read p. 54. Describe how and why back to back houses became the norm in towns. 3. Read p. 58-59. Create a spider diagram summarising the common diseases that were spread as a result of back to back housing. | Textbook – p. 54, 58-59  Picture of Sheffield |
|  | Public Health Heroes | 1. Complete Q1 on p. 61. Describe what public health means and why it was so bad in England in the early 1800s. 2. Read through p 60-65. Complete the table with a summary of how each man improved public health. Don’t forget to include specific examples of what he wrote, built or discovered. 3. Rank which individual you thought was most important in improving public health with 1 being most important and 3 being least important. | Textbook p.60-65  Chadwick, Snow and Bazalgette Sheet. |
|  | Assessment – What was the most important change in the Industrial Revolution?  Explain 3 changes you think most impacted Britain during and after the Industrial Revolution. | 1. Write an essay on the following question: **What was the most important change in the Industrial Revolution?** This is an open book assessment so you can spend your first lesson making notes on the three changes you will discuss in your essay. You will want to follow this plan:  * Introduction – what the essay is about, state the three changes you will discuss * Paragraph 1 – First change – What problems were there in the industrial revolution? how did it change? What were the consequences of the change (how important was it?)? * Paragraph 2 – second change * Paragraph 3 – third change * Conclusion: Which was the most important change – how did the change impact people in the short term and the long term (does it still affect us today?) | Textbook pages:  **Iron (cast and wrought)**: p.28-29  **Changing energy (using coal and steam**): p.20-21  **Roads**: p. 32-33  **Canals**: p.34-35  **Railways**: p.36-39  **Agriculture**: Sheet from Lesson 7  **Factory jobs**: p.18-20, 22-25  **Public Health**: p.58-65 |
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