

## Learn it! Link it!

### Curriculum Theme: **Industrial Revolution and Victorian Britain**

#### Information to help...

#### Key vocabulary

Industry Revolution Population Hygiene Factory Wages Sanitation  
 Agriculture Poverty Export Labour Leisure Laissez faire Monarch Economic  
 Invention Collieries Illegal Conditions Class Social Reform Economic Reform  
 Workhouses Welfare

#### Facts:

- The Industrial Revolution was the shift between an agricultural society to an industrial society. This shift took place roughly 1750-1900.
- The Industrial Revolution was a huge period of change. The population of Britain increased from around 6.5 million to 32 million.
- New inventions throughout this period meant that items were produced on a mass scale by machines. Key inventions at the time include: The spinning jenny (James Hargreaves 1764), the water frame (Richard Arkwright 1770), the spinning mule (Samuel Crompton 1779), the power loom (Edmund Cartwright 1785), the steam engine (Thomas Newcomen 1712) and the locomotive (Richard Trevithick 1804).
- Britain has a damp climate which is ideal for rearing sheep. Prior to the Industrial Revolution lots of cloth had been made by hand in people's homes or in small workshops. Innovations such as the power loom, the spinning jenny and the spinning mule meant that significantly more material could be made with less labour.
- Other key inventions during this time period include the typewriter, photographs, concrete, and gas and electric lighting.
- As a result of artificial lighting, peoples' working hours increased as their working hours were no longer restricted by daylight hours.
- The impact of the train was hugely significant in transporting both goods and people.
- George Stephenson (1781-1848) is a local historical figure who created the first passenger railways.
- The Victorian era is 1837-1901 when Queen Victoria was monarch.
- The Victorian era is significant because Britain gained prominence across the world, ruling over 25% of the world's population due to the British Empire.
- The rapid changes in society resulted in the development of the three distinct social classes and huge divisions between these classes.
- The Poor Law Amendment Act of 1834 had ordered that any able-bodied adult or child would only be given handouts if they lived and worked in the workhouses. Workhouses were abolished in April 1930 but many remained under the control of the local authority.

#### Threading it together:

- Society
- Settlement
- Status/Class
- Inequality
- Reform



#### Links to what I already know:

I am able to make good comparisons between life today and life in the past.  
 I am aware of some significant individuals from the Victorian era (Florence Nightingale, Mary Seacole & Queen Victoria).  
 I can describe the reign of Queen Victoria in some detail.



How did I know best? What works well for me?	What do I need to do? Write in paragraphs. Structure my arguments. Use key vocabulary.	Mind maps Key words Flash cards Putting it into my own words Condense Modelling	Make links and compare changes in society	What worked and what didn't? How did I do? What can I do better next time?
<b>Metacognition</b>	Assess the task	Plan the approach	Apply strategies	Reflect

#### Learning and teaching strategies I need to succeed...

- To be able to explain what the Industrial Revolution is and the changes it brought to Britain concerning working and living conditions.
- To consider the impact and significance of developments such as factory machines and railways
- To become proficient in analysing and interpreting sources of information in varying forms, identifying what they tell me about the past and how their provenance will affect what the source tells me.
- To be able to use primary sources to investigate the past and create a narrative.
- To evaluate a historical interpretation