



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
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Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1	What was the Industrial Revolution and how did it change Britain?	<p>Must: Know what the Industrial Revolution was (L3)</p> <p>Should: Understand the changes the Industrial Revolution had on Britain. (L4)</p> <p>Could: Be able to explain the impact and significances of these changes for people living at the time. (L5+)</p>	<p>Last years Olympic Opening Ceremony opened with a spectacular reflection upon British History.</p> <p>Whilst watching a short video clip of the ceremony,</p> <p>1. Can you write down any questions that you may have!!! (at least 2)</p> <p>2. Try and guess the topic of today's lesson</p> <p>http://www.youtube.com/watch?v=B4O-nVeyPAo</p>	<p>Spot the difference</p> <p>Card sort</p> <p>Storyboard</p> <p>Storyboard SEN</p>	<p>Activity 1 - Compare and Contrast : Examine the picture of a northern town in 1750:</p> <ol style="list-style-type: none"> 1. What kinds of work are people doing? 2. How would you describe their homes? 3. How do people travel? 4. What kind of life do you think people had? <p>Examine the picture of a northern city in 1900:</p> <ol style="list-style-type: none"> 1. What differences can you spot? 2. Can you find any similarities? 3. Did life get better or worse? 4. Which picture would you like to live in? <p>Activity 2: Define Industrial and define revolution using dictionary or own knowledge</p> <p>Activity 3: Examine these pictures: What changes do you think took place during the industrial revolution?</p> <p>Activity 4: Categorisation task In pairs sort the cards into two groups: 1750 and 1900 Questions: What changes have taken place? Why are these changes significant? What impact do you think they would have on peoples' lives?</p> <p>Activity 5: What was the Industrial Revolution? Writing frame is given</p>	<p>Using what we have learn today you must complete the storyboard and add illustrations to describe the changes which took place during the Industrial Revolution.</p>	<p>Write down three things you have learnt today: Watch the video: how does it support what we have learnt today?</p>



2	What was the impact of new technology on industry?	<p>Must: Know some of the inventions of the industrial revolution. (L3)</p> <p>Should: Understand the impact these inventions had on the industry at the time. (L4)</p> <p>Could: Be able to explain the impact and significances of these inventions for people living at the time. (L5+)</p>	Gap fill re-cap exercise	Investigation cards Investigation Sheet	<p>Activity 1: What can you remember from last lesson about the industrial revolution? What inventions can you see? What were the driving forces of industrialisation?</p> <p>Activity 2: You will find six different invention information sheets. You must complete the investigation sheet provided.</p> <p>Activity 3: Group Discussion: How did these inventions change peoples' lives? What impact do you think each invention had on different people at the time? Which invention do you think was the most significant and why? Do these inventions still effect us today? Did these inventions make life better or worse?</p>	Using what we have learn today and last lesson you must complete the storyboard and add illustrations to describe the changes which took place during the Industrial Revolution.	What was the impact of new technology on industry? Writing frame is provided.
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3	What effect did Steam Power have on Britain?	<p>Must: Know what water and steam power were. (L3)</p> <p>Should: Understand the benefits and disadvantages of the two types of power. (L4)</p> <p>Could: Be able to analyse the impact of steam power on the lives of people during the Industrial Revolution. (L5+)</p>	<p>What are these objects powered by? Electricity / Water/ Wind/ Steam/ Solar</p> <p>Extension: Can you think of any other inventions that can fall under these categories</p>	Steam power sources	<p>Activity 1: Examine the source: Steam power man What do you think people thought about steam power? What were people's attitudes to steam power?</p> <p>Activity 2: You are going to watch two videos about Water and Steam Power. Copy the table into your books in order to compare the two and complete as you watch the videos. There are also questions to be discussed.</p> <p>Video 1: Watch the following video. Answer these questions in your book:</p> <ul style="list-style-type: none"> • What can you see? • How is it generating power? How does it work? • What problems are there with this method? <p>Video 2: Watch the following video: http://videos.howstuffworks.com/discovery/34864-massive-engines-watt-steam-engines-video.htm What can you see? How is it generating power? How does it work? What was it used for? What were the benefits of Watt's invention?</p> <p>Activity 3: Source Analysis: As a class read through each of the sources. Underline any key words that describe the opinion of steam power Answer the questions in your book in full sentences.</p>	None	Draw your own cartoon showing the uses of steam power and its impact upon people living at the time.
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4	What were the similarities and differences between the domestic and factory System?	<p>Must: Know what the Domestic and Factory System were. (L3) Should: Understand the similarities and differences between the two systems. (L4) Could: Be able to analyse the impact of the factory system on the lives of people during the Industrial Revolution. (L5+)</p>	Both these pictures show the manufacture of textiles but what is different about them? Can you give them a date?	<p>Domestic + Factory system cards</p> <p>Diagram</p> <p>Domestic System</p>	<p>Activity 1: What was the Domestic system? As a class read the sheets provided.</p> <p>Activity 2: Examine the two diagrams of the Domestic and Factory Systems. Label each one with a big heading. Cut out the cards provided and label the diagrams. Make sure you put the descriptions in the right order to match the pictures.</p> <p>Activity 3: Once you have completed your diagrams. Draw out the table above and compare the two systems. How were they different and how were they similar? What changes had taken place? Why? Do you think this would have improved people's lives?</p>	None	<p>Answer the following question in your books in full sentences: How are the Domestic and Factory systems similar?</p> <p>Writing frame is provided</p>
5	Why were working conditions so terrible in the 19 th century?	<p>Must: Understand at least two hazards of working in a factory. (L3) Should: Understand why children worked in the factories and how they were treated. (L4) Could: Be able to explain why there was little effective opposition to the poor working conditions in the factories. (L5+)</p>	<p>Discuss in pairs:</p> <ol style="list-style-type: none"> 1. Do children work today? 2. What jobs to children do today? 3. What rules and regulations are there for children working today? 4. What types of jobs do you think children did in the past? 5. Why do you think children did these jobs? 	<p>Factory system sheet</p> <p>Thinking grid</p>	<p>Activity 1: In pairs study all the sources you have been given and complete the table</p> <p>Activity 2: Brainstorm on poor working conditions</p> <p>Activity 3: Watch the following YouTube video:</p> <ol style="list-style-type: none"> 1. Note down what different people thought about factory conditions? 2. Did people want things to change? Who were they? 	None	Summarise everything we have learnt in today's lesson by completing the 'Thinking Grid' worksheet.



6	How did railways create more jobs?	<p>Must: Understand how the steam engine worked(L3) Should: Understand why the steam engine changed Britain (L4) Could: Explain what changed and stayed the same as a result of the steam engine. (L5+)</p>	<p>Starter: Put the pictures into the correct bands: Roads, Canals, Railways</p>	<p>Card sort on PowerPoint</p>	<p>Activity 1: How does the steam engine work? Put the steps in the correct order Write these out!</p> <p>Activity 2: Split the statements into things that stayed the same and things that changed due to trains</p> <p>Activity 3: Complete the cycle of prosperity using card sort</p>	<p>Research canals and roads during the Industrial Revolution.</p>	<p>Peer-assessment of answers from activity 3</p>
7	Why were the cities so unhealthy during the Industrial Revolution?	<p>Must: Understand at least three features of town slums.(L3) Should: Understand how slum housing impacted upon public health. (L4) Could: Be able to explain and justify possible changes to slum housing that would improve the lives of its inhabitants. (L5+)</p>	<p>Read pages 40-41 (Minds and Machines) Answer these questions in yours books: What buildings can you see? What words could you use to describe Leeds in 1846? Read pages 42-43 Why do you think back-to-back houses were so unhealthy places to live?</p>	<p>Video clips Image with labelling Evidence table</p>	<p>Activity 1: What was wrong with peoples' houses? Using the oral evidence provided on the next slides- fill in the table provided.</p> <p>Activity 2; How did Disease Spread? Using the clues in the picture fill in the worksheet provided to explain why disease spread so quickly in 19th century towns?</p>	<p>None</p>	<p>Watch the video: What was Manchester like in the 19th Century? http://timelines.tv/index.php?t=0&e=12 Charles Booth's Poverty Map of London: Where do you live? What kind of area was it like in 1898? Use your postcode to find your neighbourhood? http://booth.lse.ac.uk/cgi-bin/do.pl?sub=list_postcodes</p>



8	What was life like for poor and rich people in Victorian Britain?	<p>Must: Know that Victorian society was divided by wealth. (L3)</p> <p>Should: Understand the differences between rich and poor in Victorian Britain. (L4)</p> <p>Could: Be able rank different people in Victorian society. (L5+)</p>	Match the pictures up to the words. What makes someone rich or poor in society today?	Interview cards Sources Character cards	<p>Activity 1: Examine the sources investigation you have been given. In pairs discuss the questions.</p> <p>Activity 2: In pairs you are going to take on the role of a rich Victorian or a poor Victorian. Use the information on the sheets to interview each other on how they live. Draw out and complete the interview table (on next slide) to show the differences in lifestyle.</p> <p>Activity 3: Answer the following question in yours books in full sentences: What are the differences between the Rich and Poor? Writing frame is provided</p>	None	Everyone is going to get a character card. Your task is to organise yourselves in a line from Rich to Poor. So that the wealthiest person is on one end and the poorest at the other. Remember rich people had all the control and power. We will then discuss the positioning of various people.
9	Why did people have different roles in Victorian Britain?	<p>Must: Know that Victorian society was divided by an order of power, wealth and influence. (L3)</p> <p>Should: Understand the differences between rich and poor in Victorian Britain. (L4)</p> <p>Could: Be able rank different people in Victorian society. (L5+)</p>	Match the pictures up to the words. Do we have classes today in the UK / around the world? What makes some from a certain class?	Class system jobs Upstairs downstairs video clip	<p>Activity 1: Create a class pyramid of social hierarchy: Add these labels and rank certain groups in society.</p> <p>Activity 2: Examine the different jobs which people could have done in Victorian Britain. Answer the questions in your books. Transfer the job titles on to your pyramid of social hierarchy.</p> <p>Activity 3: What do you think the role of Victorian women was in society? Create a spider diagram and note down some ideas.</p>	None	Summarise the information we have just discussed by using the spider diagram about the role of women in Victorian society. Then, Watch the Video- Upstairs, downstairs. Make notes on the following: <ol style="list-style-type: none"> 1. The relationship between the servants and their masters 2. The role of the women 3. The differences in clothes and lifestyle



10	How did poor living conditions impact upon public health?	<p>Must: Understand at least three features of town slums. (L3)</p> <p>Should: Understand how slum housing impacted upon public health. (L4)</p> <p>Could: Be able to explain and justify possible changes to slum housing that would improve the lives of its inhabitants. (L5+)</p>	What were living conditions in Britain like during the 19 th century?	<p>Parker Street Character Cards</p> <p>Royal Commission Living Conditions</p> <p>Starter</p> <p>Urban Towns Video Clip</p>	<p>Activity 1: You have been asked by the government to establish a commission to investigate the terrible living conditions for ordinary people. You will research and discuss the different lifestyles of people living in 19th century London. All these people live in Parker Street. Questions on the PowerPoint</p> <p>Activity 2: As a group you need rank all the characters from Parker Street to decide who had the worst living conditions.</p> <p>Activity 3: We will now have a vote to decide who had the worst life on Parker Street.</p> <p>Activity 4:</p> <ul style="list-style-type: none"> • What changes could be made to Parker street to make it a healthier place to live? • What suggestions will you make to the government in order to improve public health and living conditions for the people that live there? 	Complete living conditions source homework sheets	Extended Plenary: You now have to write a detailed report on the living conditions for those on Parker Street. You need to explain why their housing, or room in which they lived, was so terrible and make possible changes to improve their lives.
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11	Why were industrial cities so unhealthy?	<p>Must: Work in a group</p> <p>Should: Present their ideas for why life was unhealthy</p> <p>Should: Explain the reasons behind unhygienic living.</p>	Quick fire quiz	<p>Information Sheets</p> <p>Sugar Paper</p> <p>Felt tip pens</p>	<p>Activity 1:</p> <ul style="list-style-type: none"> • Prepare a 3min presentation on: Why Industrial cities were so unhealthy. • Cover: Housing, Water, Waste and Disease. • Use the information sheets to create a brainstorm in your books. • Everyone has to speak and participate. • Remember good group work means working together, trying your best and listening to each other. <p>Split into predetermined groups. Select a G&T group Leader. (2mins) Handout the internet info to each group, including sugar paper and pens, and assessment form. (3mins) In groups write their presentations. (15mins) View each group's presentation, and mark their effort and attainment. (3mins each) (20mins)</p>	None	Peer-assessment of presentations
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12	Why was crime such a problem in the expanding industrial towns?	<p>Must: Understand the causes of crime and the link to living conditions.</p> <p>Should: Know who the Bow Street Runners were and what they did.</p> <p>Could: Explain how crime could have been dealt with more effectively.</p>	Reveal photo of Elizabeth Roberts box by box and reveal her story	<p>Card Sort - Bow Street Runner</p> <p>Crime</p> <p>Nemesis of Neglect Sheet</p>	<p>Activity 1: Read the Source and answer the following questions:</p> <ol style="list-style-type: none"> 1) How old was Joseph / John? 2) What offence had he committed? 3) What was his sentence? 4) What do you think the Victorians thought was the point of: <ul style="list-style-type: none"> - Sending the offender to prison? - Sending the offender to the Reformatory? <p>Activity 2: Brainstorm on the causes of crime</p> <p>Activity 3: Watch the video clip:</p> <ol style="list-style-type: none"> 1. Why had crime become a big problem in London? 2. Who was initially responsible for tackling crime and what problems did they face? 3. What measures were introduced to help solve the problem of crime and who was responsible for these changes? <p>Activity 3: The Metropolitan Police Force: As a class read pages 122-123 What was the Metropolitan Police force and when was it established? What were these new police like? Answer question 1a,b,c,d</p> <p>What problems were there with the new policemen? Answer question 2,a,b,c</p>	None	<p>Sort the paragraphs into order and answer the questions:</p> <ol style="list-style-type: none"> 1. Who established the Bow Street Runners? 2. Who were the Bow Street Runners? 3. What did they do? 4. Why were they significant?
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13	Why is Jack the Ripper such an infamous figure?	<p>Must: Know who Jack the Ripper was and the nature of the crimes he committed.</p> <p>Should: Understand the similarities between the victims of Jack the Ripper</p> <p>Could: Be able to identify possible suspects and explain why "he" was never caught</p>	What does this cartoon infer about the police trying to catch Jack the Ripper?	<p>Casebook</p> <p>Suspects Sheet</p> <p>Victims Sheet</p>	<p>Activity 1: Watch the YouTube video introduction to Jack the Ripper and answer the following questions:</p> <ol style="list-style-type: none"> 1. Where did the murders take place? 2. In which year did the murders take place? 3. Who were the 5 victims? <p>Activity 2: Read the information provided and fill in your Casebook.</p> <p>Activity 3: What are the similarities of the victims?</p> <p>Activity 4: Using the information provided- create a table to summarise the potential suspects for the Ripper murders.</p> <p>Activity 5: Voting exercise</p>	<p>Create a newspaper front page about the murders of Jack the Ripper.</p> <p>Include: A headline Facts Opinions Images Victims and suspects</p>	<p>Using this information and your own knowledge write a paragraph in your books <u>explaining why Jack the Ripper was never caught.</u></p>
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14	Assessment	<p>Use of evidence and understanding causation L3 - I use one source and copy out the key points to identify one cause. I use the evidence as information.</p> <p>L4 - I use two or three different sources about my topic and begin to use the evidence to support my argument.</p> <p>L5 - I use all four sources in my answer. I begin to evaluate the evidence to explain if its reasons are valid by looking at bias and explain the authors different points of view.</p> <p>L6 - I effectively evaluate the evidence by looking at the nature, origin and purpose of each different source. I begin to link the different sources together and confidently explain why historians have different point of view.</p> <p>L7 - I critically analyse the sources and look at why they are useful. I ask the sources a variety of different questions to weigh up the evidence.</p>	Explain assessment success criteria	Sources Assessment and levels Differentiation sheet	<ol style="list-style-type: none"> 1. Which written source supports picture A? Which written source supports picture B? 2. Using the evidence from any two sources describe what it was like to work in a factory. 3. 'Factories were good places to work'. Use evidence from all four sources to explain if you agree with this view. (L5-7) 	None	Collect papers
15	Reflection	<p><u>Must:</u> Know your current attainment level and set a SMART target for next year.</p> <p><u>Should:</u> Understand how to improve your work</p> <p><u>Could:</u> Be able to reflect and rewrite part of your assessment incorporating the improvements outlined.</p>	Generic feedback given	Re-draft and reflection sheet	<p>Activity 1: Explain improvements which need to be made</p> <p>Activity 2: Read the good assessment and highlight the positive and negative parts of the answer</p> <p>Activity 3: Set a SMART target</p> <p>Activity 4: Re-draft your answer</p>	None	Self-assessment Give yourself a new level

