

<b>Subject</b>	History	<b>Year Group</b>	8	<b>Sequence No.</b>	2	<b>Topic</b>	Industrial Rev
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Retrieval	Core Knowledge	Student Thinking
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'
<p>who were the Victorians?</p> <p>What were the lives of the poor like in the Industrial revolution?</p> <p>Why did people often turn to prostitution?</p> <p>How does Jack the Ripper link to poverty in London?</p> <p>What were living conditions like in London?</p> <p>What were living conditions like in the Northern cities?</p> <p>Why would poor living conditions lead children to work?</p> <p>How was working conditions in mines similar to factory conditions?</p>	<p><b>Queen Victoria</b></p> <ul style="list-style-type: none"> <li>The period of Victoria's reign is known as the Victorian era and it was a time of great change for Britain. The Victorian period is where much of the industrial revolution happened.</li> <li>The Industrial Revolution – Britain had <b>been based on agriculture (farming) and it changed into</b> large-scale industry, mechanized manufacturing, and the factory system.</li> <li>Queen Victoria is often portrayed as a miserable queen but this was because of the death of Prince Albert. She wore black for the rest of her reign, and kept out of the public eye for the next ten years.</li> </ul> <p><b>Life in Victorian Britain</b></p> <ul style="list-style-type: none"> <li>Women in Victorian Britain could not vote or own their own houses. A woman's role was to look after her husband and children.</li> <li>Women could not expect to be paid the same wage as a man for the same work,</li> <li>Richer families lived in large, comfortable houses. These houses had ample space for the family, which averaged between four to six children, and the servants</li> <li>Many poor children lived in tiny country cottages or in city slums.</li> </ul>	<p>Through the knowledge gained in this topic students will learn how past events have impacted to our current way of life. They will explore how women's position and power changed. They will get to explore local history and look sat ways people used their voice/actions to challenge those in power. They will do this through the following activities:</p> <ul style="list-style-type: none"> <li>Is it right that women are often seen as more emotional?</li> <li>How had the industrial revolution impacted our world in the 21<sup>st</sup> century?</li> <li>How has a woman's role changed in society in the 21<sup>st</sup> century?</li> <li>Is there a rich and poor divide in Britain today?</li> <li>Is poverty an issue today?</li> <li>Does prostitution still exist?</li> <li>Why do some people turn to prostitution today?</li> <li>Do parents have the right to decide what children do as a career in life?</li> <li>Is mining still important today?</li> <li>How has the closure of the mines impacted communities?</li> </ul>

<p>Why did the mines close under the conservative government?</p> <p>How did working conditions improve in factories and mines?</p> <p>How were the mines closures similar to peoples fight to gain the vote?</p>	<ul style="list-style-type: none"> <li>• Women were expected to have sex with only one man, their husband. However, it was acceptable for men to have multiple partners in their life.</li> <li>• In areas with industrial factories, women could find employment on assembly lines.</li> <li>• Many people living in London were poor that they could not afford to buy or rent a house. This meant that lots slept in lodging houses.</li> <li>• Because people were so poor and their lives so miserable, they often turned to drink to try and block out their problems. Women, who found it even more difficult than the men to find work, often turned to prostitution to try and make enough money to pay for drink and a bed for the night.</li> </ul> <p><b><u>London and Jack the Ripper</u></b></p> <ul style="list-style-type: none"> <li>• Jack the Ripper was an unidentified serial killer active in the largely impoverished areas in and around the Whitechapel district of London. He murdered five prostitutes and was never caught. Many people speculated who the murderer was and there multiple suspects. Many people tried to identify him but none was successful.</li> </ul> <p><b><u>Industrial cities</u></b></p> <p>The living conditions faced by the poor in London were very similar in the cities in the North of England.</p> <p><b><u>Work in factories</u></b></p> <ul style="list-style-type: none"> <li>• Work in factories was often completed by unskilled children as they provided cheap labour.</li> <li>• Factories had little health and safety and people were expected to work long hours (6 days a week).</li> </ul>	<ul style="list-style-type: none"> <li>• What are people’s rights in work today?</li> <li>• Who can vote today? Is it fair the voting system?</li> <li>• Should protests be allowed in society today?</li> </ul>
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- Some very poor children could become property of the factories and lived and worked there.

### **Mining**

- Mining became an important job in industrial towns.
- As ironworks and steam powered machines spread, the demand for coal to power them increased. More mines were opened.
- Working conditions were unhealthy down the pit.
- really like.
- In 1842 parliament passed a law which said that women, girls and boys under ten could not work underground.
- Some people said that nothing was wrong with the conditions in mines and that it was up to the parents to decide where they wanted their children to work.
- The Conservative government had decided to close down pits which were uneconomic.
- This provoked people into striking. Mines were shutting and people were losing their jobs. Miners tried to block roads but the government used police to break them up.
- Some miners who went back to work were called 'scabs'. They were hated by striking miners.

### **Improvement of working conditions**

*1819 Cotton Mills Act*

*1833 Factory Act*

*1844 Factory Act*

*1847 Ten Hour Act*

*1850 Factory Act*

*1867 Factory Extension Act*

*1878 Factory Consolidation Act*

What all these acts did was improve working rights. First they reduced the amount of hours children could work and this moved forward to outlawing children under 10 in work and improving conditions to work for women.

### **Gaining the right to vote**

	<p>In the 1800's only land owners could vote.  Women, working class men and even rich factory owners could not vote.  MPs were not paid so only the very rich could be Members of Parliament. This meant that only the views of the rich were represented.</p> <p><b>Great Reform Act, 1832</b></p> <ul style="list-style-type: none"> <li>• Middle class men given the vote.</li> <li>• 56 Rotten Boroughs abolished.</li> <li>• Voters in industrial towns able to elect 142 MPs.</li> <li>• Number of voters increased by 200,000.</li> </ul> <p><b>Second Reform Act, 1867</b></p> <ul style="list-style-type: none"> <li>• All male property owners were given the vote.</li> <li>• 45 extra MPs elected from industrial towns.</li> <li>• Over one million more people could now vote.</li> </ul> <p><b>Secret Ballot Act, 1872.</b></p> <ul style="list-style-type: none"> <li>• Landlords and employers could no longer intimidate or bribe workers to vote for a certain person.</li> <li>• Elections had to be carried out in private.</li> </ul> <p><b>Third Reform Act, 1884-5</b></p> <ul style="list-style-type: none"> <li>• In most areas, all men could now vote.</li> <li>• Voters increased by two million.</li> <li>• Women still could not vote.</li> </ul> <p><b>Electoral Reform 1918</b></p> <ul style="list-style-type: none"> <li>• All men over 21 and women over the age of 30 were given the vote</li> <li>• 6 million women could now vote.</li> </ul> <ul style="list-style-type: none"> <li>• The Peterloo Massacre took place at St Peter's Field, Manchester, Lancashire, England, on <b>Monday 16 August 1819</b>. Fifteen people died when cavalry charged into a crowd of around 60,000 people who had gathered to demand the reform of parliamentary representation.</li> </ul>	
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- The Luddites (opposed technology) smashed machinery to protest at pay cuts and unemployment caused by new technology.

#### **March of the Blanketeers 1817**

- Unemployed Lancashire weavers marched to London to present their petition to the government.
- They carried blankets for shelter.
- Reasons for protesting
- **Rising unemployment** – caused by a slump in industry and the number of soldiers and sailors returning home.

**Falling agricultural prices** – series of good harvests led to falling prices. This meant that farmer's incomes fell and so they cut wages.

**Economic depression** – Industries that had been stimulated by the war such as textiles, iron and armaments fell into depression.

**Rising cost of poor relief** – due to rising unemployment and falling wage levels, more people claimed poor relief.

**High taxes** – Britain had a national debt of £861 million that had to be paid off.

- The Chartists were a group of working men who decided that they would campaign for every man to have the vote.
- Their movement was called **Chartism** because of the Charter they drew up which stated their beliefs.
- The Chartist movement split up after 1848 but the idea of giving working men the vote did not die with them. Instead, over time MPs in Parliament started to accept the idea and in **1867 the Second Reform Act** was passed. This

	<p>was followed in <b>1884</b> by the <b>Third Reform Act</b>. By 1900 the majority of men could vote in Britain.</p>	
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