

The Warriner School Subject Curriculum Map



Subject: History	Year Group: 8-9	Unit: How did the Industrial Revolution transform Britain?
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Unit objectives: (NC Statements)

Students will be able to recall, explain, and evaluate the reasons for the transformation of Britain from 1750-1900

Context for study:

In this topic we will be studying the how Britain completely changed the way it worked and lived – from farming to factories, from villages to big cities! We will be looking at how quickly technology developed and the impact this had on Britain as a nation, both positive and negative.

It is one of THE most transformative times in our history and really shaped the way people live and work today.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Know the historical meaning of the words **revolution** and **industry**.

Know reasons for growth in industrial towns and cities between 1750-1900

Know the main features of working conditions in the 1800s in factories and coal mines

Know the role of the individual, inventors in developing industry in Britain.

Know the purpose and significance of the invention of the steam engine

Know what living conditions were like in industrial towns for the rich and the poor, know the meaning of the words – **cess pit, back-to-back houses, courtyard, slums**.

Know the impact of the work of the individuals to improve public health in industrial towns- **Joseph Bazalgette, Dr John Snow, Edwin Chadwick**. Consider the changing role of the Government in improving peoples' everyday lives, changing from a **laissez-faire** attitude to considering one role of Government to be to care for poorer in society.

Tier 2- Census, antiseptic, anaesthetics, vaccination, literacy, industry, mechanised, reforms, toll, locomotive.

Tier 3- domestic system, spinning wheel, Arkwright Mill, Factory system, steam engine, pauper, 'black gold', 'turnpike trust'.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*

Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.

Ensure knowledge is sound before moving on during the lesson or in the next lesson.

Literacy and Oracy development opportunities:

Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.

Glossary of new terms/ Explicit teaching of Tier 2/3 vocabulary throughout lessons.

Match the definition

Regular knowledge and recall checks through recap starters.

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<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <ul style="list-style-type: none">Students will be assessed in this unit. It will be done via one short knowledge quiz and an extended writing piece. <p>“The most important factor in the improvement of public health was the role of the individual.’ How far do you agree?”</p>	<p>Explicit focus on answering questions in full sentences.</p> <p>Coming to sustained judgements using the PEEL paragraph structure. Sentence starters provided to support this.</p> <p>Analysing historical evidence such as the first-hand accounts of working conditions, inventions and living conditions</p>
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