

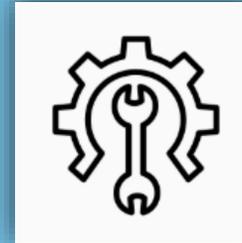
Year 8) Term 3A: The Industrial Revolution

Learning objective: To understand chronology, sources and factors through the history of Britain and the Industrial Revolution.



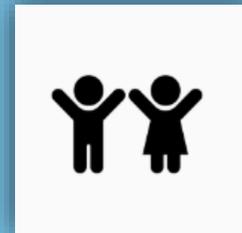
What do I need to know about the inventors of the industry?

- Who the main inventors of the Industrial Revolution were
- Which of the inventors changed Britain the most
- How the iron industry helped facilitate the boom in industry



What do I need to know about the lives of ordinary people?

- What life was like for ordinary workers in industry
- What life was like for the children of the factories
- What life was like in the mines



What do I need to know about the country during the Revolution?

- What new inventions changed the landscape of Britain
- How transport changed during the Industrial Revolution
- How the population of Britain changed during the Revolution
- Whether the Revolution changed Britain for the better



KEYWORDS:

Chronology = events put in the order that they happened.
Sources = evidence from the past.

Interpretations = a person's opinion on a historical event.

Key events/people:

Richard Arkwright – the father of the factory
James Watt – Mr power
Humphrey Davy – the miner's friend
George Stephenson – father of railways
Henry Bessemer – man of steel
James Brindley – the canal creator
Michael Faraday – electricity king

1760



The start of the Industrial Revolution in England

1800



Electricity is discovered and harnessed

1800-1900



Canals, factories and railways now dominate the landscape. Major cities in the north, like Manchester and Liverpool, rise.



What first-order concepts do I need to learn below?

Hint: remember! A first-order concept is a word historians use to describe facts related to events.

➤ Facts on the inventors of the Industrial Revolution:

- The Industrial Revolution was a time of great change in Britain. It was not like a violent revolution – like the French Revolution. Instead, it was quite peaceful. Revolution means change – and Britain changed a lot during the Industrial Revolution.
- Thanks to inventors like Richard Arkwright and James Watt, new inventions led to a change in the way people worked and lived in Britain. Vast rural farmlands were replaced with smoky, sprawling cityscapes with factories, chimney smoke and the potential to make a lot of money!

➤ Facts on the lives of ordinary people in the Industrial Revolution:

- Whilst some have called the Industrial Revolution the ‘Glorious Revolution,’ for many – particularly young children – life was not so glorious. Workhouses were built to house the homeless.
- Many worked in perilous, dangerous conditions – often risking their lives for wealthy factory owners.
- Miners had it the worst. Mines were deep tunnels dug underground for resources like coal and iron.
- Conditions in mines were terrible. Tunnels were cramped, would often collapse or explode!

➤ Facts on the Britain and the Industrial Revolution:

- The country on the whole changed drastically during the Industrial Revolution. There was a population boom, cities became more crowded as many flocked to the factories to gain employment, and many died from the terrible working conditions.
- However, civilisation and technology leapt forward during the Industrial Revolution. Many of the gadgets, technology, cities and networks we know nowadays would not be so without this period.

What second-order concepts do I need to learn below?

Hint: remember! A ‘second-order concept’ is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!

- Interpretations are historical opinions on event. For example, one historian may believe that the Industrial Revolution was good for Britain. Others may disagree, and point to the harsh living and working conditions of ordinary people to form their interpretation.

Look to the past:

Below is a primary source: a cartoon from a newspaper in 1795. It depicts a wealthy man crushing a worker under a mill. What does this suggest about life for ordinary people during Industrial Revolution?



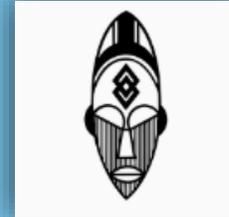
Year 8) Term 3A: The African Kingdoms, the Slave Trade and America

Learning objective: To understand chronology, sources and factors through the history of the African Kingdoms, the Slave Trade and America.



What do I need to know about the African Kingdoms?

- Where Africa is, and what life was like in the African Kingdoms
- What was traded amongst Africans
- Why Africa was incredibly civilised



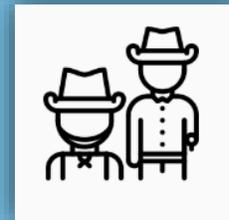
What do I need to know about the Transatlantic Slave Trade?

- What was traded at each point in the Triangular Slave Trade
- What life was like for slaves on the Atlantic 'Middle Passage'
- Who benefitted the most out of the Slave Trade



What do I need to know about the life of slaves in America?

- What a slave auction was
- What life on a slave plantation was like
- Who some of the most famous abolitionists were.
- What the causes, course and consequences of the American Civil War was.



KEYWORDS:

Chronology = events put in the order that they happened.
Sources = evidence from the past.

Interpretations = a persons opinion on a historical event.

Key events/people:

The African Kingdoms
The Transatlantic Slave Trade
Life on a Plantation
Slave auctions
Abolitionists
The American Civil War

1684



The first British slave ship, the Isabella, lands in Africa and captures slaves

1685-1861



The Triangular Slave Trade operates over the Atlantic.

1861 – 1865



The American Civil War rages in the United States of America. The Northern Union frees slaves from the Confederacy South.

What first-order concepts do I need to learn below?

Hint: remember! A first-order concept is a word historians use to describe facts related to events.

➤ Facts on the African Kingdoms:

- Africa boasted several incredible kingdoms by the time Britain began discovering and exploring the seas and coasts. The greatest of the African kingdoms was Benin, Niri and Nok. Each of these kingdoms had civilised cities that traded food, goods and crafted artwork.
- However, one thing Africa lacked was technology. Britain was undergoing an Industrial Revolution, so when the British Empire arrived on the shores of Africa, they started by trading crates of metalwork, guns and technology. Soon however, invading empires simply captured and kidnapped Africans.

➤ Facts on the Transatlantic Slave Trade:

- African slaves were shackled, handcuffed and loaded like cattle onto cramped, hot ships. They were forced to lie like sardines within the decks of the ships as they crossed the stormy 'Middle Passage' – a part of the Transatlantic Triangular Slave Trade – going from Britain, to Africa, and across the Atlantic Ocean to America.
- When they reached America, slaves were split apart and auctioned (sold) off to the highest bidder.

➤ Facts on slavery in America:

- Their new masters often treated them harshly. When purchased, slaves would often end up working on big farm-style properties known as plantations. They would be forced to farm the land – often picking cotton or beating sugar cane – a very labour intensive job. Punishments were also severe.
- Not all Americans agreed with slavery. They were called abolitionists.
- Some abolitionists, like Harriet Tubman and Abraham Lincoln, decided to stand up to slave owners.
- A civil war soon broke out between the North of America – who disagreed with slavery – and the South – who liked slavery and the money it brought in. The North were victorious and slavery was banned.

What second-order concepts do I need to learn below?

Hint: remember! A 'second-order concept' is a phrase historians use to describe the history skills that are used in history – like putting events in chronological order, or analysing sources!

- Consequences are the 'after event' of an event. For example, the consequence of the British Empire arriving in Africa was the buying and selling of African people as slaves in America.

Look to the past:

Below is a primary source: a photograph of an African slave after they had been freed after the Civil War. Their back shows their punishments on the plantations. How useful is this source to a historian trying to find out about slavery?

