

Year 8) Term 3A: The Industrial Revolution

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

Assessment Skill focus:

Source usefulness = assessing the reliability and content of historical evidence.

Significance = evaluating importance, such as who was the greatest medical thinker of the era.



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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?

