

Please Sir

Recommended year group: Year 8

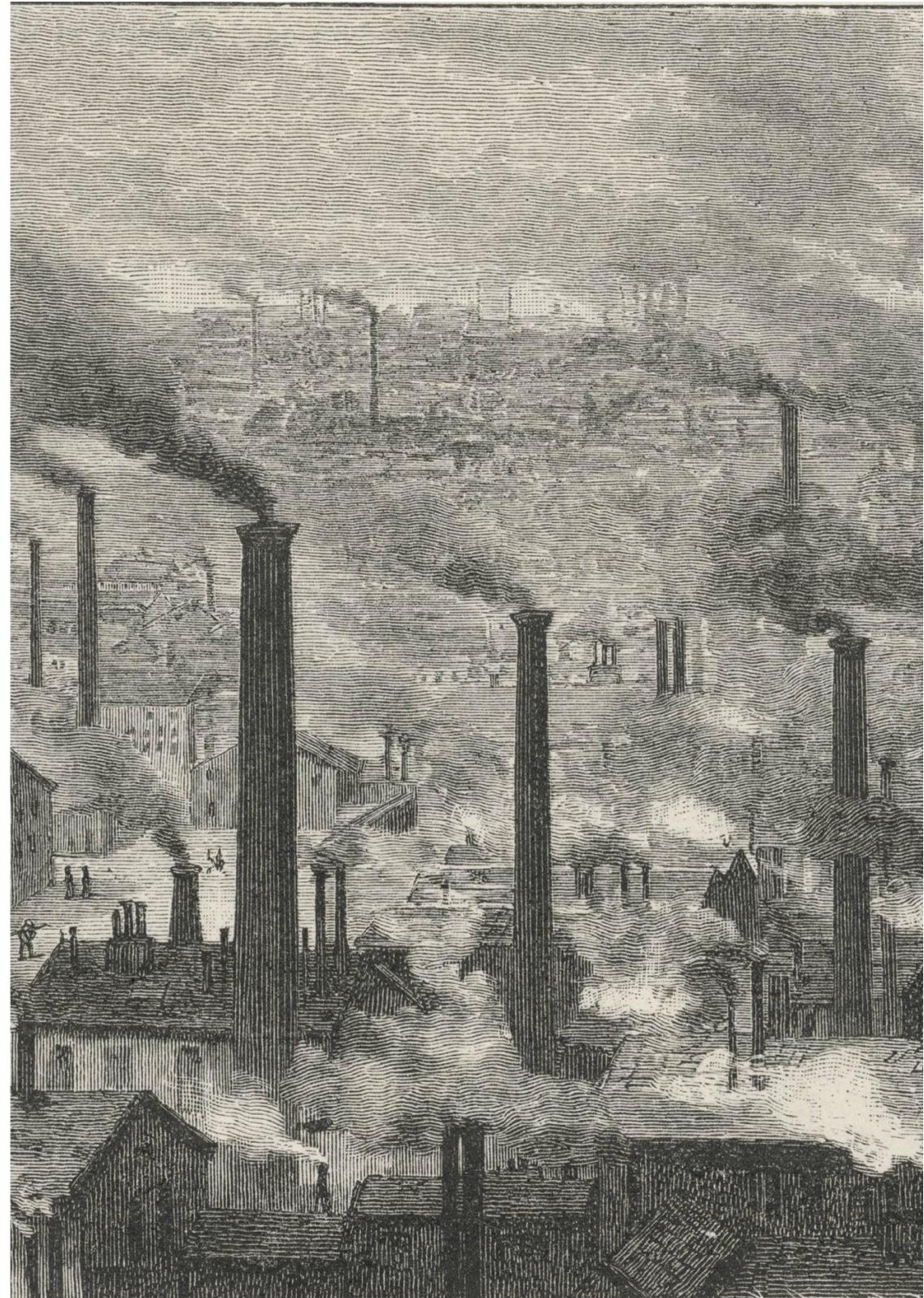
Subject focus: History, English, RE, PSHE

Driving Question

What impact has the Industrial Revolution had on living conditions today?

Introduction

The intention of this theme is to explore the Industrial Revolution in Britain, with its main focus around education and industry. Students investigate the differences between the conditions of this time and the modern world. The theme begins with students researching some of the fundamental differences within the world of work, schools and inventions before discovering the difficult circumstances of children through William Blake's poetry and eyewitness accounts. Students will also use Dickens' *Oliver Twist* to create pieces of script that reflect the themes and plot of the original text. This helps them prepare for an extended piece of writing discussing the potential return of corporal punishment. They will also experience a typical school day similar to Victorian times to compare the differences in teaching and learning styles, subjects and activities.



Assessment outcomes

Lesson 1: Introduction to the Industrial Revolution: GCSE style question

Lesson 2: Key figures of the Industrial Revolution: Research project

Lesson 6: Birmingham and the Industrial Revolution: Election Speeches

Lesson 7: Extreme write – Oliver Twist: Modern rewrite of Oliver Twist script

Lesson 9: Big read – William Blake: Analysis of Chimney sweep poem

Lesson 11: Jack the Ripper: Investigation of suspects

Key vocabulary

Agriculture, AND, OR, NOT, Apprentice, Archaeological evidence, Artist, Binary, Boolean Logic, Chimney Sweeper, Circuits, Coding, Cohesion, Commission, Comparison, Computer Science, Conjunction, Connectives, Dialogue, Economic, Ellipsis, Famine, Feelings/emotions, impact, Industrial Revolution, Industrial Revolution, Industry, Innovative, Inquest, Invention, Inventions, Machinery, Modern, Mood, Murder, Pattern, Poetic conventions, Poetry/poem, political, Poor Law, population, poverty, Poverty, Prediction, Revolution, rural, Script, settlement, Smog, social, Society, Substitution, Suspects, Technological, urban, Victims, Workhouse

Linked reading

Oliver Twist by Charles Dickens (1837)– This Fiction novel written by Dickens in the early 19th century demonstrates the struggles of the poor and the struggles of children during the 19th century. Young Oliver is poorly treated at an orphanage and runs away to London, there he meets a gang of children pickpockets led by elderly criminal Fagin. This book is seen as a literary classic by most Scholars.

Flipped learning opportunities

- **Lesson 1: Introduction to the Industrial revolution** - What was the Industrial Revolution
- **Lesson 6: Birmingham and the Industrial revolution – Geographical fact file about Birmingham**
- **Lesson 12: William Morris – Analysing printed images**
- **Lesson 13: Careers in education – Differing jobs in education**



People, Place and Time

The 'People, Place and Time' resources provide support to key knowledge throughout the theme. More specifically:

- **People:**
- **Place:**
- **Time:**

Family learning opportunities

Ideas for discussion at home:

Extended learning opportunities

Students could use these ideas to explore different features of the theme.

Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

Explore careers in Education

<https://nationalcareers.service.gov.uk/job-categories/teaching-and-education>

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

Black Country living museum, Dudley - [Home - Black Country Living Museum \(bclm.com\)](https://www.blackcountrylivingmuseum.com/)

Styal Mill working mill - [For everyone, for ever: our strategy to 2025 | National Trust](https://www.styalmill.org.uk/)

Looking After Yourself

Read the following Kooth articles that link to the issues of this theme:

Cultural capital suggestions

Read: *London by William Blake*

This poem encapsulates the atmosphere around the cities during the industrial revolution and gives the reader a sense of perspective to the lives of those who lived during this time.

Look: *The English Game 2020*

This series depicts how working class factory workers competed in football against those in the upper classes.

Listen: *Did the Victorians ruin the world – BBC radio 4*

This Radio edit describes what it was like when personal flushing toilets became a common mainstay in most middle and upper class home, it describes how sewage became an issue for the cities of the modern world due to this.

Lessons

Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
Lesson 1: Introduction to the Industrial revolution	History	<p>Outline some of the changes that took place in Britain during the Industrial Revolution.</p> <p>Explain the importance of these changes in Britain during the Industrial Revolution.</p>	SE.HS.05 Writing historical arguments	<p>KS3 History:</p> <p>Ideas, political power, industry and empire. Investigate how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>
Lesson 2: Key figures of the Industrial Revolution	History	<p>Research and argue which was Britain’s best inventor in 1899.</p> <p>State individuals and technology that enabled the Industrial Revolution to take place.</p>	<p>SE.HS.02: Making historical connections</p> <p>PL.IE.01: Students can undertake a research project with guidance, choosing from a variety of sources.</p>	<p>KS3 History:</p> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p>
Lesson 3: Victorian inventions and their influence	History	To research and describe a number of inventions which came from the period of the Industrial Revolution.	SE.HS.02: Making historical connections (Continuity and Change)	<p>KS3 History:</p> <ul style="list-style-type: none"> Ideas, political power, industry and empire: Britain, 1745-1901

		To predict and design an invention for the year 2121.		
Lesson 4: Victorian Inventors – George Boole	Computer science	Recall that Computers use binary. Describe the AND, OR and NOT Logic Gates. Explain how these Logic Gates work using inputs and outputs. Predict the outputs of Boolean Logic gates using a Logic Diagrams and Truth Tables.	TL.CS.01: Logic and Algorithms (Boolean Logic, Binary)	KS3 Computer Science: Computing strands: understand simple Boolean logic [for example, AND, OR and NOT]
Lesson 5: Charles Babbage, Binary and Coding	Computer Science	To be able to explain who Charles Babbage was and why he is such an important figure in Computer history. To be able to solve a range of ‘problem solving tasks’	TL.CS.01 Logic and Algorithms (Boolean Logic, Binary)	KS3 Computer science: <ul style="list-style-type: none"> • Computing strands: • understand simple Boolean logic [for example, AND, OR and NOT]
Lesson 6: A Birmingham and the	History	Identify the events that led Birmingham having such a major role in the Industrial Revolution.	CL.SL.03:Develop and adapt speaking skills and strategies in formal and informal contexts(Speaking and presenting).	KS3 History: <ul style="list-style-type: none"> • Ideas, political power, industry and empire: Britain, 1745-1901

Industrial Revolution		Investigate and research various elements of Birmingham and the Industrial Revolution.		
Lesson 7: Extreme Write: Oliver Twist	English Drama	Identify the components of a script Apply knowledge of script writing to compose your own script.	CL.WP.05: Select effective vocabulary appropriate to task and purpose (Word Choice).	KS3 English and Drama: Pupils should be taught to speak confidently and effectively, including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
Lesson 8: Nancy's Death comparison	English	Identify different connectives suitable for making comparisons. Compare three different pieces of film in an informative way. Apply connectives to a piece of writing.	CL.WP.05: Select effective vocabulary appropriate to task and purpose (Word Choice). CL.WP.03: Organise and present whole texts effectively, sequencing and structuring ideas, information and events (Organisation)	KS3 English: Write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including: stories, scripts, poetry and other imaginative writing, notes and polished scripts for talks and presentations
Lesson 9: Big read William Blake	English	Identify how some of the changes during the Industrial Revolution affected society.	RL.LD.04 Identify and interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative	English Pupils should be taught to: develop an appreciation and love of reading, and read increasingly challenging material independently

		Explore and analyse a poem constructed during this time.	meanings, and analyse how they affect meaning or tone.	through English literature, both pre-1914 and contemporary, including prose, poetry and drama.
Lesson 10: The Workhouses	Drama History	Understand why in history people were placed in the workhouses and what happened to them there. Discuss how differently people are treated today compared to how people were treated in the workhouses.	C.DR.01: Use a range of dramatic or choreographic conventions to explore ideas, texts, movement and contextual issues (Shaping the Performance)	KS3 Drama: Developing pupils' Knowledge, Understanding and Skills: engage with a range of stimuli to develop critical and creative thinking skills
Lesson 11: Jack the Ripper – To be removed	History	Describe and investigate the events of 1888. Examine different suspects who could have been 'Jack the Ripper' and formulate an opinion about who was most likely.	PL.IE.03: Investigate problems providing conclusions, using reasoned arguments and evidence.	KS3 History: Ideas, political power, industry, and empire: Britain, 1745-1901. Understanding the methods of historical enquiry, including how evidence is used rigorously.
Lesson 12: William Morris	Art	Identify and research the artist William	C.RS.01: Identify and explore relevant contextual Artist research and I am able to express my	KS3 Art: Know about historical artists and understand the historical and cultural developments of their art forms.

		<p>Morris, to understand history of Art.</p> <p>Analyse and annotate William Morris wallpaper designs.</p>	<p>thoughts and ideas through written analysis.</p>	
<p>Lesson 13: Careers in education</p>	<p>Careers</p>	<p>Identify key qualities needed for a career in education.</p> <p>Explore how there are a multitude of different jobs around education and the world around it.</p>	<p>PD.CA.02: Experiencing the world of work</p>	<p>Careers</p>