### Learning objectives

To introduce a visual appreciation of a specific historical period – The Industrial Revolution.

To encourage students to draw conclusions using historical sources.

### Differentiated Outcomes

- Most students will recognise and explain different changes with varying degrees of sophistication, primarily based on a visual appreciation of the material.
- All students will recognise that a significant change occurred, based on a visual appreciation of the material.
- Some students will begin to draw inferences from the sources and base their conclusions on these.

### Resources

- Picture to study and/or annotate.
- Inference web
- 'Postcards'

### School Priorities:

- Literacy (1)
- Numeracy (2)
- ICT (3)
- Thinking skills/ (4)
- Accelerated Learning
- Citizenship (5)

### Starter Activity

**Lesson 1**

What was so different about the Nineteenth Century Britain and today’s Britain?

Give all pupils a picture of the ‘Before…..’ and ‘…..After’

Ask them to speculate on the before and after what? What is the ‘event’?

What clues are there in the pictures.

Tease out the main changes, but teacher should not lead this. It should establish that there was a massive change in Britain’s landscape. Ask for approximate dates for the two pictures.

### Introduction

Introduce the ideas of industrialisation and urbanisation, with students suggesting them or suggesting simple definitions yourself.

All students to work in groups of two or three to complete the inference grid, which ideally should be produced on A3, to allow maximum annotation.

This will need to be modelled and supported in as much as students should be trying to suggest as many things as they can about the picture.

‘Don’t criticise any suggestions, but write them all down’ is the best rule.

### Development

Short plenary to establish some things that the picture may have thrown up. Ask the question ‘Why do we know that this picture is from the Nineteenth Century?’

Get a list of features of the Nineteenth Century, drawn from these sources examined so far.

Introduce the ‘Postcards’. Each student will get a ‘Before’ postcard and will have to summarise the state of Britain before the Industrial Revolution, and send it to someone else in the class. They have to annotate or add to it to improve it. They then choose one from the pile of 5 ‘After Postcards’ to reply to the person, explaining the changes that have taken place. The receiver checks to see if it can be annotated or added to, to improve it.

If you have access to the internet and the time, a Google search of images by students to find a ‘better’ postcard can be interesting, especially if they have to justify their choice.

### Homework:

Re-visit the enquiry question, asking what was so different between the two ages?

Thumbometer, to check understanding, and prompt some thoughts about the next lesson:

Was the Industrial Revolution beneficial for Britain?
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<tr>
<td>Term: 1</td>
<td>To be able to explain a specific problem in its context.</td>
<td>• Most pupils will thoroughly understand the nature of the problems of urban growth in Nineteenth Century Britain and will probably cite one as the main reason.</td>
<td>6 'Problem' Cards</td>
<td>□ Literacy (1)</td>
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<td>Week: 1</td>
<td>To be able to assess the extent of a problem, and decide on its relative importance.</td>
<td>• All pupils will list solutions to the problems in varying degrees of detail.</td>
<td></td>
<td>□ Numeracy (2)</td>
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<td></td>
<td>To improve collaborative/groupwork skills.</td>
<td>• Some will develop and explain only various solutions and will categorise problems as to their relative importance.</td>
<td></td>
<td>□ ICT (3)</td>
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|          | Differentiated Outcomes | Resources | School Priorities: |
|          | To improve collaborative/groupwork skills. | □ Thinking skills/ (4) | □ Accelerated Learning |
|          | | | □ Citizenship (5) |

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<td>Lesson 2</td>
<td>Play or read the lyrics of the 'Dead Kennedys' - 'Kill The Poor'</td>
<td>Groups of 4 (needs to be 4 for the group dynamic to take effect) work on a problem, taking one of the problems at a time. They look at the problem for 5 minutes before passing it on to the next group. They read about the problem, then suggest some solutions and make sure that they can explain what their solution is, as they will have to explain it to others. A spider diagram might help them to keep a track of this. After 30 minutes, each group should have seen all of the problems. Go round groups getting a summary of the problem and a flavour of their solutions. Invite any comments on any problem.</td>
<td>Rank the problems in order of importance on the board. Ask all students to do this in their groups first. Are there any connections between the problems? Which one should be tackled first? Who should deal with it? Point out that most solutions will need either the government to help or someone to fund it, and in Victorian times, the government didn't do that sort of thing. Explain that we are going to look specifically at poverty next time. Ask them if they think that anyone in 19th Century would have 'Killed The Poor'?</td>
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| Additional Information | | | 'Kill the Poor' is downloadable on the web. |

### School Priorities:
- Literacy (1)
- Numeracy (2)
- ICT (3)
- Thinking skills (4)
- Accelerated Learning
- Citizenship (5)