Was the Industrial Revolution the "world's greatest make over"?

1712 Steam Engine invented → 1764 "Spinning Jenny" makes cloth more quickly → 1825 First passenger railway opens → 1833 Factory Act limits the work of children in factories → 1834 Poor Law creates workhouses for the poor → 1837 Queen Victoria becomes queen → 1867 The right to vote is opened to more men → 1875 The Public Health Act is passed forcing councils to clean the streets

	Key Word	Definition
	Population	The number of people living in an area.
	Industrial Revolution	The period from 1750-1900 when steam power and machinery made it quicker to make products.
	Slums	Housing, built quickly and cheaply. These were usually "back to back".
	Workhouse	A place where poor people would go if they had no job. Conditions were bad and they had to work hard.
	Cholera	A disease spread by dirty water. There were outbreaks in 1832 and 1854. Kills many people.
	Reformer	People who tried to improve conditions.
	Public Health	Looking after the health of society eg rubbish collection
	Manufactured Goods	Something that is made in a factory.
	Laissez Faire	The government attitude of not getting involved things such as public health.
	Cotton mill	A factory making cloth.
	Canals	Man made waterways used for transporting goods.
	Franchise	Having the right to vote.
	Export	Goods that are sold out of the country.

"The industrial revolution obviously led to the worsening of the living conditions of the poor. At the same time it had an impact on the wealthy, too, enriching them to an unprecedented degree. The result was a greater variance in living standards than probably ever before or since. It really was both the best and the worst of times (to paraphrase Dickens), depending on how much money you had. Yet this age offered men and women more opportunities than perhaps ever before to start life at one end of the social spectrum and end it at the other. But anyone who thinks of the early 19th century as a glorious age, when Britain was riding high on the profits of the industrial revolution and victory over France, should be aware: such wealth and glory had long, dark shadows."

Ian Mortimer 2020

	Knowledge Milestones	Extra Knowledge	Expert Knowledge
	During the Industrial Revolution people moved to towns from the countryside.	By 1851 over half of the population of Britain lived in towns.	Liverpool had a population of 77,000 in 1801 and 685,000 in 1901.
	New machinery was invented and factories were built to produce goods more quickly.	Children worked up to 16 hours a day in factories and there were many accidents.	"Reformers" put pressure on the government to change laws and improve working conditions.
	Living conditions for the factory workers were poor.	Whole families lived in one room and had no toilets.	Houses were overcrowded and poorly built "slums".
	The owners of the factories became rich and the gap between the rich and the poor got bigger.	The biggest export for Britain was cotton cloth. This was processed in cotton mills.	In 1851 the Great Exhibition- housed in the Crystal Palace- showcased new inventions from around the world.
	There was not much support for poor people and many ended up in the workhouse.	The government believed that the poor were poor because they chose to be,	Elizabeth Fry was a Quaker and worked to reform prisons to ensure better conditions.
	Travel became much easier and heavy goods could be transported across the country.	Canals were built to transport goods, these were replaced with railways.	In 1850 Britain had 2% of the world's population but exported 50% of the world's manufactured goods.
	The government became much more important and took an interest in public health.	Cholera was a killer disease that was spread by dirty water. It killed the rich as well as the poor.	The government passed laws to improve health and also gave £3million to Bazalgette to build sewers in London.

If you want to find out more check out the following links or scan the QR codes on your phone or tablet.

READ
https://www.english-heritage.org.uk/learn/story-of-england/victorian/daily-life/

WATCH
https://www.youtube.com/watch?v=6NS9t6NO0Q0

LISTEN
https://www.bbc.co.uk/sounds/play/b00wr9r7

Writing good History: Key skills

Chronology
The order in which events happen.
The big "story".

Change/ Continuity
Whether things have changed or remained the same over time.

Similarity/Difference
What events or situations have in common, and how they are different.

Cause
The reasons that something happens- long term or trigger cause.

Consequence
Things that happen as a result of an event. Can be good or bad.

Significance
Whether an event is important or not. The impact it has had on people. How it has changed the world.

Sources
Information that comes from the time studied, or that was produced by someone who was there at the time.

Interpretations
The views of people who were not there at the time but have researched the event.

EXTENDED WRITING: What do I need to know?

	Make sure you include more than once cause when asked to explain WHY something happened.
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you do disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.
	Try to use the PEE structure- make a POINT that answers the question, add DETAILED EVIDENCE (examples) to support your point, and then EXPLAIN how these are linked.
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as a conclusion.

Suggested Vocabulary: What do I need to know?

To show importance	To agree/disagree	Linking points
The primary reason…	The evidence supports the view that…	This meant that…
The most significant cause…	This view is convincing because…	The impact of this was…
A crucial role was played by…	One reason to agree is…	In addition to this…
Of lesser importance was…	An alternative view is…	This acted as a catalyst for…
A key factor was…	A less supported view is…	This led to…
The fundamental cause…	A less convincing argument is…	An immediate consequence was…
A less significant reason…	It is clear that…	Long term this was significant because…

USING SOURCES: What do I need to know?

	Inferences- to make an inference you need to state what you can learn, or work out from a source. Make sure you take note of the focus of the question!
	Utility- when looking at how USEFUL a source is, you first must state what information the source gives you about the topic in the question. This is the **CONTENT** of he source. Does the source SUPPORT or CHALLENGE your own knowledge?
	Utility- You next need to look at the **PROVENANCE** of the source. This means looking at who wrote the source, when it was written, what type of source it is and why it might have been produced. Do these things make the source RELIABLE?
	If answering a "how useful" question you need to make a judgement- How useful is it? Extremely? Quite? Not very? Not at all? You can do this in a CONCLUSION
	Whenever you use written sources you must QUOTE from the source, if using a picture source you must mention something you can SEE in the picture.

USING INTERPRETATIONS: What do I need to know?

	When looking at the similarities or differences between interpretations make sure you mention the point of view given in BOTH interpretations.
	If you are asked to suggest reasons WHY the interpretations have different views think about whether they FOCUS on different things, or whether one is POSITIVE and the other NEGATIVE, might the authors have done different RESEARCH?
	To decide how far you AGREE with an interpretation, use your own knowledge- does this SUPPORT or CHALLENGE the view given in the interpretation?
	You can also use sources to help you decide whether an interpretation is VALID- do the sources support or challenge the view in the interpretation? Are the sources RELIABLE?
	Remember to always include QUOTES from the interpretations, and include a JUDGEMENT in the conclusion- do you agree?