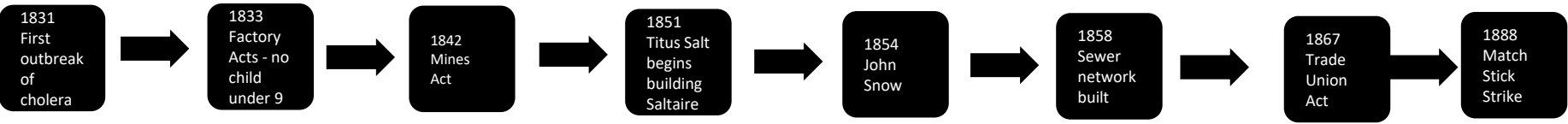


Why did working and living conditions improve in the 1800s?

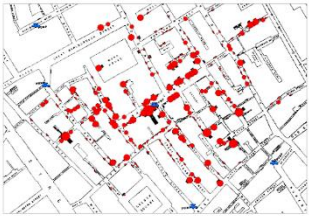


Key Word	Definition
Bazalgette	Employed by the British government to build sewers
Cesspits	An open toilet with no flush or drain
Cholera	Epidemic disease causing vomiting and diarrhoea
Overlooker	Managed the factory floor
Sewer	Underground pipe to remove sewage from houses
Slum	Poor quality cheap housing
John Snow	Proved cholera was spread through dirty water.
Water Pump	Provided cleaner water. Shared facility.

In 1849, an inspection of over fifteen thousand houses was made in the City of London. Some of the results were disturbing. Twenty-one houses used their cellars as a cesspool; thirty had cesspools that were overflowing; and two hundred and twenty-three cesspools were classed as "full". Around 5,000 or more were classified as "offensive" or "unhealthy". Of the houses inspected, this represents approximately a third having problems with human refuse.
Ruth Goodman



What do I need to know?	
	The 1800s witnessed the development of the factories, especially the cotton factories of the North West England. This led to a rapid growth of towns.
	The Factory Act of 1833 prevented children from working. Free education was made compulsory in 1870. Some factory owners built good quality housing for their workers (Titus Salt).
	Conditions in factories were difficult and dangerous. Many children worked as trappers and hurriers. The Mines Act 1842 banned children and women from working in the mines.
	The rapid growth of factories led to a rapid growth in towns. Housing was of poor quality; damp and overcrowded with no sanitation or fresh water.
	The development of Germ Theory in 1861 and the work of John Snow, who proved that cholera was spread through dirty water, encouraged governments to take action. Bazalgette built the sewers in London from 1858.



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.historyextra.com/period/industrial-revolution/the-industrial-revolution-an-age-of-opportunity/>

SCAN ME

WATCH
<https://m.youtube.com/watch?v=stCjE2ky71M>

SCAN ME

LISTEN
<https://historiesoftheunexpected.com/podcasts/stench-homeschooling-public-health-in-victorian-england/>


SCAN ME

Writing good History: Key skills

<p>Chronology The order in which events happen. The big "story".</p>	<p>Change/ Continuity Whether things have changed or remained the same over time.</p>	<p>Similarity/Difference What events or situations have in common, and how they are different.</p>	<p>Cause The reasons that something happens- long term or trigger cause.</p>	<p>Consequence Things that happen as a result of an event. Can be good or bad.</p>	<p>Significance Whether an event is important or not. The impact it has had on people. How it has changed the world.</p>	<p>Sources Information that comes from the time studied, or that was produced by someone who was there at the time.</p>	<p>Interpretations The views of people who were not there at the time but have researched the event.</p>
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EXTENDED WRITING: What do I need to know?		USING SOURCES: What do I need to know?	
	Make sure you include more than once cause when asked to explain WHY something happened.		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!
	If asked if you AGREE you need to include arguments for why you do agree (SUPPORT the statement) and arguments for why you disagree (CHALLENGE the statement). This called having a BALANCED ARGUMENT.		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 the source. Does the source SUPPORT or CHALLENGE your own knowledge?
	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.		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?
	Include ANALYSIS that measures the importance of each reason- are they long/short term? Which impacts more people? Are the reasons/points connected?		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
	Say which reason is most important, or whether you agree or disagree with the statement. This can be done as 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.

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 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?



How do I use my knowledge organiser if I am isolating at home?

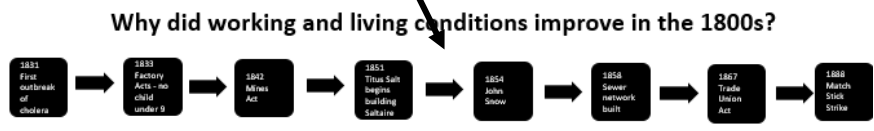


Task 1: Learn how to spell all the key words correctly. Use the Read, Write, Cover, Check method or get someone else to give you a spelling test. Then write a paragraph which includes all the words.

Task 2: Use the timeline to create your own illustrated version of a timeline.

Task 3: Use the picture source on the KO to answer the question: "How useful is this source for finding out about the time period we are studying. Remember to include comments on the content of the source as well as the provenance (who wrote it/ when and why)"

Task 6: Read the historian's opinion. Do you agree or disagree with it? Can you give some reasons why?



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<http://www.history.com/topics/industrial-revolution/4n-age-of-opportunity/>

WATCH <https://www.youtube.com/watch?v=1G2kz71M>

LISTEN <https://historicalpodcasts.com/podcasts/teach-homeschooling-public-health-in-victorian-england/>

Task 5: Complete the read, watch, listen activities. Write down 5 bullet points from each that you found interesting or thought were important

Task 4: Use the "What do I need to know?" box and turn it into a mind map. Can you find or remember any additional information to include?