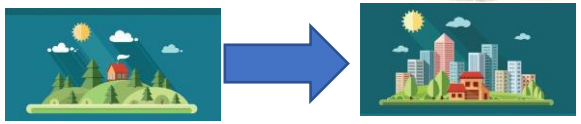
Year 8 History – HT4 Industrial Revolution

Keywords	
Domestic Service	Where goods were manufactured at home by the family
Industrial Revolution	A period of great change in Britain between 1750-1900, where huge technological advances had an impact on every aspect of life.
Locomotive	A powered railway vehicle used for pulling trains.
Urbanisation	The movement of populations from rural areas (countryside) to towns and cities
Scavenger	Workers who went under the machinery to clean up the dust and oil and to gather the cotton
Reformer	A person who makes changes to something in order to improve it.

1. Creation of factories

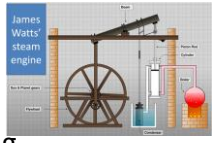
Before 1750 most goods were hand-made in people's homes – this was called the **domestic service**.

By 1800 most goods were being produced in **factories** that had many workers and operated 24 hours a day



This led to **urbanisation**, where new factories pulled people into towns– with the promise of a variety of jobs for everyone.

2. Steam power and steam trains



A **new steam engine** invented by James Watt in 1768 replaces the problematic waterwheel for powering factories.

By the 1830s the train resulted in :

- ✓ *Faster transport*
- ✓ *The chance for holidays (seaside breaks)*
- ✓ *New jobs*
- ✓ *Better communication between towns/cities*
- ✓ *Access to raw materials*
- ✓ *Faster than canals*
- ✓ *More money £££*

3. Black Gold and the new 'Age of Iron'

Mining **coal** was dangerous but important. It was used to power the Industrial Revolution e.g. steam engines, steam trains + factories etc.

Abraham Darby I first used coal to make superior quality iron in 1709, then his grandson in 1781 (Abraham Darby III) built **iron bridge** in Shropshire – the first major bridge to be made entirely of cast iron.

4. Age of invention

Many British minds created new machines that did things better, faster and for longer.

James Watt	1781	Designed a **new steam engine** that could turn a wheel
Ada Lovelace	1822	Created the **first ever computer programme/code**
Isambard Kingdom Brunel	1829	Designed the **Clifton suspension Bridge** in Bristol

5. Children in mines and factories

Factory conditions for children:

- Hard physical work
- Dangerous machinery
- Started from age 5!
- Strict rules to follow
- 12-15 hour working days
- Could be beaten or fined if broke rules
- Less wages than adults

Mining conditions for children:

- Very similar conditions to factory workers
- Worked in small cramped areas
- Some worked in total darkness
- Might run out of air or get hurt in mine collapses

6. How were factories improved?

Reformers began to campaign for laws to protect factory and mine workers.

1833 Factory Act	• No children under 9 to work in factories • Two hours of school a day
1842 Mines Act	• No women or children under ten to work down a mine • Mine inspectors appointed
1895 Factory Act	• Children under 13 to work a maximum of 30 hours per week

Year 8 History at BCA

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 8	**Civil War**	**Age of "discovery" & British Empire**		**Industrial revolution**	**Slave trade (Bristol)**	**Civil Rights**
Links to	Rebellion & KS3 king power/divine right	P2 GCSE (American West), WWI, KS3 slave trade		WWI and KS4 Medicine	KS4 American West, Industrial revolution, British Empire	Holocast, human rights, rebellion, suffragettes, slave trade.
TC	Interpretation	Change and continuity		Sources	Significance	Change and continuity

What makes a good historian?

Threshold concepts

Good historians are skilful at using <u>evidence</u> and conducting <u>historical enquiries</u>

They can use evidence to make suggestions about what the past was like. They can compare different sources and decide on the most useful ones to find out about a topic. They are also careful to think about how reliable evidence is. They know how to ask questions, suggest possible answers, refine their claims and support them with evidence.

Good historians understand <u>chronology</u> and how things <u>changed or stayed the same</u>

They understand that things in the past developed and changed over time. They understand that sometimes things stayed the same while other things developed rapidly. They can identify examples of similarity and difference. They can talk about turning points in history, and judge the pace and amount of change.

Good historians <u>explain why</u> things happen and the <u>consequences</u>

They can show how events have many causes and how these causes link together. They see that some causes are more important than others and things happen due to the actions of people as well as other causes e.g. the economy or politics. They can also explain the consequences or results of historical events for people at the time.

Good historians think about <u>interpretations</u> of the past

They examine historian's interpretations carefully. They think hard about why people interpreting the past have made particular claims and about the kind of evidence on which they were based. They think about the context in which historical interpretations were created and how this affects them.

Good historians understand historical <u>significance</u>

They can explain the significance of events by looking at the changes that resulted from them. They are able to select and justify criteria for making judgements about significance.