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| **The Modern World**  c1700- c2000 | **Road Map - Year 8 Enquiry**  **‘The Industrial Age: Change for the better?’** | | | | |
| In this unit you will have the opportunity to study some of the key events, people and changes of modern times. The aims are as follows:  **LG1**: Knowledge  **LG2**: Application  **LG3**: Skills | Assessments | Grades | | | |
| 1. How far did working conditions for miners and their families change 1750-1900? |  | | | |
| 1. How useful can a source be in explaining conditions on the Middle Passage? |  | | | |
| 1. Was Emily Davison a suffragette martyr? |  | | | |
| **Themes** | **Learning Goals/Outcomes/Content** | |  |  |  |
| 1)Key Question– What was the Industrial Age 1750-1900? | LG1 – Build your knowledge of the Industrial Revolution and key events from Britain’s Industrial Age. | |  |  |  |
| 2) Key Question – How did the Industrial Revolution change Britain between 1750 and 1900? | LG1 – Build your knowledge of key changes during the Industrial Revolution  LG2 – Apply your knowledge of the Industrial Revolution to evaluate which changes had the biggest impact on people’s lives  LG3 – Consequence and Importance | |  |  |  |
| 3) Key Question - How did the mining industry develop? | LG1 – Build your knowledge of why demand for coal increased after 1750 and how that developed mining.  LG3 – Causation and Consequence | |  |  |  |
| 4)Key Question – What was it like to be a child miner? | LG1 – Build your knowledge of the risks and dangers faced by child miners during the Industrial Age.  LG3 – Source use | |  |  |  |
| 5) Key Question – How useful is it to visit ‘The Big Pit’ today? S**ite Visit** | | | | | |
| 6)Key Question - How far did working conditions for miners and their families change 1750-1900? **Assessment** | LG2 – Apply your knowledge of miner’s working conditions to analyse to what extent conditions changed or improved.  LG3 – Change Over Time | |  |  |  |
| 7) Key Question - What was it like to live in the cities of the Industrial Revolution? | LG1 – Build your knowledge of the health risks and diseases experienced in the cities of the Industrial Revolution.  LG3 – Source use | |  |  |  |
| 8) Key Question – Why were working conditions in factories so bad? | LG1 – Build your knowledge of the working conditions in 19th Century factories.  LG2 – Apply your knowledge of working conditions to argue who was to blame.  LG3 – Source use and Causation | |  |  |  |
| 9) Key Question – Why was Britain so heavily involved in the trade in enslaved people? | LG1 – Build your knowledge of the ‘Triangular Trade’  LG2 – Apply your knowledge of the ’Triangular Trade’  to explain why Britain led the trade in enslaved people.  LG3 – Causation and Source use | |  |  |  |
| 10) Key Question - What was the Middle Passage Like?  **Assessment** | LG1 – Build your knowledge of the conditions and treatment of enslaved people on the Middle Passage.  LG2 – Apply your knowledge of the Middle Passage  to evaluate how useful sources can be.  LG3 – Source use | |  |  |  |
| 11) Key Question - How was the trade in enslaved people abolished? | LG1 – Build your knowledge of the people and factors that lead to the abolition of the trade in enslaved people.  LG2 – Apply your knowledge of abolition to evaluate the role of Wilberforce.  LG3 – Causation and Interpretation | |  |  |  |
| 12) Key Question – Why did Britain want an empire? | LG1 – Build your knowledge of the countries of the empire and the reasons why Britain built an empire.  LG3 – Causation and Importance | |  |  |  |
| 13) Key Question - Did the British Empire benefit the world?  Case Study: India | LG1 – Build your knowledge of different views and experiences in British controlled India.  LG2 – Apply your knowledge of British India to evaluate to what extent the British empire benefited the people who lived in it.  LG3 – Interpretation and Source Use | |  |  |  |
| 14) Key Question– What happened at Peterloo? | LG1 – Build your knowledge of the events at Peter’s Fields in 1819 and how it was interpreted at the time.  LG3 – Source use and Interpretation | |  |  |  |
| 15) Key Question– Why did Chartism fail? | LG1 – Build your knowledge of Chartism and the factors that prevented its success.  LG3 – Causation | |  |  |  |
| 16) Key Question – How did Women win the right to vote? | LG1 – Build your knowledge of the individuals, groups and events that lead to some women being able to vote in 1918.  LG2 – Apply your knowledge to analyse how successful the suffragettes were.  LG3 – Causation and Importance | |  |  |  |
| 17) Key Question - Was Emily Davison a suffragette martyr?  **Assessment** | LG1 – Build your knowledge of the evidence surrounding the death of Emily Davison in 1913.  LG2 – Apply your knowledge of Derby Day 1913 to evaluate to what extent Emily Davison’s death was a deliberate suffragette action.  LG3 – Interpretation and source use | |  |  |  |
| 18 Key Question - Does the Industrial Age demonstrate change for the better? | LG2 – Apply your knowledge of changes during the Industrial Revolution to decide how far all people benefited.  LG3 – Change Over Time | |  |  |  |

**Links:** We have seen how local, national and international history impacted on the lives of people between 900-1750. We will continue this approach into a new era of time. You will have the opportunity to find out more about a once important local employer – The coal industry. We will investigate major national issues, such as women gaining the right to vote, as well as international themes such as the trade in slaves and the growth of Britain’s worldwide empire. Through this study you will practice all of the key history skills: 1) Source analysis 2) Change over time 3) Causation 4) Consequence 5) Importance 6) Interpretation.