

Industrial Revolution

<p>Lesson 6 Unit check out: What advantages and disadvantages did the Industrial Revolution have for working-class people?</p>	
<p>Subject knowledge</p> <ul style="list-style-type: none"> • The Industrial Revolution took place between 1760 and 1900. • Prior to the Industrial Revolution, many people worked in the cottage industry, which was labour-intensive and slow. Inventions sped up and automated labour. • Victorian society was divided into three classes: upper, middle and working. The Industrial Revolution provided many opportunities for middle-class business owners. Working-class people moved from skilled to unskilled work, in poor and often dangerous conditions. Children were employed because they were much cheaper than adults, and could do simple, repetitive tasks, or tasks that adults were too big to do. • Several Acts of Parliament were passed during the Victorian era to make living and working conditions better. However, many working-class people became poorer due to reduced working hours and the illegality of children working. 	
<p>Assessment opportunities</p> <ul style="list-style-type: none"> • Pupils complete the Unit check out extended writing task on the question: What advantages and disadvantages did the Industrial Revolution have for working-class people? • Extension opportunity: Discuss whether you agree that the middle classes benefitted the most from the Industrial Revolution. 	
<p>Summative assessment</p> <p>45 mins</p>	<p>Lesson slides 1–4 and Work booklet pages 29–32</p> <ul style="list-style-type: none"> • Pupils complete the Unit check out extended writing task on the question: What advantages and disadvantages did the Industrial Revolution have for working-class people? • If pupils can write from memory, the task will be quicker and more-individual essays will be written. However, pupils should be permitted access to their Work booklets. • Pupils can start by making notes in the planning grid in their Work booklets. • Once pupils are ready to start writing, show the essay-writing vocabulary slide to support them. • For lower-attaining pupils, you may wish to use pictures or images as prompts for writing. • For higher-attaining pupils, additional paragraphs may be required and some of the essay-specific vocabulary below could be incorporated.
<p>Reflect</p> <p>5 mins</p>	<p>Lesson slide 5</p> <ul style="list-style-type: none"> • Pupils reflect on three things they could improve for the next time they do extended writing.

