


INTRODUCTION OVERVIEW

The introduction is designed to provide a brief overview of the chronology of this book (1500–1900) and introduces some of the key features of this period of history.

➔ **Lesson sequence 1: The book with no name (pp. 2–13)**

A rapid overview of how Britain looked at four points in the book's chronology: 1500, 1750, 1850 and 1900. Pupils look for similarities and differences, changes and continuities across time.

 Plan for lesson sequence 1	The book with no name
Summary	This enquiry provides a broad overview of the chronological span of this book. It is intended to be taken rapidly, with plenty of questions, discussion and reminders of earlier periods and their key features.
Time needed	1 hour
Key concepts and processes	<p>Enquiry: asking questions; generating hypotheses</p> <p>Chronology: understanding and using dates, as well as the correct vocabulary and conventions for describing periods and the passing of time; beginning to develop a sense of period and a sense of the characteristic features of different periods; beginning to build a chronological framework</p> <p>Change and continuity: beginning to identify and analyse changes and continuities within and between periods</p>
Resources	<ul style="list-style-type: none"> • Pupil's Book pages 2–13 • Activity sheets 1 and 2

Objectives

By the end of this enquiry pupils should know about or understand:

- some key features of history 1500–1900
- some of the changes and continuities of those years
- some of the similarities and differences between the periods covered by those four hundred years
- that people's lives and the environment changed, sometimes slowly, sometimes quickly
- that labelling periods is helpful, but poses problems.

Lesson sequence

Starter

The essence of this unit is speed: a rapid 'fly-thru' of four hundred years using visual images.

- Have the four scenes from pages 4–11 playing on the whiteboard as pupils arrive, to arouse curiosity.
- Start with the familiar: use the images from page 3 to remind pupils of previous work on

the Middle Ages. Draw their attention to the possible titles for that period. Ask for choices and brief arguments to defend each choice.

- Introduce the challenge – 'The book with no name': they must try to come to a consensus about what this period 1500–1900 is.

Development

The intention is for pupils to paint a broad-brush picture of the four centuries they are going to be studying this year, using the four picture spreads on pages 4–11. It is not to analyse and explain each one in detail – they will be spending time on that later.

Step 1

Divide the class into six groups, each taking responsibility for one question across time:

1. What kind of work did people do?
2. What were their homes like?
3. What was their religion?
4. Who was their ruler?
5. Could they lead healthy lives?
6. What was the quality of their environment?

Begin by focusing on pages 4–5 (the year 1500), and ask each group to find the answer to their

question and report back, completing the CD screen grid or Activity sheet 1. Remind them that 1500 is the date they had reached at the end of last year, so they should know some of the answers.

Differentiation note: questions 5 and 6 are harder, requiring some inference skills beyond straight comprehension. (Use these GCSE words *inference* and *comprehension* whenever you can.)

Step 2

Set groups free to find the answers to their question on the other three spreads, again collecting answers on the CD screen grid or Activity sheet 1.

Step 3

Build up an overview of each of the different dates from the answers that have been collected. Award marks out of 10 for the amount of change between each date, with 10 equalling 'everything changed'.

1750: At this point, there is apparently more continuity than change from 1500, even though 250 years have passed. Encourage pupils to look for small signs of change.

1850: As the pupils discover dramatic change, introduce the idea of *progress*. Is change always good?

1900: Too often pupils are left in 1850, in early Industrial Britain. But the period from 1850 to the outbreak of the First World War was, in

many important ways, very different and with some progress in many fields.

(Use the words *change* and *continuity* while commenting on what groups have discovered.)

Plenary

Use pages 12–13 – Doing History: Chronology – as the concluding activity. Questions 1–4 are for quick discussion, but questions 5 and 6 use Activity sheet 2 to introduce some events and people from this period. This sheet will also serve as a handy reference as pupils work through the five main sections of the book. Chronology is best developed in short, frequent doses, not worked on at great length. Refer to dates, before and after, continually as you teach, particularly when introducing new topics or people.

➔ Assessment for Learning – Outcomes to look for

- a) Can pupils remember period names from KS2 and Year 7?
- b) Can they put a date into the correct century?
- c) Can pupils recognise differences between the medieval period and this one?
- d) Can pupils recognise differences between earlier and later centuries in the period 1500–1900?

SECTION 1 OVERVIEW

ORDINARY LIFE: WHAT DID THE INDUSTRIAL REVOLUTION DO FOR US?

In this section pupils investigate ordinary lives in the three periods into which the years 1500–1900 were divided in the introduction.

Traditionally, teaching was concentrated on the key event of this period, the Industrial Revolution, which lies at the heart of this book. Study of the preceding years was mainly political history and the years after 1850 were also largely ignored. This National Curriculum requires a more thematic treatment. The enquiries are explicit about new sources of evidence for the lives of ordinary people. The concept of progress underlies all the lesson sequences.

➔ Lesson sequence 2: Ordinary lives 1500–1750 (pp. 14–23)

The main challenge for the whole section is set up. Pupils work on a new type of evidence and take part in a game following three families through these years.

➔ Lesson sequence 3: What did the Industrial Revolution do for us? (pp. 24–31)

The Industrial Revolution affected every aspect of life in Britain, but the focus here is on how it changed people's lives. Pupils also find out about more new kinds of evidence.

➔ Lesson sequence 4: A better time for all? Ordinary life 1850–1900 (pp. 32–49)

This sequence starts by investigating ordinary lives through the evidence of Victorian photographs. It concludes by pulling together the patterns of the lives of ordinary people 1500–1900, including their ideas and beliefs.



Plan for lesson sequence 2	Ordinary lives 1500–1750
Summary	<p>The main challenge for the whole section is set up on page 15. It establishes links with work done in the previous year, and will lead on to enquiries in Year 9.</p> <p>Pupils then make inferences using a new kind of source which has been made available to us only since the sixteenth century – inventories – to ask the question: ‘Which home would you like to live in?’</p> <p><i>Roll up! Roll up! Take a chance on life!</i> is a game which makes clear that ‘ordinary lives’ are not all the same, and differences of wealth, as well as chance factors, affect what happens to families.</p>
Time needed	2 hours
Key concepts and processes	<p>Evidence: inference from inventories</p> <p>Change and continuity linked to the idea of progress/regress</p> <p>Diversity of people’s lives and experiences in the past</p>
Resources	<ul style="list-style-type: none"> • Pupil’s Book pages 14–23 • Activity sheets 3–6

➔ Objectives

By the end of this enquiry pupils should be able to:

- understand that people’s lives in the past were diverse, affected by wealth, region, religion, gender
- understand that national political, religious or economic events had social implications for ordinary lives
- recognise that chance plays a big part in how family life changes over time
- make judgements about what progress is and how to assess it.

➔ Lesson sequence

Starter

- If your class used the Year 7 book in this series, remind them of, or ask them to bring in, the work they did on ‘The Big Story graph’ (page 188–89 in the Year 7 book). Discuss what changes took place in the Middle Ages and what might happen from 1500 to the present.

- If you didn’t use the Year 7 book, go straight to the graph on pages 14–15. Refer to the Quick History on pages 4–11. Discuss what the four pictures suggest for the course of the graph between 1500 and 1900.
- Use Activity sheet 3 to plot a graph for 1500–1750.

Development

The inventory activity, pages 16–17, both introduces a new type of source and begins to increase awareness of diversity. As the National Curriculum states: ‘Diversity exists within and between groups.’

Explain what an inventory is. Can pupils compile an inventory of their bedroom, from memory? If they swap inventories, what does the list tell their partner about them? This activity has good scope for differentiation: matching inventory to family is quite easy, but the inference questions (2 and 4) need some thought.

Further questioning could bring out the slow improvements in standard of living through this period.

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Pupils can record their answers on Activity Sheet 4.

For the 'Roll up! Roll up!' game on pages 18–21, put the class into groups of three: each person represents one of the families. Some pupils will try to rush through this, wanting to finish and see who's 'won'. Encourage them to slow down, to read the alternatives, to see what other courses they might have been made to follow. Use Activity Sheet 5 to record answers. The important lessons here are in the debriefing, of course. Some topics to discuss, apart from those listed in the Activity box on page 21, are:

- further experiences of diversity. The National Curriculum refers to '... social, economic, political and religious differences' as well as what are probably the more expected 'cultural, ethnic, linguistic' differences. Awareness of diversity of several kinds strengthens the concept
- some of the big events of this period, but at this point introduce them 'from the bottom up'. Don't try to go into detail about any of these events – that will come later. This activity is about the personal impact of national events
- the importance of chance.

The first stopping point on the Big Graph Challenge comes on pages 22–23. Sources 1 and 2 on page 22 serve as a reminder of what pupils learned in Year 7, and provide a pattern for the story so far. In Year 7, pupils should have noted that: 'At any one time, there are usually things that are changing and things that are not.'

There are two questions in the activity on page 23: question 1 involves summarising what they have found out from the introduction, the inventories and the game. Pupils work in pairs and use Activity sheet 6 to complete the final column of the table, in pairs. Their responses

can then be collated on a class table, using the whiteboard. Note the extra information on page 22 on population and percentage living in towns. The figure of one in five Britons already living in towns or cities was far higher than any other country and prepared Britain for the industrialisation soon to happen.

Plenary


Use Activity sheets 3–6 to then complete question 2 of the activity: draw the graph of progress, based on the class views expressed in the table. Class suggestions for Post-It notes to explain what factors affected people's lives will draw on the factors covered in the whole enquiry.

➔ Assessment for Learning – Outcomes to look for

- Can pupils recognise differences between their own lives and the lives of people in the past?
- Can they recognise differences between the lives of people at two different times in the past?
- Can they recognise differences between different groups of people living at the same time in the past?
- Can pupils identify both changes and continuities over time?
- Can pupils make judgements about issues of progress and regress?
- Can pupils work together effectively and express advantages in working in this way?

Linked web-based activities

The Big Story of Everyday Life
<http://www.thinkinghistory.co.uk/ActivityBase/BigStoryEverydayLife.html>

 Plan for lesson sequence 3	What did the Industrial Revolution do for us? 1750–1850
Summary	The Industrial Revolution is sometimes taught as if it was about machines, or capital, but this enquiry focuses on the impact on people's lives. The main activity is a source investigation of people in Manchester, their work, homes and quality of life. It also introduces some new sources.
Time needed	2 hours
Key concepts and processes	Evidence: comprehension, inference and synthesis of sources; evaluation of utility for purpose Cause and consequence: multiple causes and how they are linked Change and continuity: Rapid and profound change
Resources	<ul style="list-style-type: none"> • Pupil's Book pages 24–31 • Activity sheets 7A and 7B, 8–10

Objectives

By the end of this enquiry pupils should be able to:

- understand some of the ways the Industrial Revolution changed Britain
- explain the factors which caused it, and how they are linked
- understand how people's lives changed.

Lesson sequence

Starter

Start with the pictures on page 30 (see also Activity sheet 9). Both are about making iron, but Source 1 is before the Industrial Revolution and Source 2 is after. Ask the class about the changes: Where is this happening? Who is working? How many people are working? What machines are being used?

Then refer to the 'Before and after' table on page 24. Emphasise that this is by far the biggest change in the history they will study this year. Use Activity sheet 7A to add more changes as you work through the rest of this section (pages 24–49).

Development

- You should explain the nine causal factors of the Industrial Revolution (page 25), before pupils do the activity on page 24. Activity sheet 7B can be used for question 2. Use words like *cause*, *factor*, and *links* to build up an understanding of this concept. Put together a whole-class version of the activity, looking for as many – properly explained – links as possible.
- The four-page enquiry on the impact of industrialisation on people's lives in Manchester (pages 26–29) can either be tackled quite slowly, with every pupil working through each of the twelve sources, or much more quickly by dividing up the class and sources: two sources to each of six groups. The pupils need to try to find answers to the three big questions a)–c) in the activity on page 26. Activity sheet 8 can be used to record answers.
- Move to questions 1–4 in the activity on page 26 when the whole class has reported back and each pupil is familiar with all twelve of the sources. Be sure to use the term 'evaluate' here. You could introduce the

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idea, and the term, *reliability*, drawing attention to the different kinds of sources, for example statistics, paintings, reports, etc.

Plenary

Use Activity sheets 10 and then 3 to continue the 'Big Graph Challenge' (pages 30–31), based on the class views expressed in the table. Compare with the graph plotted for 1500–1750.


Assessment for Learning – Outcomes to look for

- a) Can pupils explain one cause of industrialisation?
- b) Can they explain several?
- c) Can they link causes together?
- d) Can pupils identify changes to people's lives?
- e) Can they make a judgement about whether the changes were progress or not?

Linked web-based activities

The Big Story of Everyday Life

<http://www.thinkinghistory.co.uk/ActivityBase/BigStoryEverydayLife.html>

 Plan for lesson sequence 4	A better time for all? Ordinary life 1850–1900
Summary	This section concludes with an enquiry into, first, the impact of railways on Victorian Britain, then several other aspects of life in this important later industrial phase. The activities pull together the important ideas in this section – evidence, change and continuity. We finish with an investigation of how ideas and beliefs, as well as material conditions, changed over the four hundred years of this book.
Time needed	3–4 hours, or more if the display activity is developed.
Key concepts and processes	Evidence: comprehension; inference; cross-referencing; utility Change and continuity: over short and very long periods Communication: an ability to present knowledge and understanding in a variety of ways
Resources	<ul style="list-style-type: none"> • Pupil's Book pages 32–49 • Activity Sheets 11–15

Objectives

By the end of this enquiry pupils should be able to:

- understand the continuing changes taking place in Britain in the second half of the nineteenth century and the impact of these on people's lives
- work with a wide range of sources and draw some general conclusions from them
- select and deploy information in order to communicate understanding of historical processes
- understand the factors that caused specific changes
- understand that values and beliefs changed as well as more tangible aspects of life.

Lesson sequence

Starter

Ask the students to look at – or put up on the whiteboard – Source 3 on page 22 and Source 6 on page 33. In what ways are these two photographs evidence of the impact of the railways in late nineteenth century Britain? Go on to compare Sources 1 and 2 on page 32. Why are they so different?

Development

- Complete the activity on page 32: the questions deal with change, continuity and progress.
- Play the set of photographs from pages 34–39 on the whiteboard. Look for impressions of change, of progress. Ask pupils just to talk about what they see, and what the photo might mean for people's lives in Britain. Only then move to the more formal activity on page 34. Use Activity sheet 11 to record answers.

Or, to get pupils to really look at the pictures, project Source 1 from page 34 with most of the picture blanked out – keep just one person. Ask the class what they think the photo shows. Gradually reveal more of the photo, questioning tightly each time. You may be able to add more photographs from your local area to include in the display.

Other results of the railway expansion:

- All clocks in Britain had to keep the same time. Before the railways, local time was kept: Bristol, for example, was six minutes ahead of London.
- National newspapers began.
- National Trade Unions became possible.

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- Fresh milk could be delivered into towns direct from the countryside. Before this, cows were kept in many cities.
- Jobs: by 1850 there were 50,000 people working on the railways.
- Bridges, cuttings, viaducts and embankments changed the look of rural Britain.
- New towns grew up just to service railways: Crewe, Doncaster, Wolverton, Swindon.
- The Doing History activity on page 40 requires pupils to practise all the skills of using evidence which they have learned about in this section: not only *comprehension* but *inference*, *cross-referencing*, *selection* and, for some, *utility* and *reliability*. Use these terms as you prepare pupils for bullet points 3 and 4 of the task. Draw their attention to the Language Boxes for Inference, Cross-referencing and Selection. Encourage them to use the terms and the words in the Language Boxes in the explanations which accompany their choice. More evidence, including local sources, could be introduced here. Use Activity sheet 14 to complete the Learning Log.
- The last part of the Big Graph Challenge is prepared over pages 42–45. The subjectivity of any judgement is made overt by bringing me, the author, into the story: it is clear that this is an interpretation. Hopefully, different interpretations have been emerging in the class, too.
- The ‘baskets’ activity on page 45 adds in yet more information about the period 1850–1900: use Activity sheet 13 to complete it (this should be worked through quickly).
- Finish the Change and Continuity story by completing the Big Graph Challenge using Activity sheet 3. Then use Activity sheet 14 to record the Learning Log on this key concept.
- Each section of this book includes activities which examine changes in what the National Curriculum lists as ‘beliefs, ideas and attitudes’ over the period. This section has been mainly about practical, material changes. Now is the time for pupils to overview changes in the beliefs, ideas and attitudes of ordinary people, recalling those of the Tudor period and pairing them with

those from late Victorian Britain. Pupils will have picked up enough from this section to complete the six blank thought bubbles on page 49, although they may need to look back over the section to remind themselves. Use Activity sheet 15 as a card-sort exercise; pupils can record answers on the blank cards. Again, a follow-up discussion could look at changes and continuities.

Plenary

Use the completed Big Graph to overview this section. What were the turning-points? When did life get better? If doing this on a whiteboard from the CD, add Post-It notes to help explain the shape of the graph.

Alternatively, use the activity on ideas and beliefs described above as the plenary.

➔ Assessment for Learning – Outcomes to look for

- a) Can pupils demonstrate the ability to comprehend and infer from sources?
- b) Can they cross-refer sources to make an account or explanation?
- c) Can they select sources to support their argument?
- d) Can pupils recognise changes, and evaluate their impact?
- e) Can they recognise continuity over a period?
- f) Can they compare past situations with the present?
- g) Can they compare two different past situations?
- h) Can pupils communicate their thoughts, descriptions, explanations and arguments effectively, structuring them and using dates and historical terms appropriately?

Linked web-based activities

The Big Story of Everyday Life

<http://www.thinkinghistory.co.uk/ActivityBase/BigStoryEverydayLife.html>

Physical version of pages 44–45: factors linked to big graph

<http://www.thinkinghistory.co.uk/ActivityBase/EverydayLifeFactors.html>