

The Industrial Revolution. Great Britain 1750 - 1850 DVD-Video, 74 min., bilingual

Available at www.dokumentarfilm.com

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Lesson plan: KEY STAGE 3, KEY STAGE 4

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This DVD traces the development of industrial change in Great Britain between 1750 & 1850 through a main film and 7 modules that highlight key areas of the Industrial Revolution.

The main film, lasting 23 minutes, puts the changes that took place in the context of the situation in 1750. It includes the factors that led Britain to have the world's first industrial revolution, an overview of the key developments and an assessment of the impact of this key period of history.

Each module acts as a 'trigger film' for separate and more detailed study of key areas of industrial development. The modules provide a more detailed analysis for students to use in their studies; lasting between 6 -9 minutes the modules can be accessed individually.

Web Links

The DVD provides a valuable resource but teachers and students may wish to visit the following web sites in order to develop further their understanding of the topics covered. They are examples of the many sites that are available but the usual care should be applied to using web based resources.

School History
Active History
Schools History
Spartacus Encyclopaedia
History Learning Site
Passmores History
HistoryontheNet.com
WeatherHead History
LearnHistory.org.uk
JohnDClare.net
HistoryGCSE.org
McAuley Digital History
The History Site
Premier History
ThinkHistory
History Mad
BBC History

If you wish to find more details of the locations used in the filming please visit the following sites:

www.quarrybankmill.org.uk

www.ironbridge.org.uk

www.cromfordmill.co.uk

www.newlanark.org.uk

KEY STAGE 3

The DVD supports the programme of study outlined in the National Curriculum and the Schemes of Work from the DFES Standards Site.

Studying the material contained in the DVD and the accompanying notes and lesson plans will help students in:

- Chronological understanding
- Knowledge and understanding of events, people and changes in the past
- Historical enquiry
- Organisation and communication

It will provide learning opportunities for those students following Unit 11 of the Key Stage 3 scheme of work – **Industrial Changes, actions and reaction.**

Lesson Plans and Activities

These lesson plans and activities have been developed to assist teachers in the delivery of the materials contained in the DVD.

We recognise that teachers will want to adapt the lessons to suit individual needs but hope that the ideas they contain will be useful and hopefully save valuable time.

1. The Main Film

Aim:

To provide students with an overview of the Industrial Revolution in Great Britain between 1750 & 1850

Learning outcomes:

Following completion of all activities a successful student will be able to:

- Identify the changes that took place during the period of the Industrial Revolution.
- Explain the factors that contributed to Britain having the first Industrial Revolution.
- Recognise the impact of the Industrial Revolution on Britain.

Key words and phrases

These are important words and phrases that students should have a clear understanding of before they use the DVD

Industrial
Revolution
Urban
Rural
Entrepreneur
Capital
Supply & Demand
Infrastructure
Maritime
Investment
Social improvement

There are a number of ways that teachers may wish to introduce these key words but one possible method could be to ask students to work in pairs in order to produce definitions for some or all of the key words. Feedback of ideas from the class will help to develop acceptable and relevant definitions that can be used in future.

Explain to students the purpose of the main film and explain the tasks to be completed. It may be appropriate to show the main film twice in order to allow students the opportunity to concentrate on the message without the interruption of taking notes etc.

Activities to choose from:

1. Changes between 1750 & 1850

Ask students to complete the following table. This will help them to understand how Britain had changed between 1750 & 1850. The students could use key words, written descriptions or pictures to identify what Britain was like.

Britain in 1750	Britain in 1850

2. Why did Britain have the first Industrial Revolution?

Using the information contained in the DVD and any other research to complete this task.

The following are a list of some of the factors that helped Britain. Which factors do you think are connected; draw lines between any that you feel are linked.

Increased population

Empire

Trade

Workforce

Demand for goods

Entrepreneurs

Raw materials

Investment

Choose 3 linked factors and explain why you feel they are connected.

3. Technological developments

Construct a timeline between 1700 and 1850 to show the technological developments that took place in textiles, iron & transport.

This could be produced as a simple timeline with name and development or for extension work students can develop the detail for each entry to highlight the impact of the development.

4. The impact of the Industrial Revolution.

This is an ideal opportunity for students to complete for extended writing using the following question:

Britain went through many changes during the Industrial Revolution and these changes brought benefits for everyone. Do you agree with is statement? Explain your answer.

This can be attempted as a straightforward written answer or it could form the basis of a group investigation to collect the information and organise it into a coherent answer.

The following writing frame can be used as it stands or adapted for individuals.

By 1850 industry and transport had changed considerably in the 100 years since 1750. Britain was now a country where industry was more important than agriculture.

Important changes took place in the textile industry and these included...

In addition changes to the iron industry begun by Abraham Darby at Coalbrookdale meant that...

Perhaps one of the most important changes was to do with power. Steam power affected mining, textiles and the iron industries. It also brought about changes to transport. This was due to ...

These changes brought many benefits to the people of Britain but there was also a downside for some people, this was because...

Overall I think that Britain in 1850 was a better/ worse place because...

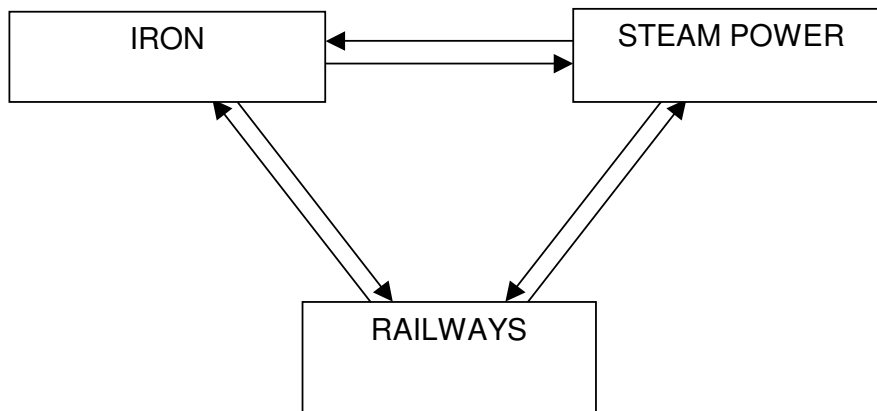
2. 'Trigger Films'

These short films are ideal starting points for the further study of individual topics or they can be used to deepen the understanding of students after watching the main film.

One particular theme that could be explored is TEXTILES. Using the modules on, Quarry Bank Mill, Cromford, Textile Technology and New Lanark students could:

- Consider how the textile industry changed
- Explore why Richard Arkwright and Samuel Greg were successful
- Compare Robert Owen with other mill owners.

Combining the units on The Age of Iron, Steam Power and Railways will provide an ideal opportunity for students to explore the links between developments.



Key Stage 4

The main film and trigger films provide materials that will support the following Examination Board specifications:

AQA GCSE History 1815-1851

- Railways.
- Social Conditions & Reforms.

Edexcel GCSE History B Aspects of British Social & Economic History

- A1 Changes in Work & Employment in Industry 1760 – late 19th C.
- C1 Transport.

OCR History C British Social & Economic History

- Core content - Changing nature & impact of Agriculture, Transport & Industry.

SQA Standard Level History

- Unit 1 Changing Life in Scotland & Britain, 1750-1850.

Many of the activities that have been outlined in the KS3 section can be easily adapted to form the basis of preliminary work for KS4. The information contained in the DVD provides the visual and factual reinforcement to work that will be covered in preparation for the examination. A viewing of the main film and trigger films can be used for the collection of the preliminary notes that students will require for further study.

The following questions can provide students with the opportunity to develop some of the skills necessary for this level of examination:

1. 'The increase in population was the most important reason for Britain experiencing the first Industrial Revolution'. Do you agree with this statement? Explain your answer fully
2. Explain the contribution made by entrepreneurs to the development of industry and transport between 1750 & 1850
3. How far did new technology change the textile industry?
4. How important was the example set by Robert Owen?

5. Explain the contribution made to the development of textiles by

- John Kay
- James Hargreaves
- Richard Arkwright
- Samuel Compton
- Edmund Cartwright

6. The iron industry, the development of steam power and the railways all played a major role in the development of Britain between 1750 & 1850 but the most important factor was steam power. Do you agree with this statement? Explain your answer fully.

The following activities can be used to provide a different format of work for the student:

A newspaper report on the benefits to industry of the railways

A letter describing a rail journey with an emphasis on contemporary concerns about rail transport

A board game to show the problems created by the Industrial Revolution

An extended timeline for the development of Coalbrookdale

An extended timeline for the development of textile technology

A debate with the motion 'The work of Robert Owen at New Lanark was an ideal model for social improvement'.