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Recommended year group: Year 8

Subject focus: History, English, Art, Computing

Driving Question

What impact has the Industrial Revolution had on living conditions today?

Introduction

How did the Industrial Revolution change the world — and are its consequences still felt today?

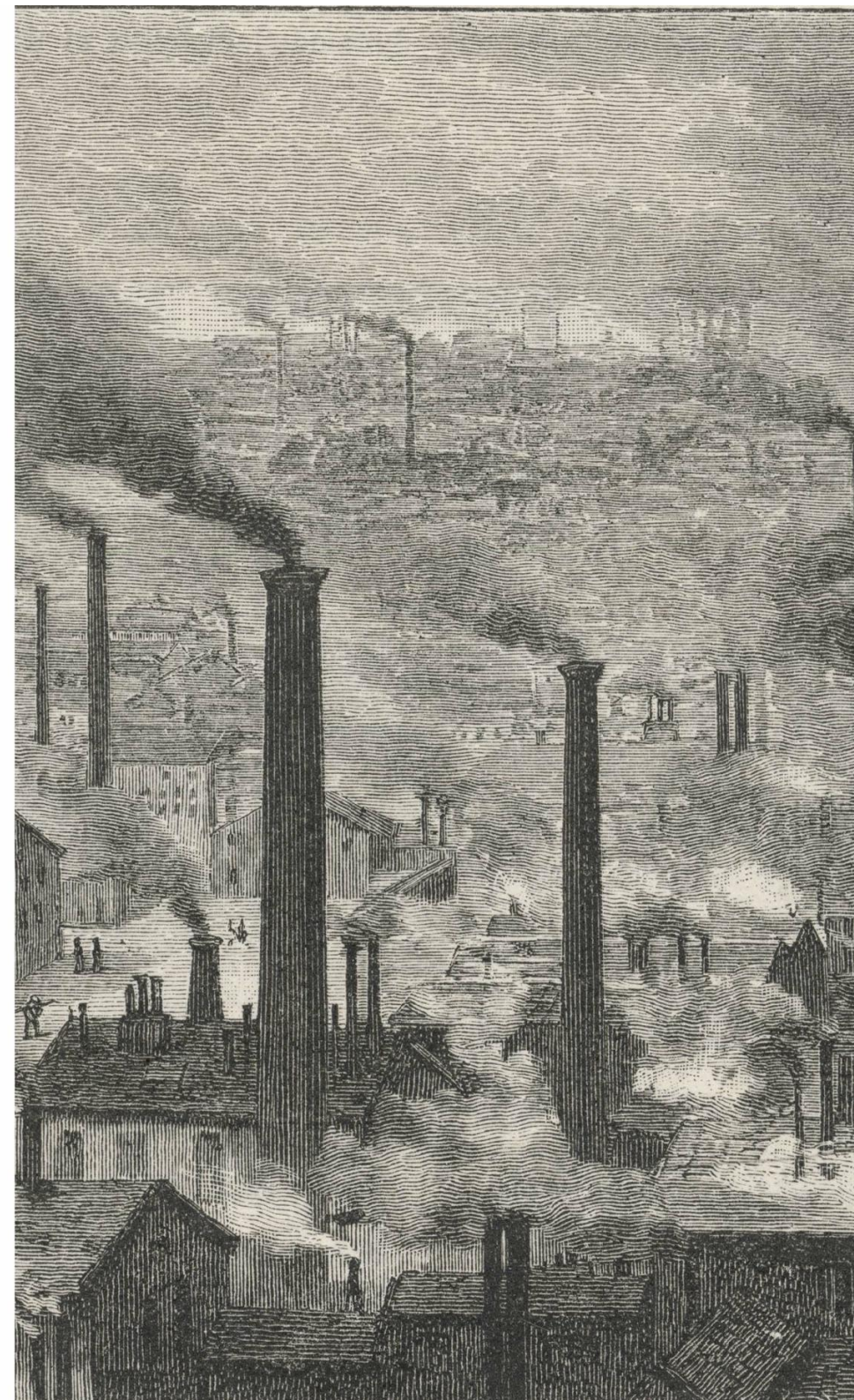
This theme explores how the Industrial Revolution transformed Britain through factories, inventions, industry and growing cities, while also creating problems such as pollution, poor living conditions and inequality.

Through History, Computing, English, Art and Geography, the theme examines inventions, computing, local history and social change. Charles Babbage, Boolean logic and binary systems are explored to understand how Victorian innovation helped shape modern technology.

The human impact of industrialisation is investigated through studies of child labour, public health and Victorian living conditions. The work of Charles Dickens and William Blake is used to explore injustice and suffering, while Birmingham and the Black Country provide a local case study of industrial growth and change.

The theme also explores William Morris and reactions against mass production before linking to the modern world through fast fashion and the environmental damage affecting the Atacama Desert.

By the end of the theme, a deeper understanding is developed of how technological progress can improve lives while also creating social and environmental challenges that continue today.



Learning Checks

How did the Industrial Revolution change Britain?

SE.HS.05 Writing historical arguments

Did the Industrial Revolution change living conditions?

SE.HS.02 Making historical connections / SE.RE.01 Make sense of religious beliefs

Has industry improved lives? A journey from factories to fast fashion

SE.GE.02 Demonstrate understanding of human geography concepts and interrelationships

Key vocabulary

Algorithm, binary, bit, byte, carboniferous, child labour, coding, communication, decomposition, dramatic technique, fast fashion, germ theory, globalisation, industrial network, industrialisation, Industrial Revolution, injustice, landfill, leadership, living conditions, logic gates, market town, metalworking, migration, monologue, organisation, pastoral, philanthropist, pollution, pseudocode, public health, Quakers, rural, sanitary, sewers, smog, suffering, sustainability, teaching assistant, urban, urbanisation.

 **Watch** - [What is fast fashion? - BBC Newsround](#)

 **Listen** - [You're Dead to Me - The Arts and Crafts Movement: William Morris and his circle - BBC Sounds](#)

 **Read** - *The Industrial Revolution: A Very Short Introduction* – Robert Allen



Extended learning opportunities

Careers

These ideas can be used alongside the lessons in order to discover career pathways associated with key elements of learning from this theme.

Explore careers in Education

<https://nationalcareers.service.gov.uk/job-categories/teaching-and-education>

Places to visit

This section offers a selection of virtual trips which support knowledge of key areas and attractions from the lessons

- Black Country living museum, Dudley - [Home - Black Country Living Museum \(bclm.com\)](#)
- Whitwick Manor – home of William Morris [Wightwick Manor and Gardens | West Midlands | National Trust](#)

People, Place and Time

People: Key people who have had an influence in this theme. Students can use these to research information, or they can be used as WAGOLs for fact files.

Place: Map of the influence of different Victorian Britons around the world

Time: A timeline of innovations in the 19th Century

Family learning opportunities

Here are some ideas for things to do around this theme which is so closely linked to our local area.

- Walk around local canals and discuss why canals mattered for trade.
- Compare Victorian factory conditions with modern workplaces.
- Discuss whether technology improves everybody's lives equally.
- Talk to older relatives about how jobs and technology have changed.
- Compare old and modern school rules and experiences.
- Research family jobs linked to manufacturing, industry or public services.

Fiction books linked to the theme

1. **Oliver Twist – Charles Dickens**
A young orphan struggles through the harsh realities of Victorian poverty and workhouses.
2. **Street Child – Berlie Doherty**
The story of a homeless Victorian child surviving dangerous London streets.
3. **Cogheart – Peter Bunzl**
A steampunk mystery filled with inventions, mechanics and industrial-era technology.
4. **The Wolves of Willoughby Chase – Joan Aiken**
A gothic adventure set in an alternative industrial Britain.
5. **Journey to the River Sea – Eva Ibbotson**
Explores class, exploration and changing society through adventure.
6. **Northern Lights – Philip Pullman**
Features industry, science and political control in a richly imagined world.
7. **A Christmas Carol – Charles Dickens**
A powerful story examining poverty, wealth and responsibility in Victorian Britain.
8. **The Railway Children – E. Nesbit**
A family's lives are transformed through railways and social change.
9. **Clockwork – Philip Pullman**
A dark tale exploring invention, machinery and human ambition.
10. **Hetty Feather – Jacqueline Wilson**
Follows a Victorian orphan experiencing hardship and inequality.

Lessons

	Lesson title	Subject	Essential knowledge/concepts	Competencies	National curriculum coverage
1	Introduction to the Industrial Revolution	History	1. Describe the Industrial Revolution and key changes to life. 2. Explain how inventions caused change and affected people. 3. Judge which invention or inventor was most important, using reasons.	SE.HS.02 Making historical connections (change and continuity, significance / importance)	KS3 History: Ideas, political power, industry and empire. Investigate how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
2	Victorian Inventors – George Boole	Computer science	1. Describe the AND, OR and NOT Logic Gates. Explain how these Logic Gates work using inputs and outputs. 2. Predict the outputs of Boolean Logic gates using a Logic Diagrams and Truth Tables.	TL.CS.01: Logic and Algorithms (Boolean Logic, Binary)	KS3 Computer Science: Computing strands: understand simple Boolean logic [for example, AND, OR and NOT]
3	Charles Babbage, Binary and Coding	Computer Science	1. Identify key inventors of the Victorian Era. 2. Explain Charles Babbage's contribution to Computer Science. 3. Explore how 'problem solving' and 'logical thought' are used to	TL.CS.01 Logic and Algorithms (Boolean Logic, Binary)	KS3 Computer science: • Computing strands: • understand simple Boolean logic [for example, AND, OR and NOT]

			underpin Computer Science.		
4	William Morris	Art	1. Identify and research the artist William Morris, to understand history of Art. 2. Create an artist page for William Morris. 3. Create a repeating pattern.	C.RS.01: Identify and explore relevant contextual Artist research and I am able to express my thoughts and ideas through written analysis.	KS3 Art: Know about historical artists and understand the historical and cultural developments of their art forms.
5	Birmingham and the Industrial Revolution	History	1. Describe how Birmingham became a major centre during the Industrial Revolution. 2. Explain how geography, people and industry shaped the city. 3. Present ideas clearly and confidently using evidence.	CL.SL.03 Develop and adapt speaking skills and strategies in formal and informal contexts (speaking and presenting)	KS3 History: Ideas, political power, industry and empire. Investigate how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
6	How did the Industrial Revolution change Britain?	History English	1. Identify the impacts of industrialisation 2. Explain how industrialisation and urbanisation had negative impacts in people's lives 3. Evaluate the impact of the Industrial revolution on Britain	SE.HS.05 Writing historical arguments	KS3 History: Ideas, political power, industry and empire. Investigate how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

7	Life for Children in the Industrial Revolution	Drama	1. Recall and understand what life was like for children during the Industrial Revolution. 2. Explain and analyse how Dickens and Blake present child suffering using language and ideas. 3. Apply and create drama and film techniques to show suffering and evaluate their impact on an audience.	CL.SL.04 – Use and adapt dramatic techniques to explore texts, ideas and issues	KS3 English and Drama: Pupils should be taught to speak confidently and effectively, including through improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
8	Did the Industrial Revolution change living conditions?	History RE	1. Review conditions during the Industrial Revolution. 2. Explain why change did eventually happen 3. Categorise and evaluate the reasons for change during the later 19th Century.	SE.HS.02: Making historical connections (change and continuity, cause and consequence SE.RE.01: Make sense of religious beliefs	KS3 History: Ideas, political power, industry and empire. Investigate how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
9	Careers in education	PD	1. Describe different jobs in education and the skills needed for them. 2. Explain how school jobs and classrooms have changed since Victorian times. 3. Explain why different jobs in schools are important.	PD.CA.02: Experiencing the world of work	Gatsby Benchmark 4: Linking curriculum learning to careers.

10	Has industry improved lives? A journey from factories to fast fashion	Geography	1. Describe fast fashion and its impacts on the Atacama Desert. 2. Explain how production, transport and waste link to environmental damage. 3. Assess impacts on people and the environment and judge sustainability.	SE.GE.02 Demonstrate understanding of human geography concepts and its interrelationships with places, environments and processes	KS3 Geography “understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time” “In doing so, they should become aware of increasingly complex geographical systems in the world around them.”
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