

Industrial Revolution & Victorians

National Curriculum Objective:

- A local history study: a study of an aspect of history that extends pupils chronological knowledge beyond 1066 (a significant turning point in history)
- Compare and contrast between periods of history and today.
- To understand the changing powers of monarchs and the change in social history.

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|-------------------|---------------|-------------|--------------|------------|
| industrial | revolution | invention | steam train | James Watt |
| Industrialisation | Factory Act | rent | textile | squalor |
| Industry | conditions | rural | agricultural | transport |
| mill | child labour | infestation | smallpox | typhus |
| tuberculosis | chimney sweep | scavenger | labour | piecers |
| Spinning Jenny | abuse | Victorian | engine | machinery |

Substantive - Subject Knowledge Bigger Picture - Support words

Choose 5 words from the key vocabulary list and find the meaning in the dictionary.

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| Key Questions. | Child | Teacher |
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| What is meant by the industrial revolution and when did it happen? | | |
| Why was the invention of the steam engine by James Watt significant to this period? | | |
| Why were children expected to work alongside adults in factories and what were the conditions they worked in? | | |
| What were the differences in living conditions for the rich and the poor? | | |
| What were housing conditions in the slums like for factory workers? | | |
| What was the Factory Act and how did it help the rights of the Child? | | |
| How was the experience of Victorian schooling different to today? | | |