

## **YEAR 8 HOME LEARNING HISTORY – WEEK BEG 4<sup>th</sup> MAY AND WEEK BEG 11<sup>th</sup> MAY**

### **FEEDBACK SHEET**

This sheet is to be used by parents to help students reflect on their answers to the questions and activities completed during the HISTORY home learning between MAY 4<sup>th</sup> and May 15<sup>th</sup>. This sheet is not to be used by students whilst completing their work.

### **Lesson 1: Title: Conditions in the Mills/Towns**

#### **Starter Activity:**

Nice and straightforward. Ensure students use pencil and ruler in case of mistakes.

Men	Women	Children

#### **Activity 1:**

Below is an example of some facts that students might include and how they might look within the table.

Men	Women	Children
<ul style="list-style-type: none"><li>Men were dominant in society at the time so even the poorest of men was likely to earn up to two thirds more than a woman.</li></ul>	<ul style="list-style-type: none"><li>Many women would work similar jobs to men such as in factories and in coal mines but they would receive less pay.</li></ul>	<ul style="list-style-type: none"><li>Children as young as five often worked in factories sweeping floors and climbing inside machines to fix them.</li></ul>

#### **Activity 2:**

Here students write a short diary entry from the perspective of one of the following:

- A child during the Industrial Revolution
- A woman during the Industrial Revolution

- A man during the Industrial Revolution

This task is for students to be able to recall some of the facts from the previous activity whilst humanising the people and trying to empathise with their situations. Therefore, it should mainly focus on the negative aspects of the Industrial Revolution and its effects on society.

EX.

Dear Diary,

Today has been such a long and arduous day. I worked for seventeen hours in the heat of the factory with little to no break. At the end of the day I was handed my pay – I was told that the reason I am not being paid the same as some other is because I am a woman! I do not see how this is fair as I work just as hard as anybody else in this place... (and so on)

### **Activity 3:**

Students can now create their own list of rules that they would have introduced. It is important that they base their ideas from the perspective of somebody living at that time for historical relevance but it is a nice way for students to form opinions over moral issues such as equality.

Examples:

1. Workers must have protective equipment such as gloves and boots.
2. Women should be paid the same as men.
3. No person under the age of sixteen is allowed to work in the factory etc.

### **Extension Activity 1:**

Students could provide reasons for each of their rules.

For example:

Rule: No person under the age of sixteen is allowed to work in the factory etc.

Reason: Young people should have been given the time and opportunity to develop and grow before being allowed into the world of employment.

### **Extension Activity 2:**

Students can create a simple fact file for Robert Owen (a man who made progressive decisions towards better and safer workplaces and conditions).

This ties in nicely with all of the above activities.

Example:

Name: Robert Owen

Year of Birth: 1771

Year of Death: 1858

Early life: While Owen did not receive a formal education, he did read a lot.

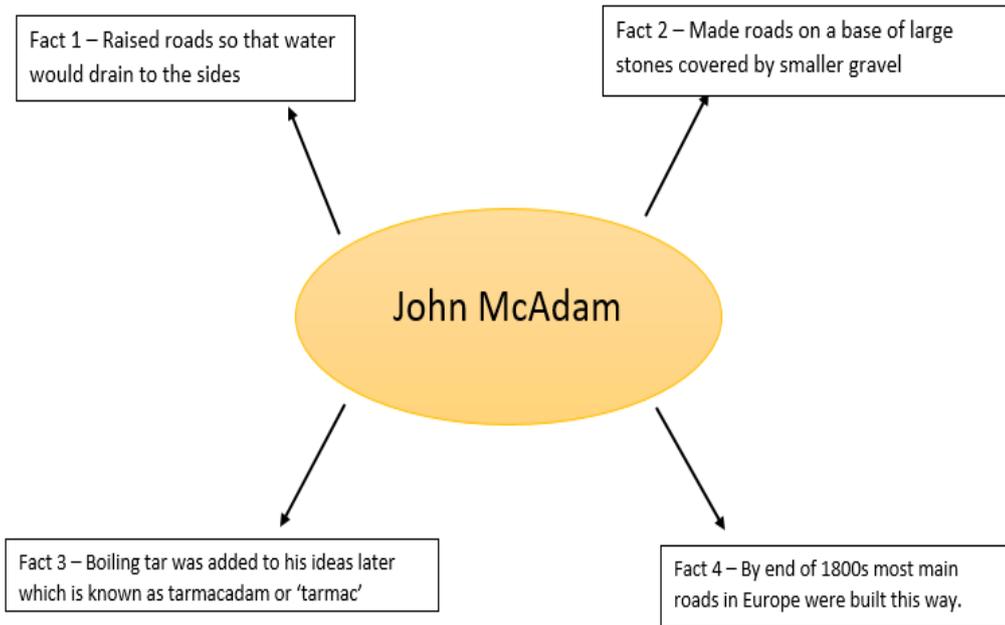
Why he is remembered: Legacy:

## Lesson 2: Transport

### Starter Activity:

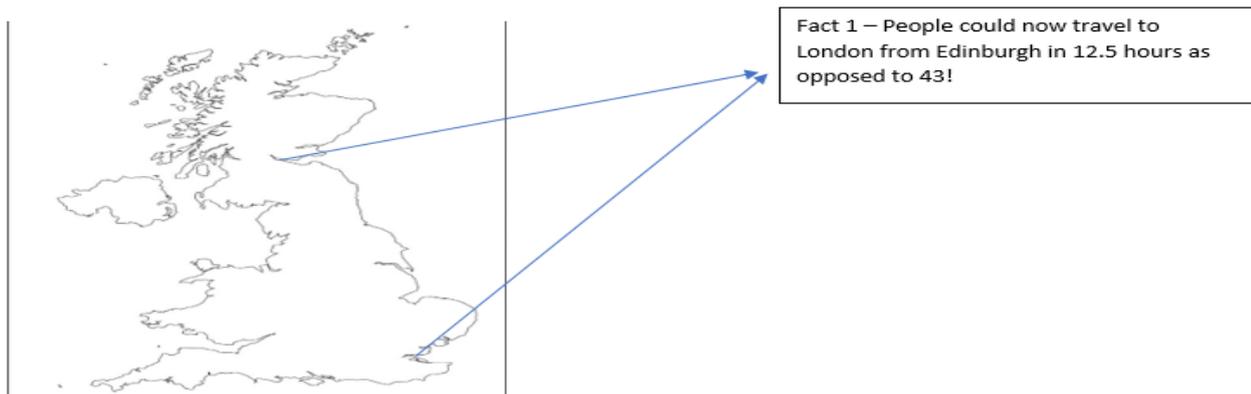
Students need a few basic facts revolving around the key figures and they should focus on transport and transport improvements. They can use the PPTs or a quick internet search brings up plenty of facts.

Below is an example for John McAdam



### Activity 1:

Students can sketch or trace a map of England, Scotland and Wales (it doesn't have to be incredibly detailed) but should be big enough to label with 10 facts.



### Activity 2 – 5 minutes

Which of the above facts do you think you would have enjoyed the most if you lived during the Industrial Revolution?

Here are a few examples of facts they could include:

- People could now have fresh fish delivered inland from coastal towns.
- Railway engineering towns such as Swindon and Crewe developed.
- People could travel between Liverpool and London in 6.5 hours as opposed to 24 hours by horse and cart.

## **Activity 2:**

Students give a short opinion here as to the best effect(s) of the new transport system in the country.

EX. In my opinion the best effect of the new transport systems was that newspapers could now be delivered from the large cities to every village and town in the country. This allowed people to read up on politics and to get more involved in their country and how it was run.

## **Activity 3: Knowledge Quiz Answers**

The railway created a huge amount of...

- Trees
- Jobs
- Revolutions
- Universities

Which companies began to struggle because of the railway?

- Food companies
- Newspapers
- Restaurants
- Stagecoach companies

How many tonnes of coal could a horse pull on a railway for twenty miles a day?

- Two tonnes
- Five tonnes
- Ten tonnes
- Twenty tonnes

How many tonnes of coal could a train pull on a railway for two hundred miles a day?

- One tonne
- Five tonnes
- Twenty tonnes
- Forty tonnes

A horse and cart could travel between London and Liverpool in 24 hours. How long would it now take a train?

- 1 hour
- 3 hours
- 6.5 hours
- 8.5 hours

Railways now made people \_\_\_\_\_ more.

- Dance
- Read
- Run
- Walk

The railway accidentally led to the creation of...

- Planes
- Camera
- A new time-zone
- Canals

Instead of pigs' trotters, what became a new famous supper for many working-class people?

- Pizza
- Fish and Chips
- Peanut butter
- Pineapple

### **Extension Activity:**

The extension is for students to make a quick plan which acts as a method of recalling information from the lesson above.

For example students might start by saying:

1. I would like to start my journey by travelling into London. It is my first time in London as previously I could not afford to go there as it would take too long and tickets were expensive.
2. I would explore London and would then like to visit Brighton. This would only take me 75 minutes rather than the 6 hours it would have taken by horse and cart. I have never seen the ocean before! I feel it would help me to relax as I work so hard all year etc.