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|   | **THE INDUSTRIAL REVOLUTION- YR 9** |
|  | **topics** | **knowledge base** | **which means..** | **sample tasks** | **numeracy** | **literacy** | **i.t.** | **participation** | **sample assessment task** | **skills checklist** | **what they need to know first**  | **resources** |
|   | The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding [empire](http://www.australiancurriculum.edu.au/Glossary?a=H&t=Empire)) and of Australia [(ACDSEH017)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH017) |   1. mapping the British Empire c.1800 CE and the raw materials it obtained from colonies (for example sugar from Jamaica, wool from Australia, and cotton from India) 2.explaining changes in technology (for example steam-driven spinning mills, railways and steam ships) which led to factories and cities 3. identifying the spread of innovations such as steam power; iron and steel production; transport; and chemicals in Europe, USA and Japan | Explain the idea of colonisation and show maps of the British Empire and how these colonies were used.Look at some of the inventions that led the Industrial Revolution and how these ideas then spread around the world | Study early maps of England and colonisation Research history of steam engine, spinning wheels, railways | Read and understand map scale and grid reference | Reading and comprehending variety of texts | Internet research |  | Discussion of uses of British colonies.Research on invention |  | How to ‘read’ mapsHow to use internet for research. | Copies of British empire mapscomputers for research |
|   | The population movements and changing settlement patterns during this period [(ACDSEH080)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH080) | 1. describing the growth of cities as men, women and children moved to the cities to find employment 2. investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example those that were taken as the Eiffel tower was being constructed using iron) | Look at the way the English lived during the start of the Industrial Revolution and how the changes affected where they lived as the growth of factories attracted more and more people. | View ‘worst jobs’ documentaries and answer questionsView population maps of the time – reconstruct using choropleth style of mapping Create word cloud using description of Industrial London | Read and understand map data | Noting and selecting key words and phrases | Use word cloud program | Viewing documentaries | Short answer questionsdescription of map detailsword cloud |  | How to use word cloud program | Worst job Documentaries population mapsaccess to internet and word cloud site |
|   | The experiences of men, women and children during the Industrial Revolution, and their changing way of life [(ACDSEH081)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH081) |  1.describing the impact of steam, gas and electricity on people’s way of life during the Industrial Revolution 2, investigating the changes in working conditions (for example longer working hours for low pay and the use of children as a cheap source of labour) | Look at the way people lived for example in Industrial London. Look at the development of work houses for the poor and use of children as cheap disposable labour | Watch “Oliver Twist’Write a letter/diary as a child who lives in a workhouse.Create a Fakebook page for a child in IR |  | Viewing for informationletter writingcharacter profiling | Fake book page creation | Viewing movie | Short answer questions on Oliver Twist letter/diary/profile |  | How to access and use Fake bookhow to format a letter or diary | Oliver Twist dvdexamples of letters/diary/profileaccess to dvd viewingaccess to internet ( optional for letter/diary) |
|   | The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication [(ACDSEH082)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACDSEH082) | 1. describing the impact of factories, mines and cities on the environment, and on population growth and distribution 2. outlining the growth of trade unions as a response to the impacts of the Industrial Revolution | Look at the way the factories, mines and cities changed the physical look of England and the population growth and distributionThis is also a good time to look at the England prison system and the overcrowding and jails which led in part to the colonisation of Australia…. | Research condition in English jails including the hulksQuestion in reference to PowerPoint on ‘why Australia was chosen’ |  |  |  |  |  |  |  | Ppt – why Australia was chosen |