

Year 8 History

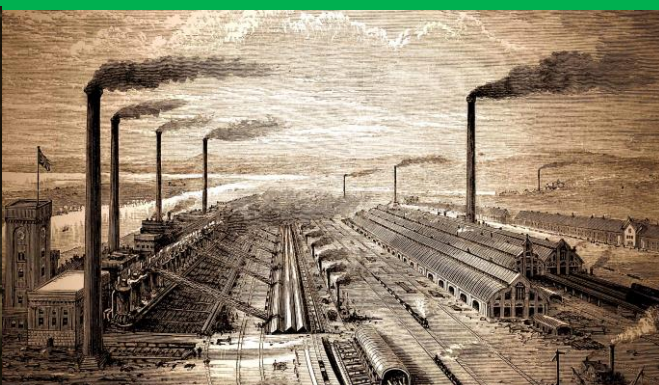
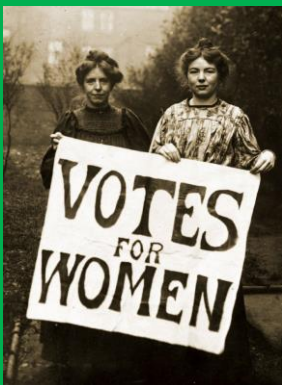
Knowledge Organiser

Industrial Revolution and Political challenges

Term 3

Name:

Class:



Enquiry Question:

To what extent did the lives of ordinary people change between 1750-1918?

Big Questions:

- 1) What is the Industrial Revolution?
- 2) What were the social consequences of the early Industrial Revolution?
- 3) What was it like to live and work in the new industrial towns for children?
- 4) Why did ordinary people demand change after 1815?
- 5) Why was there so much crime in cities?
- 6) What were the arguments for and against women getting the right to vote?
- 7) Why did women kill themselves to get the vote?
- 8) How could the franchise be extended today?

The Industrial Revolution was a time of rapid and great change for Britain. It lasted from around 1745 to 1901. Britain changed more between these dates than during any other period in history. It was a time when the population grew faster than ever before and, by the end of the period, for the first time in Britain's history, more of the population lived in towns than in the countryside. It was a time when some of Britain's most famous battles took place – and when Britain gained an empire that rivalled any the world had ever seen. The period saw some of Britain's greatest inventors, politicians, medical men and women, writers and businessmen come to the fore. The foundations of many of our favourite sports, high street shops and familiar customs were also laid during this period.

Before 1745 only around 10 million people lived in Britain. By 1745 King George II was king, but he was not particularly popular because it was said that he preferred Germany. Parliament continued to make laws and hold elections every few years. Parliament controlled most of the king's money so whenever they put proposals forward, they never had any trouble in getting his support. Rich men who owned most of the land were the politicians and only other rich men could vote for them. Only 5% of men (the rich) could vote, and women were not allowed to vote. This prompted demands for political change, and women demanded the vote. After World War One, the franchise (who could vote) was extended to include some women.

Big Question 1

What is the Industrial Revolution?



1750



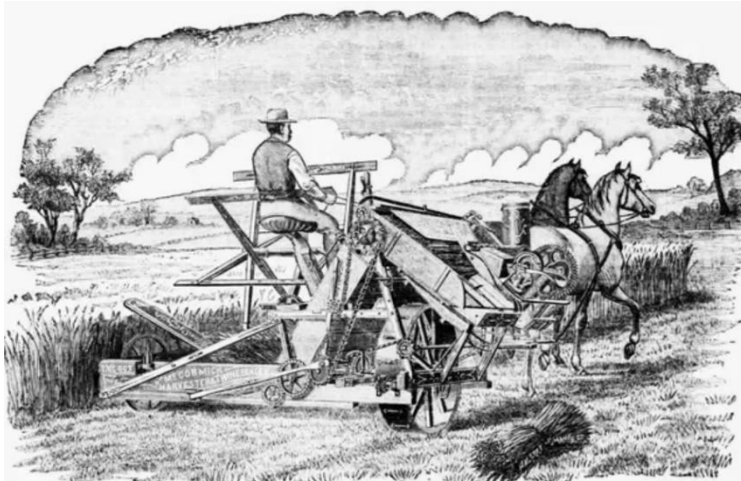
1900

Huge changes occurred in the way people worked in the 1700s and 1800s. This was the time when the manufacturing of goods moved out of people's homes and into the new steam-powered factories. Dozens of clever machines made things in a fraction of the time it would have taken a person. The Industrial Revolution was not just caused by one thing. Instead, it was caused by a combination of several factors that all came together at a similar time.

<p>More people</p> <p>Between 1745 and 1901 the population increased – massively. There was now around 37 million people in Britain. All these people needed shirts, coats, shoes, plates, clocks etc. The factories that produced these goods made a fortune for their owners. Britain changed as factories provided work for the growing population and made lots of goods for them to buy.</p>	<p>Empire</p> <p>Britain gained a vast empire – at one point, Britain ruled over 450 million people living in colonies all over the world. Britain ruled huge countries. These colonies brought British-made goods of all kinds, especially cloth, iron and steel. Britain changed as its empire grew.</p>	<p>Clever entrepreneurs</p> <p>Entrepreneurs are business people who are prepared to take risks. They buy raw materials (like clay) make it into goods (like teapots) and sell the goods for a profit. At this time, there were large numbers of risk-taking entrepreneurs. Banks were willing to lend them money to put into new businesses, factories and inventions if it looked like they would be profitable.</p>
<p>Brilliant inventors</p> <p>At this time, some of the world's greatest inventors lived in Britain. Clever inventors thought up wonderful machines that did things faster than ever before. Steam engines, steam trains, electric generators and light bulbs were a few of Britain's firsts. Britain changed as it became a world leader in technology.</p>	<p>Coal and iron</p> <p>Britain was blessed with some valuable raw materials. By 1850, Britain produced two-thirds of the world's coal, half of the world's iron, two-thirds of the world's steel and half of the world's cotton cloth. Britain was called the workshop of the world.</p>	

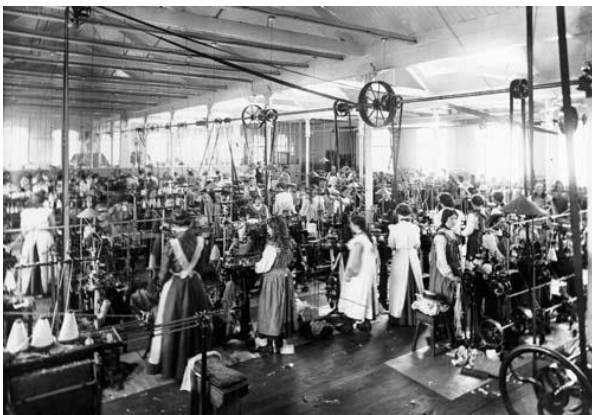
Big Question 2

What were the social consequences of the early Industrial Revolution?



The Agricultural Revolution meant farms and farmers became more efficient and the result of this was less labourers or people were needed to farm the land. Smaller farmers could not compete so lost their farms. These people lost everything and ended up being unemployed living as homeless wanderers. There was no social security then although the poor laws would give temporary relief.

They needed jobs so in the end moved to the towns to work in the factories that were opening up to produce cheap cloth.



The working conditions that working-class people faced were known to include: long hours of work (12-16 hour shifts), low wages that barely covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights. Factories were also crowded and children had to work long hours too.



Big Question 3

What was it like to live and work in the new industrial towns for children?



A typical day for a child working in a factory.

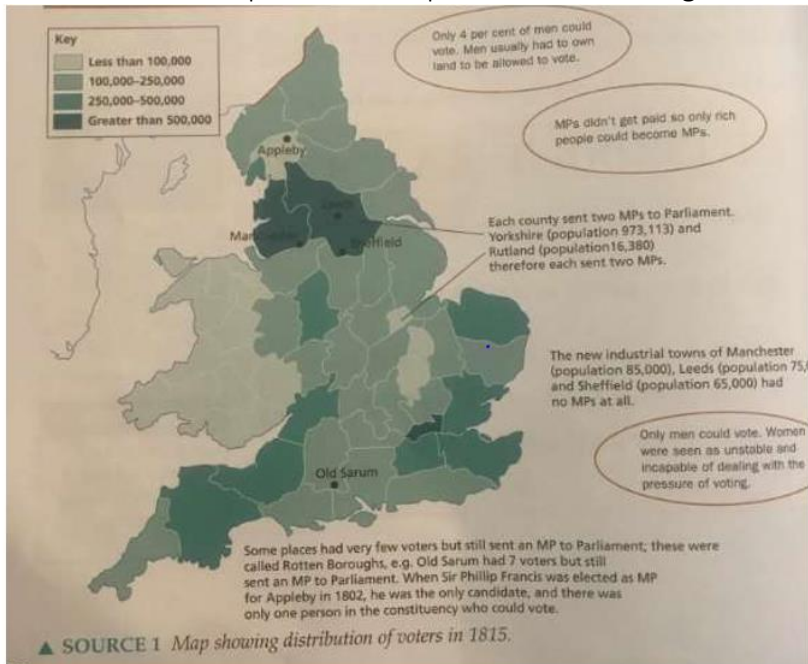
04:00	Woken up for work.
05:30	Start work – if late then a fine is issued. Factory owners often fastened the clocks by 15 minutes.
05:30-08:00	Load, unload and carry around heavy baskets full of equipment.
08:00	Half-an-hour break for breakfast.
08:30-13:00	Continue to work loading, unloading and carrying around heavy baskets full of equipment.
13:00-14:00	Lunch (would vary between 30-60 minutes).
14:00-18:00	Continue to work loading, unloading and carrying around heavy baskets full of equipment.

There would be fines for breaking rules, or quite possibly you could be sacked. There would also be harsh punishments if you did not complete your work. Children would work on average a 12 hour day, however, in busy times it would be between 14 and 15 hours. They worked Monday-Saturday and on a Sunday had a shorter day of 6 hours.

Big Question 4

Why did ordinary people demand change after 1815?

Living and working conditions were poor in Britain and the ordinary people wanted change. They did not feel it was fair that they had no say in political affairs, and after the French Revolution were inspired to rise up and demand change.



As you can see from the map it was very unevenly distributed where and who could vote in Britain.

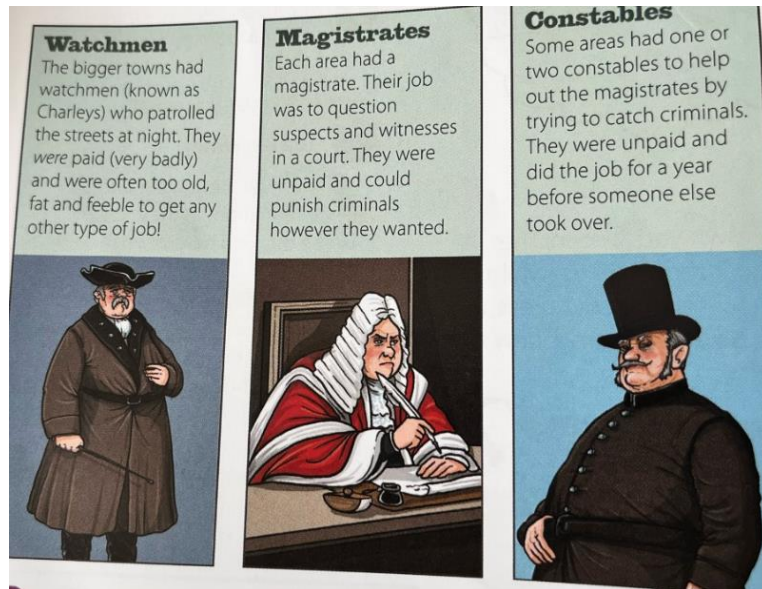
Ordinary people also demanded changes be made to poor working conditions. These gradually happened.

Factory Act 1819	- Limited the hours worked by children to a maximum of 12 per day.
Factory Act 1833	- Children under 9 banned from working in the textiles industry and 10-13 year olds limited to a 48-hour week. - Nine hours of work per day. - Two hours of school per day. - Factory inspectors (only 4)
Factory Act 1844	- Maximum of 12 hours work per day for Women. - Machines to be made safer.
Factory Act 1847	- Maximum of 10 hours work per day for Women and children under 18.
Factory Act 1850	- Increased hours worked by Women and children to 10 and a half hours a day, but not allowed to work before 6am or after 6pm.
1874	- No worker allowed to work more than 56.5 hours per week.

Big Question 5

Why was there so much crime in cities?

Crime was a huge problem in the early 1800s. Many criminals were never caught, for a start, because there was no policemen or detectives to track them down. Catching criminals was down to a mixture of people called magistrates, constables and watchmen.



London had the worst crime problems because it was Britain's largest city. In 1749, a London magistrate named Henry Fielding decided to do something about the con men and thieves lurking around the offices in Bow Street. He gathered six men, gave them handcuffs, a pistol and a stick and promised to pay them a guinea (£1.05) a week to capture as many criminals as possible. They wore their own clothes at first, but then were given a uniform. They became known as the Bow Street Runners.

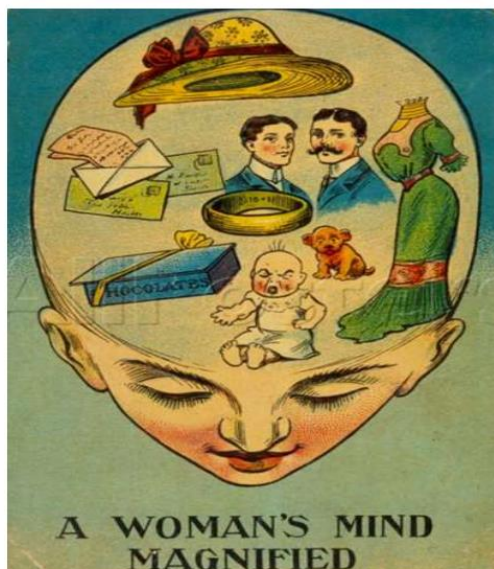
In 1829, Robert Peel set up the Metropolitan Police. 3000 men, mainly ex-soldiers, were given a new blue uniform, boots, a wooden truncheon, a rattle, a brown coat and a top hat lined with iron. They were expected to walk their 32km beat around London, seven days a week. They had to be less than 35 years old, healthy and able to read and write. Discipline was severe and many early recruits were sacked for drunkenness.



Big Question 6

What were the arguments for and against women getting the right to vote?

Women should get the right to vote.	Women should not get the right to vote.
<ul style="list-style-type: none"> • Men and women are created equal so they should have the same rights. • It would increase the number of voters. • Legislation affecting women and children would be more likely to be adopted. • It would make women more broadminded and increase their influence. • It is fair and right that those who have to uphold the laws should be able to decide them. • It is fair and right that those who pay taxes should have a say in the amount of the tax and how that money is spent. 	<ul style="list-style-type: none"> • Would mean that women would be in competition with men rather than cooperation. • Women's feminine and divine natures would be ruined and corrupted by involvement in politics. • Women cannot handle voting because they lack the necessary education to understand politics. • It would threaten the family. • Married women would just vote like their husbands. • Women do not want the responsibility of voting.




Big Question 7

Why did women kill themselves to get the vote?




The Suffragists chose peaceful methods to try and get their message across. Choosing to march in the streets with banners and signs to try and persuade the government that they should have the right to vote.


The Suffragettes were a breakaway group that chose to use more violent and extreme methods, as listed below.

**SUFFRAGETTE ACTIONS**


In order to be heard, the Suffragettes engaged in a series of actions, including the following:




Churches were burned down, as the church of England opposed the idea of granting women the right to vote.




Women embraced going to prison. From there, they went on hunger strikes. In response, prison governors ordered force feeding to prevent women from dying in prison. This act was used by Suffragettes to gain public attention as they were mostly educated women.




In order to avoid force feeding Suffragettes in prison, the government of Asquith passed the Cat and Mouse Act. This act let Suffragettes go on hunger strikes. They were released from prison as they became weak.



Some chained themselves to Buckingham Palace to show the Royal Family their cause.



They broke down windows and vandalised Oxford Street. The Suffragettes attacked golf courses and houses of politicians.



Big Question 8

How could the franchise be extended today?

The franchise is the range of people that are entitled to vote in elections in the UK today.
There has been calls for the franchise to be extended today.

Method.	Arguments to support this.	Arguments against this.
Votes at 16.	<p>Students are more informed about political matters today.</p> <p>16 year olds can get married, pay taxes and work so should be allowed to vote.</p>	<p>Easily swayed by other factors so may not understand political matters.</p> <p>Political matters maybe too complicated.</p>
Prisoner voting.	<p>Everyone over a given age should have the unconditional right to vote.</p> <p>Prisoners will usually return to society and are affected by government policies, both in and out of prison.</p> <p>A ban on them voting means they are unfairly removed from the democratic process.</p> <p>Two people who get the same length of sentence may be treated differently, as one may serve there sentence during a general election period, whereas the other may not.</p>	<p>Opponents of prisoner voting rights argue that the removal of the right to vote should be part of a prisoner's punishment. By committing a crime, prisoners have shown that they cannot take responsibility for their actions, and therefore they should have the right to vote taken away from them.</p> <p>Citizens have key duties in society and should have some rights removed if they do not fulfil those duties</p>
Compulsory voting.	<p>Supporters of compulsory voting argue that because it ensures that such a high percentage of the electorate engage in the democratic process, the outcome has enhanced legitimacy.</p> <p>In recent years voting has significantly decreased in many liberal democracies, so compulsory voting would address this pressing problem.</p>	<p>Compulsory voting is also highly controversial since critics claim that it gives the state too much power to coerce its citizens.</p>

Glossary

Agricultural	To do with farming either of animals or crops or both.
Auction	Selling goods or people through bidding, the highest bid wins.
Ballot	The process of having a vote.
Canals	A new waterway and means of transporting heavy or delicate goods. Hundreds of miles were built in the Industrial revolution.
Colony/colonies	Areas or countries controlled by another country; for example, Britain controlled a huge number of colonies, which made up its Empire.
Compensation	Money or other benefits given to make up for injured or other damaged cause.
Cotton	Natural material made into cloth.
Democracy	A form of government where the people of the country elect the leaders.
Disputes	Arguments/disagreements.
Dominant	Having influence and control.
Election	In a democracy the period of time taken to cast votes for politicians.
Empires	Collections of different areas or countries controlled by one 'mother' country; Britain had the largest empire in the world by 1900.
Enclosure	The fencing off of the land to create individual fields owned by one person.

Fallow	A field left with no crops in it to recover its fertility.
Factory	A place where people manufacture goods to sell in the Industrial revolution it would contain lots of machinery and people.
Industrial	The manufacturing of goods for sale generally by machinery in factories.
Inventions	The machinery created to make the Industrial revolution work.
King	Ruler of a territory at the top of a hierarchical society.
Legacy	What someone or something is remembered for or what they leave behind that is remembered.
Member of Parliament	The politician who represents their constituency in parliament.
Mercantilism	Mercantilism, which thought it was a good idea for European countries to have a lot of colonies that traded only with them
Middle Class	The middle and the professionals such as lawyers, doctors, managers they are richer than the working class and better educated but not as rich as the Upper class.
Military	The armed forces that defend a country or attack other countries, includes the army and the navy.
Mines – Open cast	A large surface hole to get at coal close to the surface.
Mines – deep	Mines dug into the ground in tunnels – highly dangerous work due to possible collapse.
USA	The United States of America
Plantations	Large farms on which crops are grown.

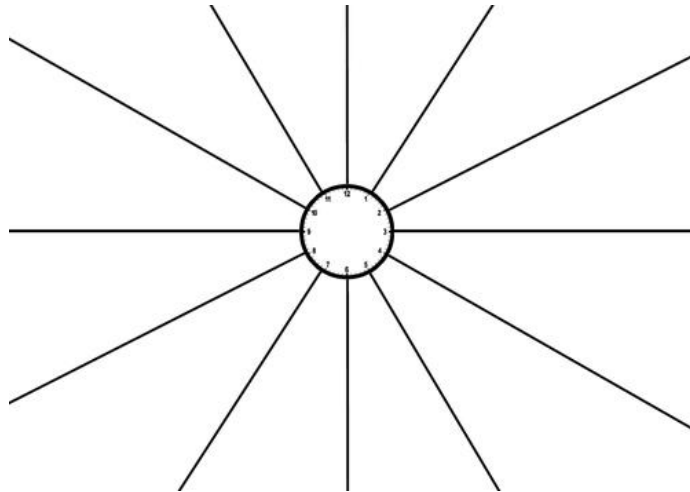
Politicians	The people who work in politics to run a country or area.
Privateers	Officers of privately owned ships, authorised by a country's leader to attack ships from enemy countries.
Railways	A new invention in the industrial revolution steam engines running on rails to carry passengers and freight.
Revolution	A rapid change from what was happening in the past or just before the revolution takes place.
Renaissance	A cultural 'rebirth' used to describe the period in the late 1400s when people such as writers, mathematicians and scientists learnt new ideas.
Rural	Anything to do with the countryside.
New Roads	New roads were needed and Macadamized roads were made a lot better than the old tracks
Three field system (open field system)	A farming system used for centuries which involved farming three large fields as a group. The fields would grow two crops and one would be fallow.
Transportation	The means of getting around without having to walk eg horse and cart; railways, ships.
Upper Class	The people at the top of society the men and women born wealthy and educated to be superior.
Urban	An area inside a town
Voting	To cast a ballot for your chosen candidate during an election.
Working class	The people who work in the factories generally the poorest in society.

How do I revise for end of topic assessments?

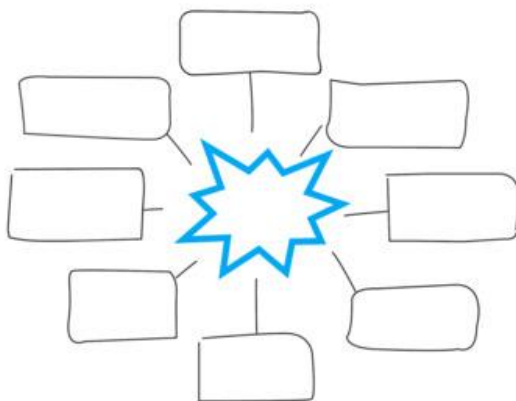


Flashcards – Use flashcards to practice key dates, terms and people. You could write a key date on one side, and turn it over and put the event. Alternatively, you could do match-ups, where a key person is written/drawn and then on another card what they have done is written down. You could then match-up the cards. Flashcards are also great for writing out knowledge questions on one side, and writing the answer on the other side.

Revision clocks –



Take an A3/A4 bit of paper and divide it into 12 sections. In each section write a big question and write 3 or 4 bullet points of the key knowledge for that question in the clock. Make your clocks colourful and highlight key words/dates/people.



Mind-maps – Write a topic in the middle and have 5-6 branches coming off around it with the key ideas. For example, you could have a mind-map on the Battle of Hastings, and your branches could include the key events, information about the different fighting techniques and the reasons why William won.

Brain dump – Get a blank piece of paper, and write down everything you know about the topic being studied. Give yourself 4-5 minutes to do this. When the time is up, in a different coloured pen, use your workbook and knowledge organiser to fill in any missing details.

Homework 1 – Why did the population increase between 1745-1901?

Between 1745 and 1901 the population of Britain grew so fast that one historian called it ‘an explosion of people.’ There were about 7 million people living in Britain in 1745 with another 3 million in Ireland. By 1901, Britain’s population was nearly 40 million. The population had quadrupled.

There are only three possible ways for population to increase – the number of births increase; the number of death decrease or immigrants move to the country.

Historians known that after 1745 the number of people moving to Britain was similar to the number of people leaving – so immigration could not have caused the population to explode. There were several reasons why the population exploded.

- Farmers – After 1745, farmers produced more food. People had the opportunity to enjoy a healthier diet – fresh vegetables, fruit, meat, potatoes and dairy products. All the protein and vitamins helped the body to fight disease.
- Midwives – After 1745, there were improvements in the care of pregnant women by midwives. Some hospitals were even providing maternity beds by 1760.
- Cotton – From 1800, cotton started to replace wool as Britain’s most popular cloth. Cotton underwear became very popular. Cotton is much easier to wash than wool, so regular washing killed off germs.
- Jenner’s jabs – In 1796, Edward Jenner discovered how to vaccinate against one of Britain’s worst diseases – smallpox. Gradually, more and more people were treated until in 1853 vaccination was made compulsory for all. Smallpox eventually disappeared.
- Soap – After 1800, cheap soap became readily available. Soap is a powerful germ-killer (although before the 1860s people did not know that germs caused disease).
- Cleaner cities – After the 1860s councils began to clean up their towns and cities. Clean water supplies and sewers were installed. Better housing was built too. The healthier towns included wider, lit streets and parks for the public to use.

- Doctors and nurses – After 1870, doctors started to use anaesthetics and antiseptics to make operations safer and cleaner. Fewer patients died of shock, pain or infection. Nurses were better trained too. They worked in a growing number of hospitals.
- Baby boom – After 1800, there were more factories that employed child workers. Some parents had children knowing that they could send them out to earn money.
- Sobering up – In the 1700s, there was a craze for drinking cheap gin. Lots of alcoholics died as a result. Heavy gin drinking damaged unborn babies. In 1751, the government put a tax on gin, making it more expensive. Then fewer people were able to afford it.
- Education – Education improved. After 1870, better schools improved literacy. Now people could read booklets giving advice about health, diet, cleaning, childcare and care of the sick. People began to lead healthier lives.

Questions

- 1) How many people lived in Britain by 1901?
- 2) What three reasons explain population increase?
- 3) Describe three ways in which people developed cleaner habits.
- 4) Describe three ways in which people's lives became healthier.
- 5) What, in your opinion, is the most important reason for the population increasing and why?

Homework 2 – Industrial Revolution true/false.

Read each statement and decide whether it is true or false. Correct any false statements in the space provided.

Statement.	True/False.	Corrected statement.
Agriculture means anything to do with towns or cities.		
Richard Arkwright built his first textile mill in Cromford, England in 1774.		
Voting was in public in 1815 – voters had to stand up and say who they voted for and could easily be bribed.		
The Factory Act passed in 1833 banned children under 5 from working in the textile industry.		
The Metropolitan Police Act was passed in 1819.		
75% of crimes in the 1800s involved theft – street robbery and burglaries.		
Rookeries were parts of cities where housing was of an excellent quality.		

Homework 3 – Revision

Task – Complete a revision activity to revise for your end of unit assessment. Use page 14 of the knowledge organiser to give you some ideas of how you could revise.

Wider Reading/Resources

The Industrial Revolution: A History from Beginning to End by Hourly History.

Iron, Steam and Money: The Making of the Industrial Revolution by Roger Osborne.

The British Industrial Revolution in Global Perspective by Robert C. Allen.

Childhood and Child Labour in the British Industrial Revolution (Cambridge Studies in Economic History - Second Series) by Jane Humphries.

Sir Robert Peel: The Life and Legacy by Richard A. Grant.

My Own Story by Emmeline Pankhurst.

Suffragette: The Battle for Equality by David Roberts and Lauren Laverne.

Suffragettes: The Fight for Votes for Women by Joyce Marlow.

