

# Did ordinary lives improve in the Industrial Period?

Lesson Enquiry Question	Main disc. focus	Substantive knowledge covered	Key terms
<a href="#">Is the BBC History magazine right about the 'Happy Victorians'? (Overview).</a>	Evidential Understanding Change and continuity Interpretations	<ul style="list-style-type: none"> <li>• Aristotle's criteria for achieving 'happiness'.</li> <li>• An overview of living and working in Industrial Britain including, growth of urban areas, child labour, The Great Stink, improvements in medicine, working conditions, holidays, the growth of musical and the Great Exhibition.</li> </ul>	Industrial Revolution, working class, chimney-sweep, music hall, grammar school
<a href="#">Does Richard Arkwright deserve his place in the National Portrait Gallery?</a>	Significance Causation	<ul style="list-style-type: none"> <li>• Richard Arkwright's career as a wig-maker, barber and then factory owner.</li> <li>• Factories, the water-frame and spinning machines.</li> <li>• The controversy with John Kaye and the patent.</li> </ul>	water-frame, factory system, mill, Spinning Jenny, mule, patent.
<a href="#">What was it like to be a worker during the Industrial Revolution?</a>	Change and continuity	<ul style="list-style-type: none"> <li>• What life was like in a factory including, pay, factory inspections, the Factory Act 1844, dangers of working in a factory, Child Labour Laws...</li> </ul>	child labour, cholera, textiles, music hall, Holy Days.
<a href="#">Is E.P. Thompson right: was Victorian child labour 'one of the most shameful events in our history'?</a>	Interpretations Source Analysis	<ul style="list-style-type: none"> <li>• Establish and interpretation of what chimney sweeps were like according to the novel, <i>The Water Boys</i>.</li> <li>• Establish EP Thompson's short interpretation of child labour.</li> <li>• Establish a criteria for 'shameful' in this context, namely: <b>Exploitative</b>: the children didn't have any choice. <b>Intensity</b>: the work was extremely hard and tiring. <b>Scale</b>: it made a large number of children's lives worse, over a long period of time (and with little improvement). <b>Consequences</b>: it caused real harm (including injury). <b>Avoidable</b>: this work didn't necessarily need to be done by children; the horrors could have been avoided.</li> <li>• Knowledge of child labour taken from a series of contemporary sources and other clues.</li> </ul>	child labour, chimney sweep, exploitation, mule scavenger, apprentice.
<a href="#">What can the music hall really tell us about women in Victorian society?</a>	Interpretation, change and continuity, diversity	<ul style="list-style-type: none"> <li>• Different views or interpretations of the ideal 19<sup>th</sup> century woman.</li> <li>• Establish Patricia O'Hara view that music hall performers posed a 'threat' to 'conservative Victorian ideas about gender'</li> <li>• Use a series of case studies about female music hall stars / acts including , Marie Loftus , Vesta Tilley Sisters Levey and others to support or challenge O'Hara's view</li> </ul>	music hall, gender, angel in the house, principal boys, tableaux vivants