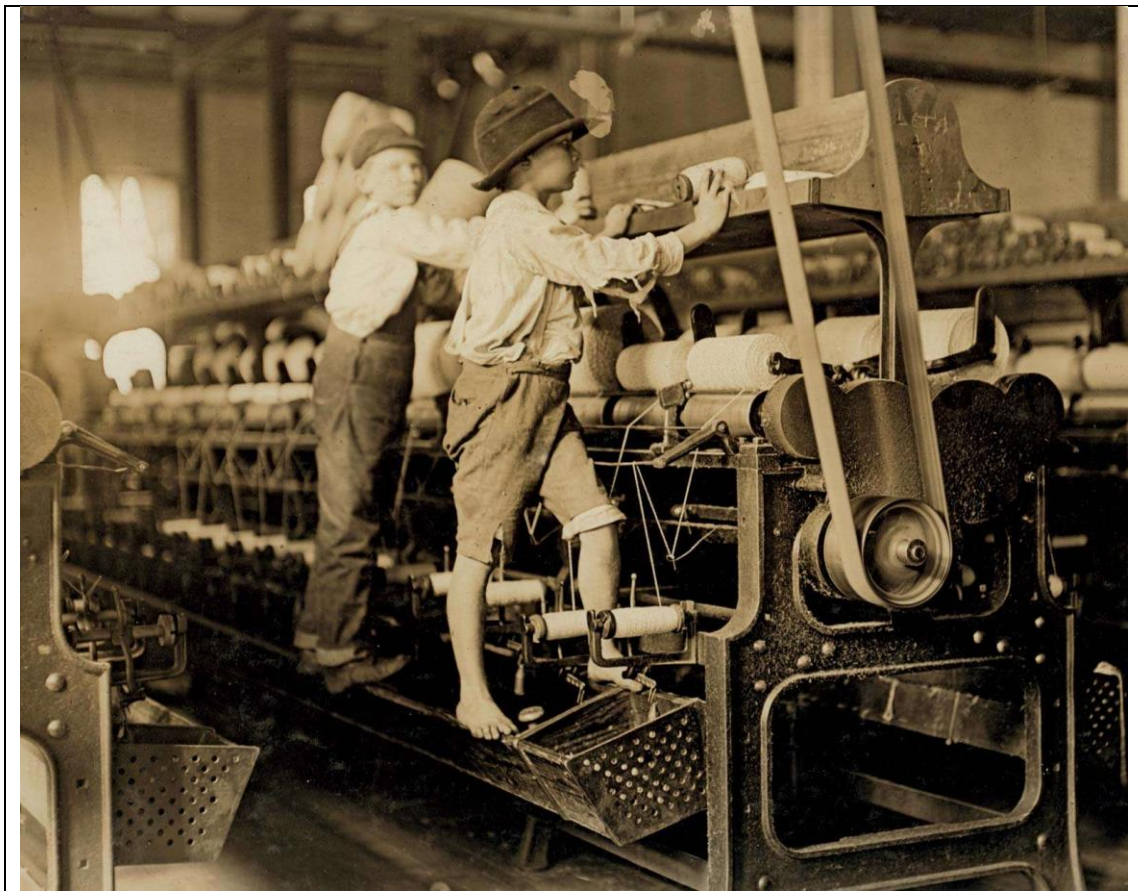


Name: _____



History

Homework Booklet



Year 8

Term 3: The Industrial Revolution

Homework 1	Learn keywords	Due date:	Completed?
Homework 2	Exam Skills	Due date:	Completed?
Homework 3	Prepare for knowledge test	Due date:	Completed?

History Homework Tasks Term 3

Homework 1 - Learn the keywords below for a mini test at the start of next lesson. You could read through the words, write them out, create a match up activity or get someone to test you.

Keyword	Definition
Factory	
Steam Engine	
Titus Salt	
Flying Shuttle	
Water Frame	
Power Loom	
Coke-fired Iron	
Tolpuddle Martyrs	

Homework 2 — Using the knowledge organiser and BBC Bitesize plan or practise an answer for the following question:

Explain why Textile inventions such as the Flying Shuttle helped improve the textile industry. You may use the following in your answer

- Reduced labour costs
- Faster production of cloth

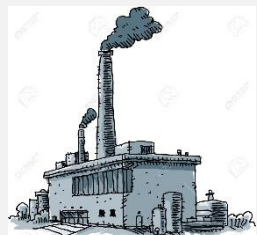
Remember to use a P.E.E.L structure and develop 3 paragraphs, each with their own reason.

Homework 3 — Revise and prepare for your end of topic assessment using Seneca and other online resources such as BBC Bitesize.

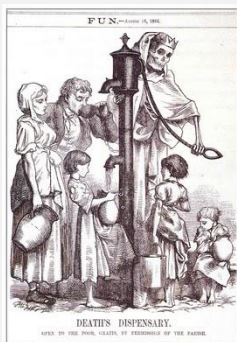
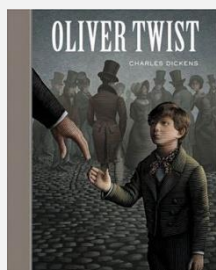
Use the knowledge organisers and online websites to revise the content from Term 2+3 lessons below are a few of the topics to focus on:

- Abolition of Slavery
- Middle Passage
- Textile Inventions
- Abraham Darby and Coke-fired Iron
- Tolpuddle Martyrs
- Factories

Create a revision mind-map of Term 2+3 to help with your preparation for the upcoming end of topic assessment. This should be done on either A4 or A3 paper and brought into your lesson on the deadline for the Homework.



TERM 4 Y8 Workers & Shirkers



Key information

Children's jobs + Conditions: Repaired threads and collected fluff from factory floors, under machinery. **Trappers** Opened and closed trap doors when a **coal tub** had to pass through the tunnels underground from the mines. Children often worked 12 hour day shifts in poor conditions, damp, dangerous, cramped and sometimes underground. **Extremely dangerous jobs**, children often were seriously injured by machinery or accidents. **Children were cheap to employ** and often were small enough for the jobs required.

Change in working conditions: Laws and legislation introduced to improve working conditions, especially for children who worked in factories and mines. It soon become clear of the dangers faced by

Children in the Victorian age. A series of laws introduced aimed to protect children from the dangerous jobs they had been doing previously. Children under 9 were banned from working in factories, Girls could not work underground or any boy under the age of 10. Children could also not work longer than 10 hours a day in a factory. However initially these were ignored.

Victorian Jobs:

Many Victorian Jobs were dangerous and dirty, one of the most dangerous was being a Navvy, and they worked on the railway and had to dig out tunnels and earth with shovels and dynamite. Other jobs included: Ash pan cleaners, Chimney sweeps, Factory workers, Miners, and Trappers



Key Words

Factory – A building that produces manufactured goods, often housed machinery.
Coal Tub - A container with wheels used to transport Coal from the mines.
Trapper – Job given to children which they had to open and close doors underground to let Coal Tubs through.
Legislation – Laws introduced for people to follow.
Orphan – A child without any parents.

Key information

The Poor Law: The Poor Law introduced in 1834 aimed to change and adapt the **Poverty** relief system to reduce poverty and the crime and disease that often came with it. The Poor were housed in **workhouses**, clothed and fed. Children who entered **workhouses** would also receive education, in return they would have to work several hours each day. **Most welcomed the change however some saw them as 'Prisons for the Poor'.**



Poverty and its effects: Extreme **poverty** meant that **children were abandoned by their parents**, often left in **workhouses**. Some children simply got 'lost' and were not found. Industrial accidents and disease left many children as **orphans** still in poverty, Poverty was caused by low income, poor conditions and disease such as TB and Cholera. Poverty also often led to crime, petty theft, and pickpocketing and in some cases murder.

Diseases: Houses were built very close together and conditions were cramped. Many were cramped into these small areas around the factories where they worked, as a result diseases could spread quickly, and diseases such as TB, Typhoid, and Cholera and Scarlett fever were common.



Key Words

Workhouse – A place where poor people would be sheltered, they improve in conditions after 1834.
Tuberculosis (TB) – A contagious bacterial infection that affects the lungs.
Cholera – Infectious disease that is caught through eating or drinking infected supplies. Leads to severe diarrhoea and dehydration and can cause death if untreated.
Poverty – Not having enough income or possessions to support yourself.

Key events

Laws Introduced to protect child workers:

- 1833 – No child under the age of 9 could work in a factory
- 1842 – No Girl could work underground, and neither could any boy under 10 years old
- 1847 – Children could not work longer than 10 hours a day in a factory.

Metropolitan Police Act 1829 – 3200 Constables were recruited to work in London to help tackle rising crime.

The Poor Law 1834 – Poor were housed in Work houses, clothed and fed, Children who also ended up in Workhouses were given an education. They had to work several hours a day in return.

1853 - John Snow's investigation into the spread of Cholera.

Key people

Leonard Horner – Enquired into the employment of children in factories in 1833, under the order of the government.

Charles Dickens – Wrote Oliver Twist 1837-39, a story about a child whose mother dies in a workhouse and is left in poverty in London.

John Snow – Linked spread of Cholera to water supply in London in 1848. He stopped people using the contaminated water and deaths sharply fell. However people doubted his findings.

Sir Robert Peel – Home secretary, in charge of the Metropolitan Police Force.

Louis Pasteur – Germ Theory 1861 believed that germs inside the human body caused illness. Still could not identify specific germs.

Skills

Analysis – Looking at why something has changed or is different?
Describe – Describe what something is, or how it has changed. Adds detail to themes or events.
Evaluate – Evaluate the importance/significance of an event or change in History, taking into account the affects both short and long term of that event.
Identify – Pick out key information and identify points that can answer questions.
Explain – Explain why something happened, looking at cause and effect.

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