



Primary History

Industrial Revolution

Name:

Class:

Knowledge organiser

Vocabulary	
Agricultural	Related to farming: growing crops or raising animals
British Empire	Group of countries that was taken over and ruled by Britain
Colonies	Countries or areas that are ruled and occupied by another country
Era	Period of time in history
Industrial Revolution	Time of great change in Britain between 1760 and 1900, during which mass production began
Industry	Process of making products in factories using machines
Mass production	Process of making multiple products of the same standard
Poverty	State of being poor; often involves a lack of basics such as clean water, food or healthcare
Sanitation	Supply of clean water and removal of waste

Important people	
Robert Peel	Created the Metropolitan Police Force in London in 1829, to try to reduce crime
Dr John Snow	Proved in 1854 that cholera spreads through contaminated water
Queen Victoria	Queen of the United Kingdom of Great Britain and Ireland 1837–1901

Legal acts	
1829: Metropolitan Police Act	Created the Metropolitan Police (the first police force) with headquarters in Scotland Yard, London
1832: Great Reform Act	Removed rotten boroughs; allowed new cities such as Birmingham to elect MPs; allowed men to vote if they owned land or paid a minimum of £10 a year in rent

Parliamentary laws	
1833: Factory Act (applied to big textile factories)	Banned children under 9 from working; ensured two hours of education a day for children under 11; reduced working hours
1842: Mines Act	Banned boys under 10, all women and all girls from working in mines
1844: Factory Act	Ensured three hours of education a day for children under 13; reduced working hours
1850: Ten Hour Act	Set maximum working hours for all to ten hours per day
1867: Factory Act	Applied previous rules to all workshops with over 50 workers

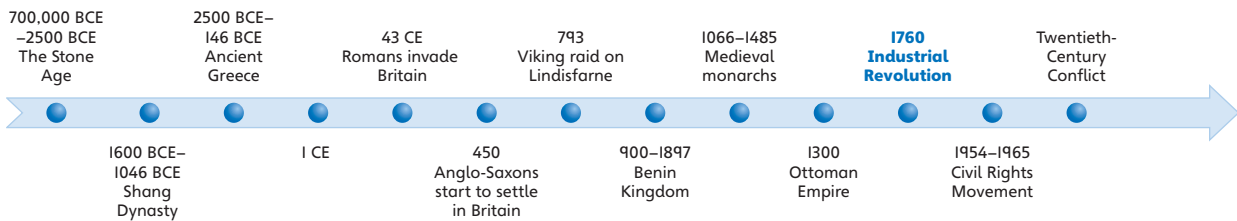
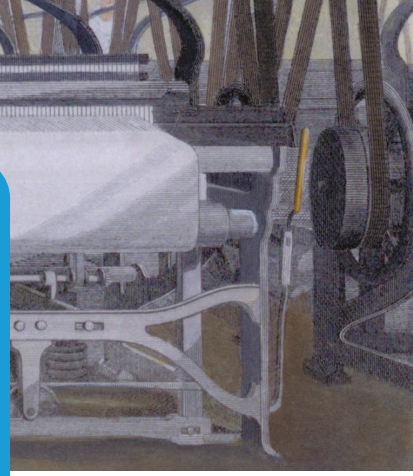
Inventions	
1712: Steam engine	A machine that replaced water and horse power in transport and industry
1764: Spinning jenny	A machine that span many cotton threads at a time, allowed workers to make cloth more quickly and cheaply, and led to an increase in the number of cotton mills
1767: Water frame	A water-powered machine that span cotton into thread more quickly and easily, could be used by unskilled workers, and allowed more mills to be built
1775: Spinning mule	A spinning machine that combined elements of the spinning jenny and the water frame for spinning
1780s: Carding machine	A machine that untangled and brushed wool to prepare it for spinning into thread
1825: Locomotive	A high-pressure steam engine for moving goods and passengers on railway tracks
1830: Self-acting spinning mule	An automated version of the spinning mule

Learning review

Lesson	Lesson question	You will learn...	Learning review
1	What were the main features of Victorian society?	<ul style="list-style-type: none"> • How Britain benefitted from the British Empire • What the class structure of Victorian society was • How people could move up or down within the class system 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	What were living and working conditions like during the Industrial Revolution?	<ul style="list-style-type: none"> • Why so many people moved to cities • Why living conditions meant diseases spread easily • What issues there were with working conditions, health, pollution and crime 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	How successful were political acts at making Britain fairer?	<ul style="list-style-type: none"> • What problems there were with the voting system in the early 1800s • What political acts were introduced at that time • How successful those acts were at making Britain a fairer place 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
4	What was it like for working children during the Industrial Revolution?	<ul style="list-style-type: none"> • What some of the major inventions of the Industrial Revolution were • How these inventions affected the lives of children • What jobs children did 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
5	How did the Industrial Revolution change Feltham?	<ul style="list-style-type: none"> • How London grew during the Industrial Revolution • How the town of Feltham changed • How these changes affected people's lives 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
6	Assessment: What advantages and disadvantages did the Industrial Revolution have for working-class people?		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson 1

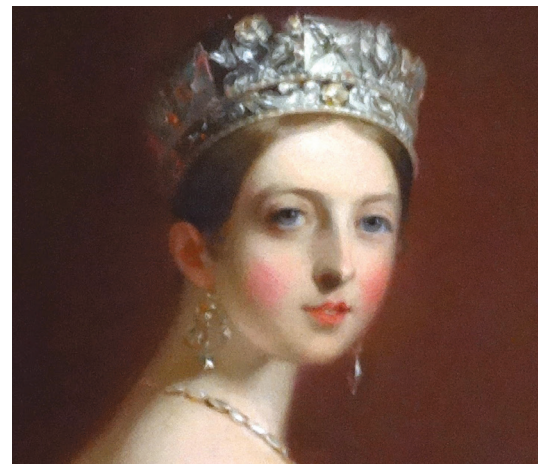
What were the main features of Victorian society?



1. When did the Industrial Revolution take place? What happened before it? What happened after it? Write your answer.

The Victorian era

Queen Victoria ruled the United Kingdom of Great Britain and Ireland from 1837 to 1901. During this time, living and working conditions for people in Britain changed a great deal. Developments in healthcare and technology led to an increase in wealth and a huge growth in population.

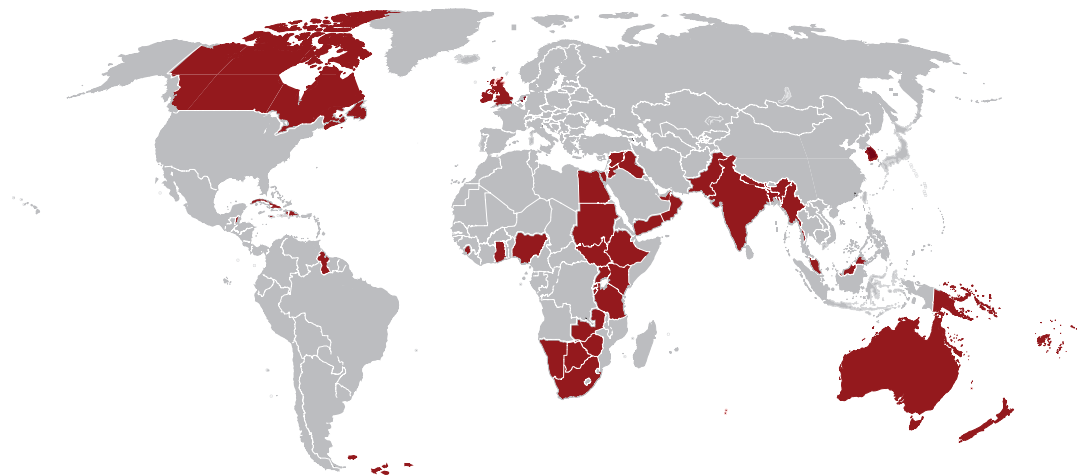


The British Empire

Britain began trading with other countries hundreds of years ago and, over time, forcibly took control of many of these areas. Between the sixteenth and twentieth centuries, Britain established **colonies** around the world and ruled over them all. This group of colonies was called the **British Empire**.

The British Empire helped Britain to become very powerful and wealthy. Britain took advantage of a wide range of goods and materials from around the world in ways that were often very unfair. British businesses sold these goods on, or used the raw materials to manufacture new things.

For example, Britain took control of all the cotton from India in return for very little money, and made it into textiles in British factories. The textiles were then sold in Britain or exported around the world.



The British Empire



2. Which countries were part of the British Empire? Write labels on the map for as many as you can.



3. How did having colonies across the world benefit Britain? Write your answer.

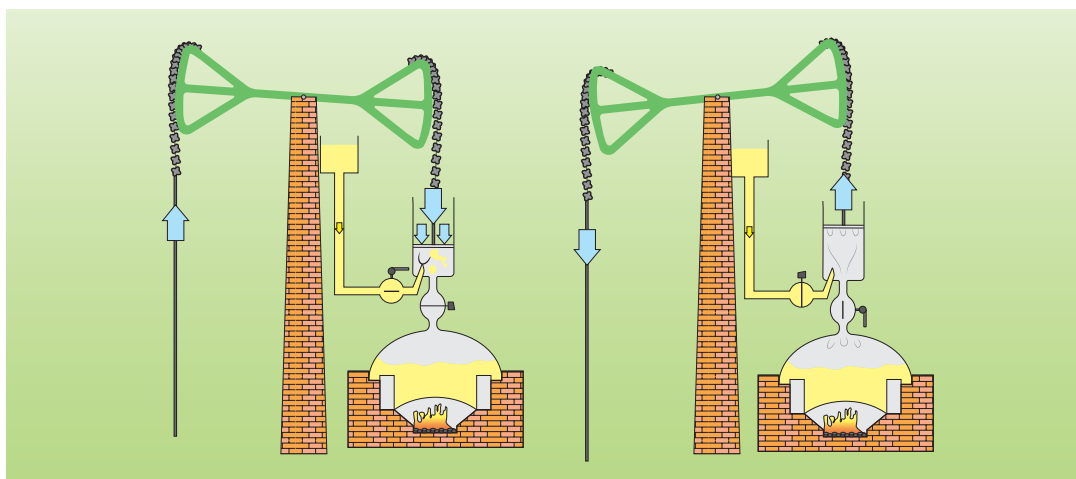
The Industrial Revolution

The **Industrial Revolution** was a time of technological advances that began around 1760 and lasted until around 1900. Before the Industrial Revolution, most people lived in villages and worked on farms or made products in their homes. Farm work depended on the time of year, so many families struggled for money and food in the winter months. Before this, large amounts of running water were used to turn wheels and cogs in machinery in the small factories that had existed.

The Industrial Revolution changed the ways things were made and the ways people lived. Instead of families and small businesses making things slowly by hand, new machines meant many items could be made cheaply, more quickly and all to the same standard. This is called **mass production**. Mass production meant lots of work was available in mills, factories and mines all year round, so people began moving to cities.

The steam engine

In 1712, Thomas Newcomen invented the steam engine. Before this, the large machines that did exist, such as mills for grinding corn, used running water to turn wheels and cogs. Steam engines used steam to power pistons, which made machines move. Steam engines were used to operate trains (known as locomotives), ships and machinery in factories. They meant that factories could be built anywhere, not only next to rivers. Steam engines also made transport easier, quicker and cheaper.



Railways

The rise of the steam engine led to the development of the railway network, allowing businesses to transport more goods to more places. Ordinary people benefitted, too. In 1825, Robert Stephenson built the first steam locomotive to carry passengers, meaning people could travel around the country much more quickly. Communication also improved: newspapers from cities could be delivered all over the country, and the postal system became much quicker.

The social class system

Victorian society was divided into three classes:

- upper class: royals and nobles who inherited money and status
- middle class: business owners who made their own money
- working class: skilled and unskilled workers in physical jobs.

The Victorian **era** provided many opportunities for middle-class people who ran their own businesses, but working-class people were treated poorly and paid very badly. The upper and middle classes often looked down on the working class, and believed their difficulties were entirely their own fault. Many people were against helping those in **poverty** and felt that poor people could resolve their own problems simply by working harder.

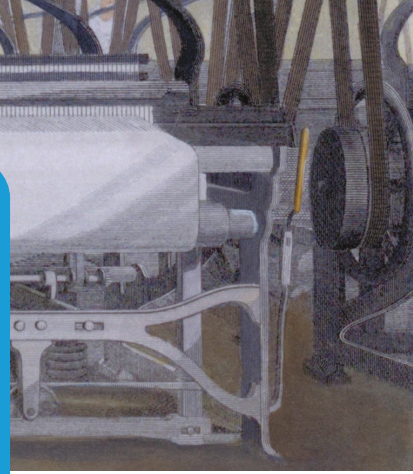
Later in the Victorian period, people began to pay more attention to the conditions that the working classes suffered. Writers such as Charles Dickens wrote novels that highlighted the suffering of the very poorest people, and people began to realise that society was not fair. Many Acts of Parliament were passed during this time to try to make society more equal.



4. Can you see any way in which someone could move up or down the social class system? Write your answer.

Lesson 2

What were living and working conditions like during the Industrial Revolution?



Quiz

1. When did the Industrial Revolution begin? Tick the correct answer.
 - a. 1660
 - b. 1700
 - c. 1760
 - d. 1900
2. What were the three social classes in the Victorian era? Write your answers.
 - a. _____
 - b. _____
 - c. _____
3. Why did people want to work in factories? Tick the correct answer.
 - a. They wanted to work longer hours.
 - b. They wanted regular pay.
 - c. They wanted to work indoors.
4. When did Queen Victoria rule? Write your answer. Queen Victoria ruled the United Kingdom of Great Britain and Ireland from 1837 to _____.
5. What were the benefits of mass production? Write your answer.

Housing

As **industry** grew, more people moved away from the countryside and into cities. Workers needed to live close to factories, so factory owners rushed to build houses. However, these houses were built quickly and cheaply, and were small, dark and poorly ventilated. Houses were built back-to-back in long terraces, and people lived in cramped conditions.

Some families had only a basement or an outhouse (a small building in the yard of a house) to sleep in, and orphans and unemployed people were forced to live on the street. **Sanitation** was poor, meaning houses did not have running water or toilets. Several families often shared an outdoor toilet, and water pumps were in the street for everybody to use.

There were similar issues in coal-mining areas. Towns grew quickly in these areas to house the miners, but they were not always very well planned.



I. Why did people move to cities? Complete these sentences. Write your answers.

More people moved to cities because _____

_____.

More people moved to cities but _____

_____.

More people moved to cities so _____

_____.

Health

Without proper sewers or rubbish collections, waste filled the streets of cities in Victorian Britain. Diseases like typhoid, measles and cholera spread quickly.

Cholera is an infection of the intestine that causes sickness and diarrhoea, leading to extreme dehydration (lack of fluid in the body). It can result in death within 1–2 days. The disease first arrived in Britain in 1831, on a boat from overseas. Thousands of people died during cholera outbreaks in the Victorian era. The worst outbreaks were in London.

At the time, people thought that cholera was spread by the bad-smelling air caused by piles of waste on the streets. However, in 1854, Dr John Snow proved that cholera spread through contaminated water. Waste went into rivers, and the same river water was used to supply communal water pumps. Dr Snow's work resulted in better sanitation systems being installed in cities.



2. How did the living conditions in cities put people at risk of diseases such as cholera? Write your answer.

Pollution

During the Industrial Revolution, machines in factories were powered by coal. Coal was also used to power steam locomotives and to burn in homes for warmth. Huge amounts of burning coal filled the air with smoke, and turned buildings and clothes black with soot. This had negative effects on the health of everyone in cities, not just factory workers.

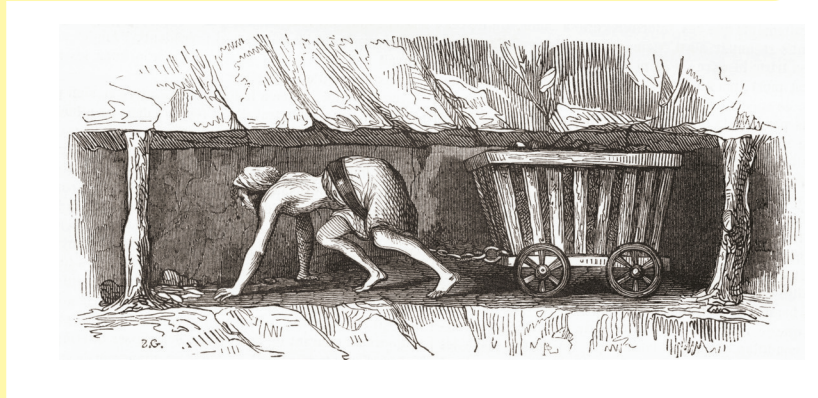


3. Using your general knowledge, explain why you think this pollution would affect people's health. Write your answer.

Working in factories and mines

Factories were extremely dirty and dangerous, with low ceilings, locked windows and doors, and poor lighting. Workers risked losing limbs while using unguarded machines, or getting serious throat or lung infections from the hot, polluted factory air.

Mines were hot, dark and dirty places to work. Tunnels went deep underground and sometimes collapsed or flooded with water. Women and children crawled through the narrowest tunnels, pulling coal carts



15–30 kilometres a day. Other work included breaking up and sorting coal using dangerous machinery and tools that could cause injuries. Miners were also at risk of lung disease from constantly breathing in coal dust.



4. Use the table below to answer the following questions.

Cause of death	1838	1864
Explosion	80	94
Roof collapse	97	395
Fall	66	64
Drowning	22	11
Wagon collision	21	56

- Had the number of deaths from explosions increased or decreased by 1864? Tick the correct answer.
Increased Decreased
- Name one cause of death that had decreased by 1864. Write your answer.

- What can you guess about how conditions in mines changed during the 1800s? Write your answer.

Crime

Crime was a big problem during the Industrial Revolution because of the level of poverty and the fact that there was no police force. People had moved from small villages, where they knew their neighbours well, to big cities, where they were surrounded by strangers. This made it easier for people to commit crimes without being caught.

In 1829, the Metropolitan Police Force was created in London by Robert Peel, to try to reduce crime. The original 3,000 officers were nicknamed 'bobbies' after Peel's first name. By 1856, the police force covered the entire country.



5. Complete the table below to summarise living and working conditions during the Industrial Revolution.

Housing	1. <u>Houses were often dark and poorly built.</u> 2. _____
Health	1. _____ 2. _____
Pollution	1. _____ 2. _____
Work in factories / mines	1. _____ 2. _____
Crime	1. _____ 2. _____

Lesson 3

How successful were political acts at making Victorian Britain fairer?

Quiz

1. What problems were there with the housing built for factory workers? Write your answer.

2. List three reasons why diseases spread quickly in Victorian Britain. Write your answers.

a. _____

b. _____

c. _____

3. How did cholera spread? Tick the correct answer.

a. contaminated water

b. piles of waste in the streets

c. bad food

4. What problem resulted from burning lots of coal? Tick the correct answer.

a. The coal supply ran out.

b. The air became very polluted.

c. Coal became very expensive.

5. In what year was the first police force created? Tick the correct answer.

a. 1801

b. 1826

c. 1829

d. 1856

Political power in Victorian Britain

Centuries ago, the monarchy (royal family) held a lot of power, but over time laws have changed and Parliament has come to hold more power. By the time Victoria became queen, the monarchy held very little political power. She could not make or pass any laws. However, she did sometimes try to influence others. For example, she persuaded her government not to get involved in a European war, and she stopped another war entirely by writing a letter to her son-in-law, the Emperor of Germany. She also supported several Acts of Parliament to improve the lives of British people.

Voting in the early 1800s

In the early 1800s, only men who owned a certain amount of land or property could vote. Women could not vote at all, regardless of their class or wealth. This meant that only a few rich people controlled how the country was run.

Elections were not fair, either. Voting did not take place in secret, like it does today, and voters could be bribed or threatened to make them vote for certain people. This meant it was often difficult to vote for the person you wanted to win.

Some cities had no Member of Parliament (MP) to represent the people living there. Other parts of the country had areas called 'rotten boroughs', which had very few residents yet several MPs. For example, seven people lived in Old Sarum in Wiltshire, but they had two MPs representing them.

When the Industrial Revolution began to change how society worked, people wanted more influence over the decisions that Parliament was making, and to have their say on living and working conditions.



1. What were three problems with voting in the early 1800s? Write your answer.

The Great Reform Act

Many middle-class and working-class people became frustrated with the voting system and began to demand change. In 1830, Thomas Attwood founded an organisation called the Birmingham Political Union. Attwood demanded that cities be represented by MPs, and even told people who could not vote to refuse to pay their taxes until this was possible.



In 1832, the government passed the Great Reform Act to improve the voting system. This act removed the rotten boroughs, and meant that new cities such as Birmingham were allowed to elect MPs. Men could vote, as long as they owned land or paid a minimum of £10 a year to rent their homes. The number of people who could vote increased from 366,000 to 652,000.

However, it was still not possible to vote in secret, and most of the working class could not vote because they did not earn enough money. Only one in seven men could vote, and women were still not allowed to vote at all.



2. What did the Great Reform Act achieve? What did it not achieve? Write your answers in the table.

What the Great Reform Act achieved	What the Great Reform Act did not achieve
1. <u>An increased number of voters</u>	1. <u>Votes for women</u>
2. _____	2. _____
3. _____	3. _____

The People's Charter

Many people felt that the Great Reform Act was not good enough. In 1838, a group of MPs and other men wrote the People's Charter. It had six points:

1.	Every man over 21 should be able to vote.
2.	People should be able to vote in secret.
3.	People should not need to own property to become an MP.
4.	MPs should be paid, so that anyone could afford to become an MP.
5.	Constituencies should be of equal size, so that everyone is equally represented.
6.	There should be annual Parliamentary elections.

This movement, known as Chartism, continued until 1857. However, its aims were not accomplished until 1918 (except for annual elections, which have never happened).



3. Why do you think these points were chosen for the People's Charter? What makes each point important? Write your answer.

The Factory Act

Factory workers worked 12–14 hours a day, six days a week. Wages were low, and factories were dangerous and unhealthy places to work. Concerns about working conditions and a lack of education led to a government investigation.



The first Factory Act was passed in 1833, and applied to only textile factories. The Factory Act was revised several times:

1833: Under-9s were banned from working in textile factories. Children aged 9–13 could work only nine hours a day. Children aged 13–18 could work 12 hours. No children were allowed to work at night. All children were to have two hours of schooling a day.

1844: Children aged 9–13 could work only six hours a day. No child was to clean machinery while it was in operation. All children were to have three hours of schooling a day. Women could work only 12 hours. Machinery was to be fenced off for safety.

1847: Women and children could work only 10 hours day.

1850: All workers were allowed to work only 10 hours a day.

1867: All factories and workshops with 50 or more workers were to abide by these rules, not just textile factories.



4. Use the information on the factory acts to help you match which rules applied to each child below. Draw a line between them.

Billy, aged 10 in 1845	can work six hours a day, but must have three hours of schooling; not allowed to clean machinery while in operation
Susan, aged 14 in 1837	can work 12 hours a day, but must not work at night; must have two hours of schooling
John, aged 8 in 1832	no limit to working hours
Ann, aged 8 in 1833	cannot work at all

The Mines Act

Working in mines was very dangerous. Whole families often worked together in mines, with women and children working in the deepest, narrowest passages.



In 1838, a sudden thunderstorm caused flooding in a mine in Yorkshire, and 26 children died. Following this, a committee was set up to investigate working conditions in mines. The results of the investigation were even more shocking. This led to the Mines Act of 1842, which stated that:

- women and girls could no longer work in mines
- boys under the age of 10 could not work in mines.

There were hundreds of coal mines across Britain in the 1800s. Inspectors were employed to check that the new law was being followed, but women and children continued to work in mines despite this. Parents often provided false information about the ages of their children, so inspectors couldn't tell who was old enough to work in a mine and who wasn't.



5. Why do you think so many women and girls carried on working in mines, and so many parents lied about the ages of their children? Write your answer.

Unit progress check in

1. What were the different features of the three social classes in the Victorian era? Write your answers.

Upper class: _____

Middle class: _____

Lower class: _____

2. Read the statement below. Tick the correct answer.

People wanted to work in factories so they would receive regular pay.

True False

3. Which sentence accurately describes the housing conditions of factory workers? Tick the correct answer.

a. Houses were built close together, but people had plenty of space, running water and indoor toilets.

b. Houses were built quickly, cheaply and close together. People lived in cramped conditions with no running water and outdoor toilets.

c. People lived in cottages in small villages.

4. How does cholera spread? Write your answer.

5. Fill in the blanks with the words from the box to complete these sentences.

air

everyone

coal

Pollution was caused by burning _____. Smoke and soot filled the _____ and affected the health of _____.

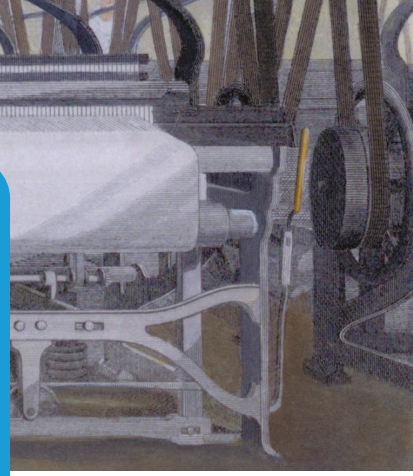
6. Read the statement below. Tick 'True' or 'False'.

The Factory Act had only a positive impact on factory workers.

True False

Lesson 4

What was it like for children working during the Industrial Revolution?



Quiz

1. Read the statement below. Tick 'True' or 'False'.
There were no problems with the voting system of the early 1800s. True False
2. What is a rotten borough? Tick the correct answer.
 - a. A borough full of waste and rubbish
 - b. A borough with very few residents but more than one MP
 - c. A borough that allowed only wealthy men to vote
3. What did the Great Reform Act set out to change? Tick the correct answer.
 - a. the factory system
 - b. the voting system
 - c. the laws on working hours
4. How many points were on the People's Charter? Tick the correct answer.
 - a. 2
 - b. 7
 - c. 6
5. What event led to the creation of the Mines Act? Write your answer.

Family life before the Industrial Revolution

Whole families used to work together in the same industry. For example, children of families working in the textile industry cleaned and carded wool, while women spun it into thread and men wove it into cloth. Jobs that could be done from home like this were very important during the winter months, when there was little **agricultural** work.



The production of goods at home was known as the 'cottage industry', because people worked from their cottages or small, local workshops. People needed to be skilled in order to do their work.



I. Read the statement below. Tick 'True' or 'False'.

Work in the cottage industry was not important to families during winter. True False

Technology in the textile industry

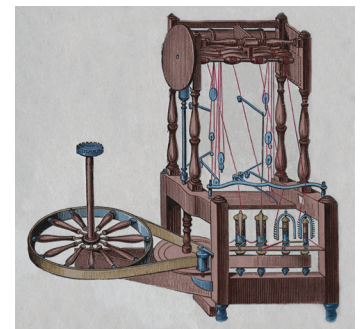
The spinning jenny

In 1764, James Hargreaves invented the spinning jenny to spin thread from cotton fibre. The spinning jenny could do the job of eight people at once.



The water frame

In 1767, Richard Arkwright invented a spinning machine that produced a stronger thread than the spinning jenny. It was powered by water, so it became known as the water frame. It was able to spin 128 threads at a time.



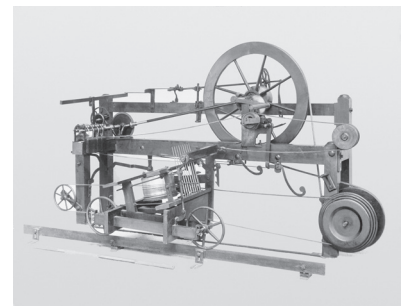
Because water frames needed water to work, factories known as mills were built next to fast-flowing rivers. This was the beginning of the factory system.

Carding machines

In the cottage industry, children did the carding, or cleaning and brushing the cotton or wool for spinning. A carding machine was invented in 1748, but it didn't work very well. Over time it was improved and by the 1780s, carding machines were being used in factories across England and Wales.

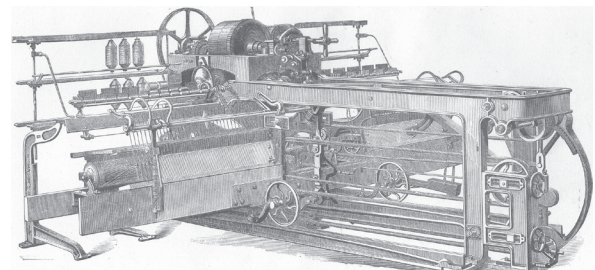
The spinning mule

Samuel Compton worked as a spinner, using a spinning jenny. He could see problems with it, and decided to build something better. He combined elements of the spinning jenny and the water frame to create the spinning mule in 1775.



The self-acting mule

In 1830, Richard Roberts invented the self-acting mule. This did the same job as the spinning mule, but it was automated, meaning it ran by itself.



2. Fill in the blanks with the words from the box to complete these sentences.

quickly slow water home skilled coal

Families used to work at _____. People needed to be _____ at their jobs, but the way they worked could be quite _____. The new inventions of the Industrial Revolution were first powered by _____ and later by _____. They could produce goods much more _____.

Children in factories

Due to new inventions, the number of factories in Britain rose rapidly. Many workers were needed, but they did not have to be skilled. Children were employed because they could be paid low wages.



The smallest children worked as scavengers. This involved crawling under machinery to clean up dust, cotton and oil. Once they were bigger, they became piecers. This meant fixing broken threads. The machines worked incredibly quickly, and were not shut down while the children were working.



3. What made factories dangerous places for children?
Write your answer.
-
-

Children in mines

With more factories, steam trains and ships, coal was an important resource. This required more workers in coal mines. Children as young as four were employed for very little money, and were small enough to get into the deepest, narrowest tunnels. They did many jobs, including:

Hurriers: pushed or pulled carts full of coal through the mine.

Hauliers: guided the ponies that pulled heavier carts.

Trappers: opened trap doors, which trapped dangerous gases, for carts to pass

Breakers: broke the coal into smaller pieces, and removed any unwanted materials like rock, slate, clay or soil.



4. What made mines dangerous places for children?
Write your answer.
-
-

Other jobs for children

Children did a lot of different jobs in the Victorian era, and they were often very dangerous. Many of them were employed as chimney sweeps, meaning they had to climb up chimneys to brush and scrape them clean. Children as young as 3 were made to do this job. They worked all day with no breaks and very little food.

Chimney sweeps could get stuck or lost inside the chimney systems of large buildings. They suffered from slow growth and breathing problems from the soot, and even developed a type of cancer caused by soot.

Other young children were employed selling matches. They made matches by dipping thin sticks into the poisonous chemical phosphorus. They worked long shifts for very low pay, and were punished for talking, dropping matches or even sitting down.

Phosphorus is very dangerous to work with. Match sellers often got 'phossy jaw', which was a type of cancer in the jaw that disfigured their faces, and eventually killed them.



5. What was it like to be a child worker in the Victorian era? Write your answer.

Lesson 5

How did the Industrial Revolution change Feltham?



Quiz

1. What was the cottage industry? Write your answer.

2. Name three new inventions from the Industrial Revolution. Write your answers.

a. _____

b. _____

c. _____

3. Which of these were jobs in factories? Tick the correct answers.

a. trapper c. hurrier e. breaker

b. scavenger d. piecer

4. What made working in mines dangerous? Write your answer.

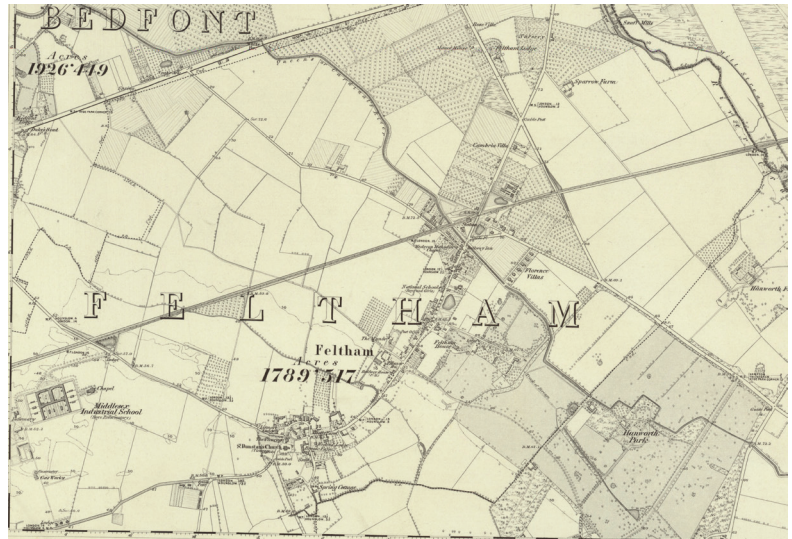
5. Fill in the blanks with the words from the box to complete these sentences.

big factories injured less mines

Children were hired to work in _____ and down _____ because business owners could pay them _____ money than adults. Children could also do simple tasks, or tasks that adults were too _____ to do. Children often got _____ or ill from their jobs.

Population changes

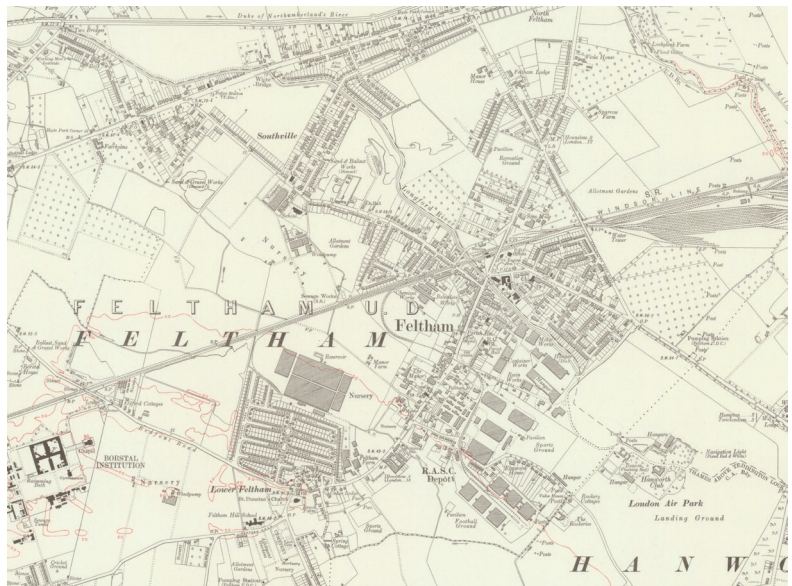
Fuelled by the Industrial Revolution, London's population exploded. From 1801 to 1901, it grew six times as large, expanding into the countryside. In 1801, the town of Feltham had a population of 620. By 1871, it was 2,748.



1869

Physical development

Feltham is now part of London. Until the late 1800s, most of it was worked by farmers and market gardeners: people who grew fruit and vegetables to sell or trade.



1935

These maps show Feltham and the surrounding area 66 years apart.



1. What changed between 1869 and 1935? Why? Write your answer.

Feltham Industrial School for Boys

Feltham Industrial School was built in 1859. It was the first school of its kind and could house up to 700 pupils, who were aged between 7 and 13. Boys from poor or neglectful families, or those who had committed crimes, were sent to the school to learn a trade. They learned trades such as gardening, tailoring (making clothes) and shoemaking. They also received formal lessons and religious education, and learned seafaring skills.

Fifty boys slept in a single room with one toilet, and their housemaster slept next door. There was an infirmary for sick pupils, two swimming baths, yards for outdoor play and punishment cells (for pupils who misbehaved).



2. Why do you think boys were sent to this school? Which social class do you think they were from? Write your answer.

Drayton Mill

Drayton Mill near Feltham used to make paper, but during the Industrial Revolution it began to produce millboard: a strong board used for book covers. Its average output towards the end of the 1800s was estimated at 36 tonnes of millboard per week.



3. Think back to previous lessons. How do you think the mill was powered? Write your answer.

Feltham railway

A railway station was built in Feltham in 1848, on the Waterloo to Reading line. Waterloo is in London and Reading is to the west of London, in Berkshire.



4. How would the new railway have affected the lives of people in Feltham? Write your answer.



5. Imagine you are living in Feltham during the Industrial Revolution. Write a short letter to a friend explaining how your life in the town has changed.

You should:

- explain at least two different ways in which the Industrial Revolution has changed life in Feltham
- describe the positive and/or negative effects of these changes
- use examples from Feltham and your wider knowledge of the Industrial Revolution.

Lesson 6

Unit check out



Write an answer to this question: What advantages and disadvantages did the Industrial Revolution have for working-class people?

Key words		
class structure	housing	pollution
coal	mines	sanitation
crime	political acts	steam
factories		

Title: What advantages and disadvantages did the Industrial Revolution have for working-class people?	<hr/> <hr/> <hr/>
Introduction <ul style="list-style-type: none">• When did the Industrial Revolution take place?• What was Victorian society like?• What was the class system?	<hr/> <hr/> <hr/> <hr/> <hr/>

<p>Paragraph 1</p> <ul style="list-style-type: none">• How did inventions change ways of life?• Why did so many people move into cities?• What were living and working conditions like?	<hr/> <hr/> <hr/> <hr/>
<p>Paragraph 2</p> <ul style="list-style-type: none">• What factors affected health?• What risks did people face at work?	<hr/> <hr/> <hr/>
<p>Paragraph 3</p> <ul style="list-style-type: none">• What political acts were introduced?• What were the positive elements of these changes?• What were the negative effects?	<hr/> <hr/> <hr/> <hr/>
<p>Extension</p> <ul style="list-style-type: none">• Discuss whether you agree that the middle classes benefitted the most from the Industrial Revolution.	<hr/> <hr/> <hr/>
<p>Conclusion</p> <ul style="list-style-type: none">• In summary, what changes happened?• On balance, were they good or bad for working-class people?	<hr/> <hr/> <hr/> <hr/>

Acknowledgments

The publisher would like to thank the following individuals and organisations for their kind permission to reproduce their photographs:

World History Archive/Alamy Stock Photo, Classic Image/Alamy Stock Photo, Hulton Archive/Getty images, Hulton Archive/Getty images, The Keasbury-Gordon Photograph Archive/Alamy Stock Photo, J.D. Dallet/Agefotostock/Alamy Stock Photo, Stephen Barnes/Northern Ireland/Alamy Stock Photo, Chronicle/Alamy Stock Photo, Lanmas/Alamy Stock Photo, Bettmann/Getty Images, Antiqua Print Gallery/Alamy Stock Photo, FLHC 2021A/Alamy Stock Photo, World History Archive/Alamy Stock Photo, Pictorial Press Ltd/Alamy Stock Photo, Reproduced by permission of the National Library of Scotland, Reproduced by permission of the National Library of Scotland, Chronicle/Alamy Stock Photo, Everett Collection/Shutterstock, Everett Collection/Shutterstock.

Published by Pearson Education Limited, 80 Strand, London, WC2R 0RL.

www.pearsonschools.co.uk

Text and Illustration © Pearson Education Limited 2021

Produced by Oriel Square Limited

Typeset and illustrated by Jouve India

Written by Reach Academy Trust

This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts, please visit <https://www.pearson.com/us/contact-us/permissions.html> Pearson Education Limited Rights and Permissions Department.

Unless otherwise indicated herein, any third party trademarks that may appear in this work are the property of their respective owners and any references to third party trademarks, logos or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorisation, or promotion of Pearson Education Limited products by the owners of such marks, or any relationship between the owner and Pearson Education Limited or its affiliates, authors, licensees or distributors.

First published 2021

Copyright notice

All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988 or under the terms of a licence issued by the Copyright Licensing Agency, Barnards Inn, 86 Fetter Lane, London EC4A 1EN (www.cla.co.uk). Applications for the copyright owner's written permission should be addressed to the publisher.

Note from the publisher

Pearson has robust editorial processes, including answer and fact checks, to ensure the accuracy of the content in this publication, and every effort is made to ensure this publication is free of errors. We are, however, only human, and occasionally errors do occur. Pearson is not liable for any misunderstandings that arise as a result of errors in this publication, but it is our priority to ensure that the content is accurate. If you spot an error, please do contact us at resourcescorrections@pearson.com so we can make sure it is corrected.



Primary History

Industrial Revolution

Pearson Primary History is a proven, intelligently sequenced curriculum that helps every child learn, and remember more. These units will help you become a successful Historian!

These workbooks provide a resource to support teaching and to evidence children's learning through the unit, by providing:

- Knowledge Organisers to support learning substantive knowledge across the unit
- Clear, levelled texts and images to follow teaching material
- Retrieval Practice 'Quizzes' every lesson to build retention
- Mid Unit check-ins - for formative assessment
- End of Unit summative tasks

For more about Pearson Primary History, and the History resources that sit alongside these, please visit:

[pearsonschools.co.uk/PrimaryHistGeog](https://www.pearsonschools.co.uk/PrimaryHistGeog)

www.pearsonschools.co.uk
myorders@pearson.com