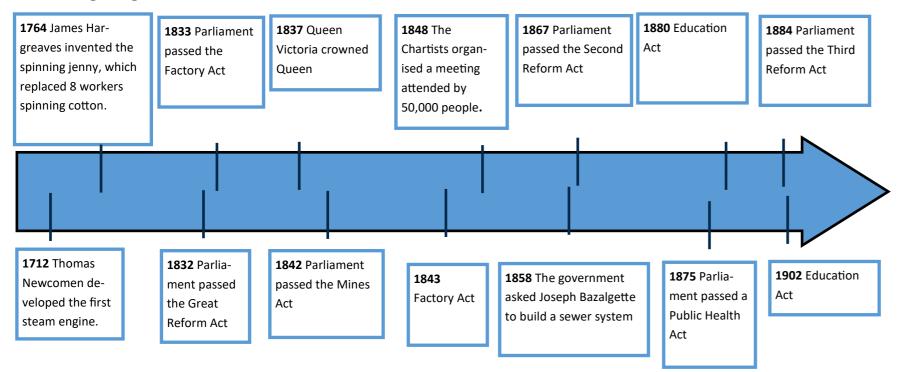
Unit 1: The Industrial Revolution

Knowledge Organiser



Keywords			
Activist—A person who campaigns to bring about political or social change.	Railway Mania—revolution in goods and people being transported round the country. Raw materials—Materials used to make other materials e.g. wood, wool and coal		
Agricultural —practice of farming, of soil for the growing of crops and the rearing of animals to provide food, wool, and other products.			
Child labour —the employment of children in an industry or business, especially when illegal or considered exploitative.	Revolution—Rapid and dramatic change.		
Economic— Relating to money or profit	Self-help— Working class people should help themselves to get in a better social and economic position.		
Exploited—make use of (a situation) in a way considered unfair.	Society—People who live together in a community.		
Four-source rotation —A farming agricultural technique to help produce grow e.g. wheat, turnips, barley and clover.	Suffrage—The right to vote in political elections.		
Industrial—The use of machines to manufacture goods on a large scale	Vagrant - A beggar who walks from place to place.		
Manufacturing—Making and selling goods	Wages—A fixed and regular payment earned for work or services.		
Poor relief—Financial aid for the poor from community funds	Working class— Social group employed for wages in manual or industrial work		
Poverty—the state of being extremely poor	Workhouse—Public institution lodging in return for work		

Key concept: causation							
Causation	A process of understanding what causes big historical events, such as the Revolution.						
Categories	Causes can often be categorised, or grouped together into categories such as political, religious, economical, social, etc.						
Connections	Good historians see the connections between different causes and different categories of causes, they see that often an event can be caused by a combination of causes.						
Key concept: change							
Continuity	This is an important aspect of studying change and is often trickier to identify. Where have things not changes? Where have they stayed the same? Why do you think this is?						
Extent	When change comes from above i.e. from the king and the government, the extent of the change can be measured by whether it reaches the ordinary working class people and how they are affected.						

Key People	
Emmeline Pankhurst —founded the Women's Social and Political Union and campaigned for women and working class suffrage.	Sir Humphrey Davy - Invented the Davy lamp used by miners to help detect gas and improve safety.
Edmund Cartwright —English inventor who invented the power loom which significantly increased the efficiency of textile production.	George Stephenson —Mechanical engineer, who developed the steam engine used for trains.
Robert Owen—Welsh social reformer who attempted to build a socialist movement to help the welfare of his workers.	Queen Victoria— Queen of England and Ireland from 1837-1901
The Luddites—a group of 19th century English skilled workers who were concerned about losing their skilled job in the textile industry. They saw power looks as a threat and destroyed machines in	Chartists—A political reform movement, active between 1838 and 1850. Their main aim was to achieve universal male suffrage. They gained mass protests hoping to put pressure on politicians.

How do I use my knowledge organiser?

Have you learnt the key dates of this unit?

Can you put the dates into chronological order?

Have you mastered the keywords?

Can you spell them?

Can you define them?

Have you understood the key concept?

Can you categorise and link causes?

Can you identify continuity?

Second content of the population lived in toward of the population lived in the populati	Knowledge Outcomes				
Second of Linguistics Introducing change? Carpland's landscape changed from agricultural to factory downshipt.	1 How much of the population lived in towns in 1750?	15%	21		So protection for children was enforced so they could say in school longer and receive a better future through education.
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Comparison of the state of th	4 What did the Industrialisation see an increase in?		24		Education was too expensive for many children to access.
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