

Step 1: List all the knowledge and historical concepts that will be covered in the unit

CHANGE

Industrial production
 Conditions in cities
 Public health
 Treatment of children
 Laissez-faire

Democracy
 Rotten Boroughs
 Popln ↑
 Empire - impact at home
 Transport - canals, rail

Cloth mills
 Brunel
 Peterloo
 Slums
 Cholera
 1832 Reform Act

Peel? Gladstone/
 Disraeli?
 Lopes
 Cobbett
 Urbanisation
 Ludlites
 Dickens
 Pitt Reformers?

Step 2: Organise these into the appropriate levels of SOLO SURFACE (Uni/multistructural) DEEP (Relational) CONCEPTUAL UNDERSTANDING (Extended abstract)

KNOWLEDGE	CONNECTIONS	CONTEXT
Lopes, Cobbett, Peel, Gladstone, Disraeli, Dickens, Pitt, Brunel Slums, Cholera, public health Mills, factories, treatment of children, Working conditions. Ludlites? Democracy, laissez-faire, Rotten boroughs, Reform Act. Peterloo. Trains etc.	Urbanisation → PH probs ↓ Laissez-faire → ↑ reforms ↑ Indl production → ↓ living conds + urban Impact of faster transport methods.	Growth of Empire Increase in urbanised popln - long-term impact
Possible context	Sources	
19th c. London Links w/ Empire growth	Crimson petals. Harriet's Press. Punch cartoons. Cruikshank. Previous units.	

Step 5: Sequence your lessons and write learning objectives/success criteria

	Generalised learning objective	Success criteria		
		Uni/Multistructural	Relational	Extended abstract
Intrductory lesson	Knowledge: Westbury in 19th century. Skill: compare/contrast. Source analysis	Describe changes in Britain 1750-1900 Describe Westbury	Explain the impact of changes in Britain/Westbury	Evaluate the impact of changes
Conditions in Factories/ Towns (2 lessons)	Knowledge: factory/town conditions Skill: Source analysis	Describe living/working conditions	Explain the causes & effects of conditions. Use sources as supporting information.	Generalise about where conditions would be worst and why.
Public Health	K: 19th c. PH probs Skill: Source use. Teamwork.	Describe PH problems	Explain the effects of PH problems.	Predict the impact of all this on the working classes.
Victorian democracy (2 lessons)	K: System of govt S: analysing opinions	Outline the system of govt from 1800ish	Analyse the problems of the 19th c. system (according to class)	Generalise about attitudes towards different classes
Reformers & Reforms	K: Key reformers - Earl Grey, Disraeli, Gladstone + Reform Acts S: Making a judgement	Describe the Reform Acts	Explain the impact of the Reform Acts	Prioritise the Reform Acts in terms of impact on classes
Transport Changes	K: Road/rail/canal improvements S: Impact of change	Describe the changes	Sequence these changes in terms of impact	Reflect on impact on Westbury (prove or disprove Mrs Thorne's theory).
Assessment				

Step 4: Organise key facts, ideas, concepts and possible contexts into groups and match SOLO verbs

	Unimultistructural	Relational	Extended abstract
Group 1	<p>Conditions in cities</p> <ul style="list-style-type: none"> ↳ Mills ↳ Slums ↳ Working conditions <p>Luddites?</p>	<p>Impact of move to ind'l production</p> <p>↳</p> <p>Urbanisation / ↳ in living conditions</p>	<p>Impact in Westbury</p> <p>Empire growth</p>
SOLO verbs	Describe	Explain causes/effects	Generalise
Group 2	<p>Public health</p> <ul style="list-style-type: none"> ↳ King cholera ↳ Slums ↳ Lack of Sanitation 	<p>Public health problems</p> <p>↳</p> <p>People wanted to make a change</p>	
SOLO verbs	Identify Describe	Organise Explain effects	Predict (primary)
Group 3	<p>Rotten Boroughs</p> <p>Parl. democracy</p> <p>Laissez faire</p> <p>Reform Acts</p> <p>Chartists? Peterloo?</p>	<p>Changes in Parl. democ. led to change in attitudes</p> <p>↳</p> <p>Change in laws</p>	<p>Tie in w/ end of slavery - change in attitudes towards people.</p>
SOLO verbs	Define Describe	Sequence Analyse	Explain effects

Group 4	<p>Key reformers -</p> <p>Coalburg Chadwick Snow</p> <p>Shoptesbury Mayhew</p> <p>Peel "London Labour & Rountree the London Poor"</p>	<p>Change in attitudes</p> <p>↳</p> <p>Change in law</p>	
SOLO verbs	Name, identity, outline	Explain effects	
Group 5	<p>Changes in transport</p> <ul style="list-style-type: none"> ↳ canal system ↳ new rail system 	<p>How this supported industrialisation</p>	<p>Changes in Westbury - fall & rise as a successful centre of production.</p>
SOLO verbs	Describe, Match	Sequence, organise	Sequence, evaluate, Reflect
Some SOLO verbs to choose from			
Unimultistructural		Relational	Extended abstract
Define Name Match Identify Label Recall	Sequence Compare/contrast Explain effects Distinguish Question Classify Explain causes Analyse Organise		Generalise Evaluate Prove Justify Predict Reflect Argue Prioritise Construct
Describe Outline List			