

KS3 History Lesson Plan



Would there have been the Industrial Revolution without the patent system?

Learning objectives

- To describe what the industrial revolution was.
- To learn about the causes of the industrial revolution.
- To consider how important the patent system was to the Industrial Revolution.

Study skills

- Gain understanding of historical concepts such as cause and consequence.
- Undertake historical analysis based on the significance of the patent system and Industrial Revolution.

Learning outcomes

- All students will be able to explain what the Industrial Revolution was and some reasons why it occurred.
- All students will have an understanding of the role of the patent system and most will reach a judgement over the extent of its significance.

Resources required

- Lesson Presentation
- Resource Sheet

Introduction

Starter:

Display four events from history of global significance and ask the students to place them in the correct chronological order. Display the correct order and explain that in today's lesson they will be looking at the Industrial Revolution. Introduce title and the lesson's learning objectives.

Main activities

Use slide 4 of the Lesson Presentation to explain what the Industrial Revolution was. Then, on slide 5, pose the question: why did it happen in Britain first?

Hand out the Resource Sheet and ask students to complete Task 1, matching the heads with the tails to create four sentences that outline the main conditions that enabled the Industrial Revolution to take place.

Use Slide 7 to outline what the patent system was and why it was important. Use slides 8 and 9 to outline the specific examples of Watt and Boulton and Arkwright. Set the students the task of explaining how the patent system helped inventors like Watt and Arkwright - you may wish to display the word bank to help them craft their answers.

Use slide 11 to introduce a classic history essay question: a statement followed by a question asking if they agree or disagree. Ask students to look at Task 2 on the **Resource Sheet**. Students are either to write SUPPORTS or AGAINST in each of the nine boxes. Go through each statement on Slide 13 to check student understanding. Finally, set the students the task of writing a concluding paragraph and explaining whether they agree with the statement or not.

Plenary

At the end of this lesson, ask for a show hands from those who agreed with the statement. Ask for volunteers to share their reasoning behind their conclusions. Then ask someone who disagreed with the statement to share their thoughts. Explain that history is all about assessing evidence and reaching reasoned judgements based on that evidence.

Useful resources

This [video](#) from the science and industry museum beautifully explains what Arkwright's Water Frame did and why it was significant.

This [video](#) from West Midlands History illustrates the work done by Watt and Boulton and has footage of the oldest working steam engine in the world that was actually worked on by Watt.

Extension activities / home learning

Students could explore other British inventors of the industrial age such as Edmund Cartwright, Samuel Crompton or John Kay. They could be set the task of researching these and other inventors and deciding who they think was the most significant.