



Medium term plan

Subject: Project

Unit: The Great Stink

Synopsis	
<p>This project investigates how Britain changed during the Industrial Revolution, with a focus on public health problems including the Great Stink (sewage, cholera) and the pea souper (fog, air pollution). Students will investigate how these came about, and what was done to control them. This will lead to comparisons with Chinese history and its ongoing industrial development and public health problems. They will create in-depth written work, produce roleplays and use ICT in the course of this study.</p>	
Key content – knowledge and skills	National Curriculum aims and subject content descriptors
<p>History: Knowledge of developments in British social and political history, particularly in the period 1745-1901, with a focus on living conditions and attempts to improve these. The study of China's Qing dynasty 1644-1911. Skills in using evidence, framing historically-valid questions and creating structured accounts and analysis.</p> <p>Geography: In depth study of China as an exemplar in studying human geography, including population and urbanization, development, economic activity and the use of natural resources. Skills developed in using GIS to understand the area and communicating geographical information in various ways.</p>	<p>History: H1a1; H1a2; H1a3; H1a4; H1a5 H1sc3; H1sc5; H1sc7</p> <p>Geography: GEa1; GEa2; GEa4; GEa5 GEsc1; GEsc2; GEsc4; GEsc5; GEsc8</p>
Key assessment points	
<p>Week 2: Explain why the Qing Dynasty is a significant society Week 3: Explain the significance of the Opium Wars on Chinese and British History. Week 5: Completed depth study of a particular place in China Week 6: Extended writing about the most important social reform movement studied.</p>	
Out of lesson learning	
<p>Start by visiting the Tower Bridge Experience and St Katherine's Docks (to discuss living conditions at the time and cholera, plus the various impacts of industrialisation) and/or the British Museum (Chinese exhibitions). Parents and students encouraged to visit other art galleries and exhibitions focused on the periods and places studied such as the British Museum and .</p>	
Resources	
<p>Electronic resources for teaching about China and Britain in the Industrial Revolution. Online resources for teaching the Opium Wars. Textbooks especially geog.2 chapters 3, 7 and 8. 'The People's Health' OCR GCSE textbook. John Snow investigation sources. Pea-Soup role play cards.</p>	
Christian ethos	
<p>Christian approaches to community, development and responses to poverty will be discussed.</p>	
British values	
<p>The development of British democracy and society is a key focus, and comparisons with Chinese values will be made.</p>	

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Weekly overview

Week	Focus
1	Trip to the Tower Bridge Experience and fieldwork in Soho. Overview of changes to government and society in Britain 1666-1930. Study China during the Qing Dynasty and develop geographical skills in identifying and recording key features of modern China.
2	Begin study of living conditions during the industrial revolution, learn about factory work and prepare a factory roleplay. Identify changes and continuities that took place over the Qing Dynasty and write an essay explaining why it can be considered a significant society. Begin learning about the geography of China, particularly rural-urban migration and industrialisation.
3	Analyse the impact of the Opium Wars on Chinese and British histories, write up for homework. Study the Great Stink, sewage and public health problems including attempts to deal with this. Look at the nature of development in China e.g. the Three Gorges Dam, and develop an understanding of the role played by globalization. Identify comparisons and contrasts with Britain's industrial development.
4	Visit Greenwich to study sites in which there was change during the industrial revolution. Study the impact of Chinese development on the environment and public health (air pollution, attempts to manage climate change, Yangtze river pollution, baiji dolphins) and how this has been managed. Study the poor air quality in 19 th century London and create a drama based around the 'pea-soupers'.
5	Continue investigating the impact of Chinese development on the environment and public health and a depth study, e.g. Chongqing; communicating geographical information in a variety of ways. Study social reformers in 19 th century Britain and campaigns to change Britain through parliamentary reform, scientific investigation and political protest.
6	Complete depth study and be assessed on the communication of geographical information. Reflect on the study of China and make comparisons with the UK. Make a judgement about the most important social reform movement of the period.