

Social unrest and the law in Sutton in the 1800s



Pupils will gain an understanding of Mill Waters' history in relation to social unrest in the 1800s to help gain a better understanding of modern-day society and politics. They will learn about the Luddites and Chartist movement and form an opinion on the differing opinions during the time.

WHAT YOU WILL NEED

SU_TN	Social unrest and the law in Sutton in the 1800s
SU_H01	The Industrial Revolution in Sutton
SU_H02	Radical thinking
SU_H03	The Luddites
SU_H04	The Chartist Movement
SU_H05	Edward Unwin

LEARNING ACTIVITIES

Key stage 1

1. The class will discuss whether the actions of the Luddites were right or wrong (50 minutes).
2. The class will learn about the hardships of the working man in Sutton in the 1800s, and after gaining an understanding of protest songs, will write their own (50 minutes).
3. A drama class at the heritage centre where pupils will dress up and recreate a Chartist riot (60 minutes).

Key stage 2

1. Pupils will review the reaction to the Chartist uprisings and hold a class discussion on their thoughts (45 minutes).
2. Pupils will learn about Feargus O'Connor's rousing speech, then undertake role play and read out their own short speech to the class (60 minutes).
3. Pupils will produce a personal letter and newspaper article that depict the different perspectives of the Chartist movement (60 minutes).

Social unrest and the law in Sutton in the 1800s



LINKS TO THE CURRICULUM

HISTORY

Through reading and discussion, the following will be covered:

- understand the connections between local, regional, national and international history
- gain an insight into the links between economic, political and social history
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- be able to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain an understanding of how our knowledge of the past is constructed from a range of sources.

ENGLISH

The exercises link to the following areas:

- improve reading and writing and grow vocabulary
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- improve spoken language by articulating and justifying answers, arguments and opinions
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others.