



FAITH

IN THE

TOWN

LAY RELIGION, URBANISATION
and INDUSTRIALISATION
in ENGLAND

1740~1830



KS2 / LESSON 1

– *The CHURCH and the CITY* –

INTRODUCTION

The Christian church stood at the centre of English life for hundreds of years. As sleepy villages grew into towns and towns grew into bustling cities with the advent of the industrial revolution, how was the church affected?

As life changed forever with the advent of industrialisation, pupils might predict that the church's dominance receded. The Rev. Parkinson quotes a 'well known poet' in stating that 'God made the country, but man made the town'.

However, as we shall see, Christian communities grew and with them a demand for new churches. Christian faith continued to be a significant dimension of life, even as the world underwent dizzying changes. Pupils will assess the role of Christian faith in people's lives in these exciting and uncertain times.





KS2 / LESSON 1

– The **CHURCH** and the **CITY** –

LEARNING OUTCOMES

Emerging

- Explain, using examples, why towns grew in size in the industrial revolution.
- Give one example of how life changed for people.

Expected

- Explain, using two examples, how life changed with industrialisation.
- Give one example of what role Christianity played in the changing society.

Exceeding

- Give one example to show a **negative** impact of industrialisation.
- Give one example to show a **positive** impact of industrialisation.

RESOURCES YOU WILL NEED

- Items brought to or sold from Britain in trade, such as sugar, tea, coffee, tobacco, coal, china and pottery goods, salt and glass.
- Two colours of pen for each group.
- Large pieces of paper.
- Map (**Resources for Pupils p.23**).





– The **CHURCH** and the **CITY** –

NOTES FOR TEACHERS

STARTER:

A changing world

- Place items on the desk that were traded from British ports, such as sugar, tea, coffee, tobacco, coal, china and pottery goods, salt and glass goods.
- Using the images and texts given, conduct a 'Silent Discussion'. Instructions are on **p.05**. After each group has seen the first set of images and text, share some questions, answers and comments pupils have written around the stimuli.
- Place the second set of stimuli on tables and give groups time with each set. Continue with the Silent Discussion approach, or allow them to discuss as they move.
- Again, share questions, comments and answers after each group has seen each set.
- Ask the class why they think these regions are growing [for your understanding see **Text for Teachers 1**, **p.06**. Can pupils identify a **positive** impression among any of the quotations? Can they identify a **negative** impression among the quotations?

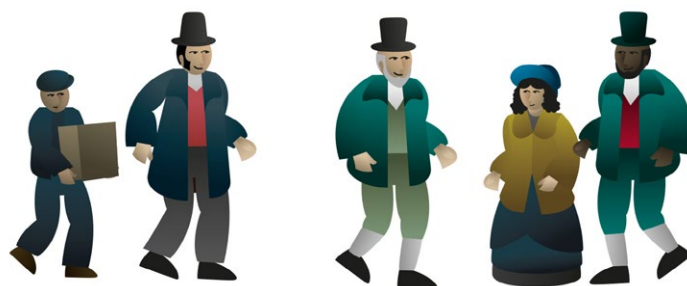
In order to arrive at these impressions, it might help to talk about what is changing in the new cities: the smells and smoke from factories, the increasing numbers of people, the increased risk of accident and injury, not knowing your neighbours, having trouble finding a house, etc. Can pupils imagine positives as well, such as the opportunities to learn new skills and maybe increase earning potential, to meet new people, try new products traded from around the world, and a sense of excitement as to what the future holds.

You could also discuss from a religious, or Christian, perspective. The changing world also offered opportunities to try a new preacher, church or denomination.

- Ask each group to choose one image to show the **positive** aspects of change, and one image to show the **negative** aspects of change. Listen to answers and reasons.

1: 'God made the country, but man made the town'

- Ask pupils if they think people still did traditional things like going to church as society changed? Gather ideas and impressions.
- Read the **first extract** of a sermon by Rev. R Parkinson, found on **p. 20 of Resources for Pupils**. It would be best to display this at the front and read it to pupils, probably more than once.
- Ask pupils what 'a well-known poet' says about the town and countryside. What do pupils think this means? Do pupils think the poet, and Rev. Parkinson, see the town in a negative way? Discuss.
- Read the **second extract**, **p. 20 of Resources for Pupils**. Ask the class what Rev. Parkinson means by 'morality'. What does he conclude in comparing the 'morality' of those who live in the town and those who live in the country? [he concludes that those in the town are no less moral than those in the country].
- Ask pupils to discuss whether Rev. Parkinson agrees or disagrees with the poet's claims that 'God made the country, but man made the town'.





KS2 / LESSON 1

– The **CHURCH** and the **CITY** –

NOTES FOR TEACHERS

2: Faith in the towns

- Cut up the cards on **Resources for Pupils, p.21**. Give one or two to groups. Display the map of England.
- Ask groups to read their card to the class and bring it to the relevant town, and attach to the map / screen.
- Once the cards have been attached, discuss as a class the overall effect. Ask pupils to tell you what is happening [in Northern towns and cities churches are growing].

Plenary: Was Christian faith important?

To close the lesson pupils will give a brief assessment of whether Christian faith continued to support people during this time of rapid change.

- Ask pupils whether they think the church was important as society changed in the ways they have explored today. Display these four answers, and ask pairs or groups to choose one that they think best answers the question (they can suggest their own answer as well):
 - The church became more and more irrelevant as life changed.**
 - Lots of factories were built but no new churches.**
 - Christian faith offered support and meaning for people.**
 - There were more churches and people liked to try them out.**
- Read the extract from Benjamin Bradley on **p.22 of Resources for Pupils**. Either cut it out for tables or display on screen.

Ask pupils to discuss:

- Why Ellen's mother can't attend church.**
- Why Ellen struggles to attend church.**
- What Ellen Bibby is worried about.**

Finally ask pairs or groups to suggest how important Christian faith was to Ellen Bibby.





– The **CHURCH** and the **CITY** –

NOTES FOR TEACHERS

Silent Discussion Instructions

A ‘Silent Discussion’ allows pupils to consider an image or text, ask questions, read what others think, all in silence! Place the images or text on tables.

In this version, you will place a first and second set of images and quotations on tables. After conducting a silent discussion with the first set and discussing impressions with pupils, you will repeat the exercise with the second set.

Mount the images and text on large card or sugar paper.

Provide two colours of pen on each table: one colour for **questions**, and another colour for **answers or comments**. Pupils move from table to table in groups and have time to consider each image.

They write any questions they have around the images in the correct colour.

As they read other pupils’ questions they might wish to write an answer in the correct colour. They might also have comments to make, such as an element of the image they can identify.

Allow at least 10 minutes. After each group has seen each image, share some questions, answers and comments with the class.

SILENT DISCUSSION IMAGES AND TEXT

Please note, you will find these on pp.01–19 of the Resources for Pupils PDF document.

This is a summary of the contents:

SET ONE (Resources for Pupils, pp.01–12)

- (1) 3 images of Whitehaven, 1736 – 1830.
- (2) Extract from the diary of John Bragg, 1780s – 90s.
- (3) Letter from Henry Vernon to his sister, 1825.
- (4) 4 images of Liverpool, 1765 – 1824.
- (5) 4 images of Leeds, 1775 – 1839.

SET TWO (Resources for Pupils, pp.13–19)

- (1) Image of Manchester, 1804.
- (2) Extract from ‘Manchester As It Is’, 1839.
- (3) Extract from the biography of Christopher Thomson, 1847.
- (4) 2 images of Newcastle, 1736 – 1830.
- (5) 2 images of Newcastle, 1731 – 1783.



KS2 / LESSON 1

– The **CHURCH** and the **CITY** –

NOTES FOR TEACHERS

Text for Teachers 1 : The Industrial Revolution



These lessons take place within the period we now term 'the industrial revolution'. It was a period of growth and development that changed the landscape of Britain forever.

In the early 18th century goods were produced in small-scale, family-run business, called 'cottage industries'.

Developments in agriculture led to greatly increased food production and fed a growing population. Many rural workers moved to towns and cities.

Developments in industry, such as harnessing steam and coal power, meant factories could produce more quantities with increased efficiency. These factories required a large workforce.

The cities grew in wealth, diversity and population. Increased production led to increased trade both in Britain and with the outside world.

Great wealth was to be made in industry. New skills and employment opportunities were created, as well as increased movement and experiences. People were no longer tied to the productivity of the land and the seasons.

Employment in the factories could be dangerous and unhealthy. Accidents were common and there was little in the way of workers' rights.

The focus of production moved from the countryside to the cities and towns. Factories, new houses and buildings, bridges, roads and railways changed the landscape of Britain forever. A slower, small-scale, more rural way of life for the majority of people could never be regained.