

Change and Continuity

Identifying change and continuity in the Reformation and the Industrial Revolution.

Name _____ Date _____ Class _____

Learning objective: I can identify and explain change and continuity, and judge the extent and pace of change.

✓ I can sort change and continuity ✓ I can compare two points in time ✓ I can judge the pace of change

Change means something becomes different over time. **Continuity** means something stays broadly the same. Both can happen at the same time.

1 The Reformation under Henry VIII

Write **change** or **continuity** for each statement.

Statement	Change or continuity?
In 1534 Henry VIII became Supreme Head of the Church in England instead of the Pope.	
Most people still lived in the countryside and worked on the land.	
Between 1536 and 1541 the monasteries were closed and their land was sold.	
People still went to church regularly and believed in God, heaven and hell.	
The Bible was printed in English and placed in every parish church.	
The monarch remained the most powerful person in the country.	

2 How much changed?

- 1 Which change from the table do you think affected ordinary people the most? Explain. [3 marks]

- 2 Give **one** reason why Henry VIII broke away from the Catholic Church in Rome. [2 marks]

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3 The Industrial Revolution: 1750 and 1900 compared

Complete the table.

Aspect of life	Around 1750	Around 1900
where most people worked	on farms and in workshops at home	in factories, mines and mills
how goods were made		
transport		
where most people lived		

4 Think like a historian

3 Give **one** example of continuity in British life between 1750 and 1900. [2 marks]

4 Was change between 1750 and 1900 fast or slow? Explain, using evidence. [3 marks]

5 Were all changes improvements? Give one example of a change that made life worse for some people. [2 marks]

5 Write it up

‘The Industrial Revolution changed everything about life in Britain.’ How far do you agree? Use examples of both change and continuity. [6 marks]

Answer Key

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Question	Answers
1 The Reformation under Henry VIII	In 1534 Henry VIII became Supreme Head of the Church in England instead of the Pope. – Change or continuity?: change Most people still lived in the countryside and worked on the land. – Change or continuity?: continuity Between 1536 and 1541 the monasteries were closed and their land was sold. – Change or continuity?: change People still went to church regularly and believed in God, heaven and hell. – Change or continuity?: continuity The Bible was printed in English and placed in every parish church. – Change or continuity?: change The monarch remained the most powerful person in the country. – Change or continuity?: continuity
2 How much changed?	1. Any reasoned answer, e.g. the dissolution of the monasteries – monasteries had cared for the poor and sick, and their land changed hands; or the English Bible – people could hear and read scripture in their own language. 2. The Pope would not annul his marriage to Catherine of Aragon, and Henry wanted a male heir (and to marry Anne Boleyn); he also gained power and the Church's wealth.
3 The Industrial Revolution: 1750 and 1900 compared	how goods were made – Around 1750: by hand or with simple tools, Around 1900: by machines, often powered by steam transport – Around 1750: horses, carts and canals, Around 1900: railways and steam ships where most people lived – Around 1750: villages and the countryside, Around 1900: growing towns and cities
4 Think like a historian	3. e.g. the monarchy continued; the Church remained important; many people still worked on farms; the rich-poor divide remained. 4. Fast in some areas (factories, railways from the 1830s, cities growing quickly) but slower in others (rural life, women's rights). A good answer recognises that the pace differed. 5. e.g. crowded, unhealthy city housing; long hours and child labour in factories; pollution; outbreaks of cholera.
5 Write it up	Look for: • Examples of change: work, transport, towns, population • Examples of continuity: monarchy, religion, rural life for some • A judgement on 'how far', recognising different experiences

Teaching note: accept reasoned alternatives. Strong answers use precise dates and evidence, and recognise that change affected different groups in different ways.