|  |
| --- |
| **Year 2****Local History – Saltaire***Significant historical events, people and places in their own locality*  |
| **Links made with other subjects** | GeographyArtEnglishScience |
| **The BIG Question** | How did Titus Salt make people’s lives better? |
| **The BIG Outcome** | Children to create a mind map referring to the key knowledge below. Children will then have a discussion in groups, answering the BIG question, using their mind map for reference.  |
| **History objectives**(link to NC)  | * Significant historical events, people and places in their own locality.
* Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
* Know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
* Use a wide vocabulary of everyday historical items.
* Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
 |
| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?  | Children already know:* Year 1: Changes within living memory – Houses
* Year 1: Local history – Jowett Cars
 |
| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Year 3: Local history – The Industrial revolution in Bradford
* Year 4: Geography – Rivers
* Year 2: Science – Use of materials
* Year 5: Science – Materials
 |
| **Historical strands** | Historical enquiry/ skills* Ask questions and find answers posed in the unit.
* Ask questions such as: what was it like for people in the factories? What happened? How long ago? Etc.
* Use artefacts, pictures, stories, visits, online sources to find out about Titus Salt and Saltaire.
* Sources – photographs, written accounts, comparing old and new photographs, visit to Saltaire

Continuity, change, cause and effect* Describe key changes (now and then)
* Recognise why Titus Salt changed working conditions in mills and how this changed the future.
* Empathise with people of the time.

Governance/ Rulership* Victorian Era

Chronology * Sequence the Industrial Revolution and place it on a timeline.
* Place key events on a timeline (Titus Salt).
 |
| **Vocabulary/ Glossary** | Factory, mill, Titus Salt, Saltaire, village. Alpaca, canal, River Aire, spinning, machine, before, after, wool, textile, Industrial Revolution, unhygienic, technology, Victorian, century, Salt’s Mill |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. The industrial revolution was a period of time in the 19th century where new technology meant that mills could produce far more produce than ever before.
2. Bradford became one of the most important industrial cities in the world.
3. Cheaply built housing for these mill workers was cramped and sanitary conditions were often appalling. Average life expectancy was 18 years of age.
4. Sir Titus Salt was born in Morley, Leeds in 1803.
5. He is famous in Bradford for looking after his workers and developing the textile industry in Bradford.
6. He built Salts Mill and the model village of Saltaire. In Saltaire, he built worker’s houses, a hospital, a bath and wash house, an institute (Victoria Hall), Robert’s Park, a dining hall, a church and almshouses. He planned to provide his workers with familyhomes and all the amenities they would need to meet their spiritual, moral, educational and social needs.
7. In 1836, Salt was creator of the lustrous and fashionable cloth called alpaca.
8. In 1848 he became the mayor of Bradford.
9. Salt made sure that his workers were fairly treated and conditions in factories were of a good standard.
10. Knowledge of working conditions for adults e.g. length of working day, types of jobs done in the mill, breaks given, safety.
11. Knowledge of everyday life in Saltaire / rules for living in Saltaire e.g. no drinking, no animals to be kept, no washing hung out etc.
 |
| **SEND expectations** | 1. Bradford became one of the most important industrial cities in the world.
2. He is famous in Bradford for looking after his workers and developing the textile industry in Bradford.
3. Cheaply built housing for these mill workers was cramped and sanitary conditions were often appalling. Average life expectancy was 18 years of age.
4. He built Salts Mill and the model village of Saltaire.
 |