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| **Year 3**  **The Wool Trade in Bradford**  **Local History** | |
| **Links made with other subjects** | Geography English |
| **The BIG Question** | Why did Bradford become the wool capital of the world?  What difference did this make for Bradford? (e.g. prosperity, education, population) |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt this unit by creating a double page spread answering the BIG question. The children can then use this information during group discussions linked to the BIG question. |
| **History objectives**  (link to NC) | * How an aspect of national history is reflected and significant in the locality * To develop a chronologically secure knowledge and understanding of British, local and world history * Note connections, contrasts and trends over time and develop the appropriate use of historical terms * Understand how our knowledge of the past is constructed from a range of sources |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | Children already know:   * Year 2 – Local History - Titus Salt and Saltaire * Year 1 – Science – Comparing materials / Identifying materials * Year 2 – Science – Uses of materials |
| **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 4: Local History - Bradford during World War II * Year 5: Local History - Mining |
| **Historical strands** | Historical enquiry/ skills   * Ask and answer question about the topic * Us a range of sources to find out about the past * Use artefacts, pictures, stories, visits, online sources, photographs, newspaper articles, written accounts * Primary and secondary sources   Continuity, change, cause and effect   * Describe how Bradford changed during this time – from farming town to industrial city, cultural diversity * Compare Bradford now and then e.g. buildings, jobs, schools, everyday life * Describe the effect of the mills on health e.g. pollution   Governance/ Rulership   * Victorian Era * Describe how the government tried to improve conditions (e.g. Factory Act)   Chronology   * Sequence important dates on a timeline using a dated scale |
| **Vocabulary/ Glossary** | Mills, canal, factories, machines, worsted, wool, railway, canal, population, pollution, rural, town, city, industrialisation, industrial revolution, scavengers, piecers, sorter, acts, trade |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. Bradford was once Britain’s fastest growing industrial city. It was a small market town, where people spun wool in their own homes. It became the woollen textile capital of the world.  * By 1841 there were 38 worsted mills in Bradford town and 70 in the borough and it was estimated that two-thirds of the country's wool production was processed in Bradford.  1. Bradford was granted city status on 9 June 1897 due to the rapid growth and impact of the wool trade.  * Between 1800 and 1850 Bradford changed from a rural town amongst the woods and fields to a large town filling the valley sides. * Bradford was nicknamed ‘Worstedopolis’: it grew rich making worsted, a fine wool fabric used in top quality clothing.  1. Steam power made the mills more productive, more reliable and able to be built anywhere.  * The first mills were water powered but steam power took over. These were the first factories but they were still called mills. * Canals down Canal Road – Bradford Beck (now underground) provided a water source * Salt’s Mill, Moorside Mills (The Industrial Museum) used steam power.  1. The development of the canals and railway meant goods could be transported country and worldwide.  * The Leeds Liverpool canal (built 1770-1816) meant that wool could be transported easily to ports and then all over the world. * Railways (Bradford network completed 1850’s) also meant the wool could be transported easily. * Compare location of Salt’s Mill, The Industrial Museum and Lister Mill. * Salt’s Mill (1853) – on the canal – water power – distribution * Industrial Museum (Moorside Mills- 1875), Lister Park (1838) - Railway  1. Over 100,000 people were crowded into a smoke polluted town which lacked street cleansing, sanitation or adequate housing provision.  * People moved from the countryside into the towns to work in the mills. * People also came to work in the mills from other countries, mainly Ireland (Little Ireland) and Germany (Little Germany), and the population grew very quickly which is why the houses were built so quickly and cheaply. * Mill workers were housed in back to back houses. * Toilets were shared with the street. They will have been ash-middens, not flushing toilets. * There was no public healthcare: people had to pay for medicine and doctors.  1. Children worked in the mills from a young age, working long hours in dangerous conditions.  * Children worked as scavengers, piecers and sorters. * Conditions were dangerous: crawling under the loom, standing for long hours, dusty in the air, corporal punishment was common. * Education was poor – non-existent until reforms.  1. The Factory and Reform acts improved life for workers and brought about key changes to working conditions and education which formed the basis for laws today.  * 1802 Factory Act: put some basic rules in place for mill owners and managers. * 1833 Textiles Act: Children under 9 couldn’t work, 2 hrs of schooling each day. * 1844 Textiles Act: Children 8-13 could work 61/2 hours a day. * 1870 – Education Act: Introduced by William Forster (why we have Forster square), free compulsory non-religious education for children aged 5-13 (previously education provided through churches thus the phrase Sunday school). |
| **SEND expectations** | 1. Bradford was once Britain’s fastest growing industrial city. Over the first half of the 19th century, Bradford was transformed from a small market town, where people spun wool in their own homes, into the woollen textile capital of the world. 2. By 1841 there were 38 worsted mills in Bradford town and 70 in the borough and it was estimated that two-thirds of the country's wool production was processed in Bradford. Less than ten years later, Bradford had become the wool capital of the world with a population of 100,000 3. People came to work in the mills from all over Europe and the population grew very quickly which is why the houses were built so quickly and cheaply. 4. Everyday life of children working in the mills. Children worked as scavengers, piecers and sorters. Conditions were dangerous. Started work age 4. Long days. No education. Impact on health. |
| **Suggested Teaching Sequence**  **1.First compare before/ after**  **2. What technological dev happened to enable the change.**  **3. What was it like during the time?**  **4. Comment on change.** | Week One   * Knowledge Points 1 and 2. Compare maps/pictures of Bradford between 1800 and 1850/1897. Look at cottage industry moving to mills.   Week Two   * Knowledge Point 3. Mills changing from water power to steam power. Impact this had.   Week Three   * Knowledge Point 4. Canals and railways.   Week Four   * Knowledge Points 5. Population Growth, overcrowding, pollution, housing and health.   Week Five   * Knowledge points 6 and 7. Life and conditions for children working in the mills. The effect of the factory and reform acts.   Week Six   * Assessment. Answer the big question. |