



Saltaire Village: How the streets got their names? (Key Stage 1)

Purpose of Learning Resource:

To explore the founding of Saltaire and how it is linked to Titus Salt and the Industrial Revolution.

Learning Objectives:	Ideas for activities:	Resources
<p>History:</p> <ul style="list-style-type: none"> -To explore the lives of significant individuals in the past, who have contributed to local and national achievements. -To participate in a local history study and to understand some of the consequences of the industrial revolution. 	<p>This lesson is best after children have visited Saltaire and completed the Children's Discovery trail. If this is not possible, the activities can still take place with printed maps or online versions.</p> <p>DO NOW: Display the maps of Saltaire 1848 and 1908. Invite children to spot the difference. Explain that there was not a place called Saltaire – Titus Salt created it. Show the photograph of Saltaire and the photograph of Bradford – <i>ask why did Titus Salt choose to build Saltaire rather than build in Bradford.</i> <i>Who can remember the story of Titus Salt?</i> Assess whether a recap is needed of previous lesson.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Display the picture of Titus Salt Junior, in Saltaire Park, 1882. <i>Ask the children what they can see in the picture.</i> The photograph isn't recent. <i>What clues are there that this is from the past? Ask Children what era they think the photograph is from (Victorian era). What happened during the Victorian era?</i> Refer to industrial revolution and subsequent industrialisation. <i>What is happening in the picture? Is there anything that seems odd? Why?</i> Explain who the people are in the picture (Titus Salt Junior and the Prince of Wales). Remind children of Salts Mill and Saltaire's founding by Titus Salt Senior (Titus Salt Jnr's father). Explain that Titus Salt Senior, made a lot of money from the textile production and had close links with the Royal family from his involvement in the Great Exhibition (<i>do they know what this was?</i>). <i>Use PowerPoint slide to show this. Extend children's knowledge and understanding of exhibitions and introduce the slide about the Royal Yorkshire Jubilee Exhibition. Introduce the concept of linking the names Victoria, Albert and Exhibition to the name of the streets, using PowerPoint to guide.</i> 2) Recap who Saltaire Stories are/ lesson objective and VAK. 3) In pairs, children to be given a card for each member of the Salt family. Give children a couple of minutes to look at their person, read the name, who they were and when they were born. <i>Staff to circulate to help with children's reading. Extension activity: children to answer the question on the back of the card.</i> The pair who have Titus Salt must come up to the front of the classroom and put Titus Salt at the top of the board and give one fact about him. Keep repeating the same process until all the children have had a turn and the family tree is complete on the board. <i>Staff can use targeted questioning to extend children's knowledge.</i> 4) <i>Where have the children seen all these names before? Draw their attention to their maps of Saltaire village. Can they match up the names?</i> Note that only one street is named after Titus. <i>Do they think this is Titus Salt Senior or his son from the original photograph?</i> 5) <i>What about the other streets? Where do children think those names came from?</i> Look at the timeline on the board. Link back to the beginning of the lesson – Queen Victoria and Prince Albert. 6) <i>Are there any other streets that there isn't a family member to explain the name? Who could these people be? Who else might be important when building a new village?</i> (Mawson and Lockwood were the architects – <i>what is an architect?</i>). 7) Return to the idea that Titus Salt built Saltaire for his workers; it didn't already exist. <i>Why didn't he build the mill in Bradford and house his workers there?</i> <p>Extension Activity: Children could create their own family tree by asking at home about their relatives – use template to support.</p>	<p>PowerPoint to go alongside the lesson. A5 cards with members of the family. Maps of Saltaire village. Blu-tac Family tree template.</p>
<p>Literacy:</p> <ul style="list-style-type: none"> -To participate in discussions and link what they read and hear to things they already know. -To retrieve information from short texts and put these into chronological order. -To read non-fiction texts and make inferences on the basis of what is being said and done. 		
<p>PSHE:</p> <ul style="list-style-type: none"> -To explore the ideas of social responsibility vs business. 		