



Why build Saltaire? (Key Stage 1)

Purpose of Learning Resource:

To learn about Titus Salt and explore the reasons why Saltaire was created

Learning Objectives:	Ideas for activities:	Resources
<p>History:</p> <p>-To explore the lives of significant individuals in the past, who have contributed to local and national achievements.</p>	<p>DO NOW: Children to imagine that they are millionaires. Monopoly/ play money could be given to children to make the task more kinaesthetic. What would they do with it? Separate money out into piles. Slide on PowerPoint to help children with ideas.</p> <p>Activities:</p> <ol style="list-style-type: none"> 1) Who am I? task. How can sheep be linked to becoming a millionaire? 2) Children to look at the picture of Titus Salt and Saltaire – what do they already know? 3) Introduction to task/ VAK planner and set expectations. 4) WHOOSH activity – teacher to tell the story of Titus Salt and Saltaire, with the children acting out the parts and using the props to support. Activity to be chunked using WHOOSH (where all the children acting sit down and new children perform). New vocabulary to be explained and supported with the use of photographs and targeted adult prompting/ modelling. 5) Explain that Salt was a very rich man by Victorian standards and decided to build a separate village, outside Bradford, for his workers, bringing all his mills and all his employees into one place. What benefits would this have? 6) Teacher to tell the children about the different ‘play stations’ (Lego, junk modelling, drawing and play dough or other small construction toys) and the 10 minute challenge of creating their own modern ‘Saltaire’, drawing on what they have learnt about Titus Salt and his story but also thinking about the world that we now live in. Encourage children to explore their own ideas but to also use the evidence from the story to support their ideas. Potential main priorities include: religion, helping others, business, making money, status and family life (keep this slide displayed on PowerPoint throughout the task to help guide children and supporting staff). Give each group a map of Saltaire, so that they can see some of the building Titus Salt thought were important. 7) Teacher to give groups 2 minutes to discuss their best idea to share with the class or teacher to select good practice. 8) Teacher to use a STOP strategy to get children to stop, listen and share ideas (refer back to expectations). Celebrate children’s successes and target support children’s links to what they have learnt about Titus Salt and Saltaire. <p>Extension Task/ Independent Learning – Who is important to you? Is there somebody you find inspiring? Children could write their own biography of someone that they find inspiring, using the story of Titus Salt as a model.</p>	<p>-PowerPoint of Titus Salt and Saltaire</p> <p>-Props for WHOOSH!</p> <p>-play money</p> <p>-access to junk modelling/ Lego/ drawing, construction provision.</p> <p>-A3 copies of maps of Saltaire.</p>
<p>Literacy:</p> <p>-To participate in discussions, presentations and performances.</p> <p>-To listen to non-fiction texts.</p> <p>-To discuss word meanings and link new meanings to those already known.</p> <p>-To make inferences on the basis of what is being said and done.</p>		
<p>PSHE:</p> <p>-To understand that people have rights and everyone has responsibilities to protect those rights, in the classroom and in society</p>		