



# The Changing Face of Leeds and Bradford

Year 3 Topic – Spring term



## What does History look like in Year 3?

### Spring – The Changing Face of Leeds and Bradford

In year 3 we combine two topics together for a full term history study. Children look at an **Aspect of British history after 1066** combined with a **Local History Study** and look at the Industrial Revolution in this area with a focus on Saltaire. The area we live in went through many changes during the industrial revolution and we can still see an incredible amount of physical evidence of this time in our local area, such as the Middleton Railway and repurposed mill buildings in the area. Children in Year 1 study Matthew Murray and the Middleton Railway for their **Significant historical events and people in their own locality** topic. This gives children a base of knowledge with which to start this Year 3 unit of work.

Children begin this unit with a hook activity, a Victorian day designed to engage the children and give them some basic understanding of life in Victorian Britain. They then look at what life in Leeds and Bradford would have been like before the industrial revolution and then move onto what the industrial revolution was and some of the inventions which helped move us forward. Children look at the life of a Victorian child who would have worked in a Victorian mill and develop an understanding of how tough and dangerous life could be during this period of British History. Children move onto learning about Sir Titus Salt and his campaign to make the lives and work of his mill workers better and safer. They will learn about the building of Saltaire and this will be enhanced with an **enriching experience** of a Saltaire expert coming in to talk to the children about life in the town. Many of the families in our community are from ethnic minorities and many have emigrated to our area, either in this generation or a previous one.



In order to help make this unit even more relevant and relatable for our children they will spend a lesson looking at immigration into Leeds and Bradford during this period of History and think about the difficulties of moving even a short distance back at a time when travel and communication was so much more difficult than today. This also links with their work on technology in Year 1 and air travel in Year 2. The unit finishes with a look at Leeds and Bradford today and how life has changed before children return to the key question of How did the Industrial Revolution change Leeds and Bradford? and complete a knowledge drop to answer the question in their own choice of format. This might be an extended piece of writing, labelled pictures or a poster. Key learning in the unit is demonstrated through the use of a quiz at the beginning and end of the unit, looking at the key facts we want children to take with them in their long term memory.





*In Year 3 pupils are taught*

*To continue to develop their understanding of significant events and people in the local area by taking part in a local history study*

*To learn about a period of British History that extends their knowledge beyond 1066*

*To understand and use different ways of finding out about the past*

*To use key historical vocabulary to describe key events and memories in their own lives*

Children took part in a Victorian Day



## Children took part in a Victorian Day



LO: To understand what life was like for a Victorian child working in a cotton mill.

Draw a picture of a child working in the Victorian times.

cotton mill



\* Some Kids they go to sleep and they accidentally died and those kids that died they went to the hospital.  
- Why did children work? they are

We freeze framed working as Victorian children on farms and in mills. We decided we are so happy we weren't born in the Victorian times.



Working in the mills



Working as farm hands

small.





Tuesday 30th January 2024

LO: To understand how transport and trade links evolved during the industrial revolution.

Use these sentences stems to help you write a diary entry from when transport changed during the Industrial revolution:

Steam engines have now been invented by....

This is great news because....

We can now get wool from Bradford on the .....

Have you heard about the new automobile, invented by.....

Dear Diary,  
The date is the 30th February 1821.

Dear Diary,

The date is the 30th February 1821. I am so lucky to say that I am in \$ Stephenson's creation (the steam train).

It is the first ever steam train made. At first, people was scared but when they've

realised what it was, people wanted to go on it more often. If you want to know where I'm going, I'm going from Liverpool to Manchester.

What other transport links were there?  
The canals, cars, automobiles, phones, telegraph and electricity was made & made.



Tuesday 23rd January 2024

Spring 1 week 3 - History

LO: To understand some of the inventions that made the industrial revolution possible.

We looked at some of the different inventions that supported the changes made in the industrial revolution.

### The Spinning Jenny

The person who invented it was James Hargreaves. This machine spun eight spindles ~~waste~~ to make clothes. Everyday people would make clothes if this wasn't invented.

### The telephone

It was made because of Alexander Graham Bell. It was made to allow people to

communicate to each other.

### The London Underground

The trains transported people. There was a ~~line~~<sup>place</sup> called the Victoria and I think it was called that because of Queen Victoria.

### The Automobile

The Automobile was invented by Karl Benz. It was the first motorcar so people ~~knows~~ can go to places faster.

### The Steam Engine

It was invented by James Watt. It was ~~is~~ used to power trains.



A few of the carefully selected texts we use to support our historical learning in reading and writing lessons

