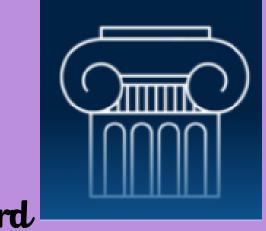


The Changing Face of Leeds and Bradford

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



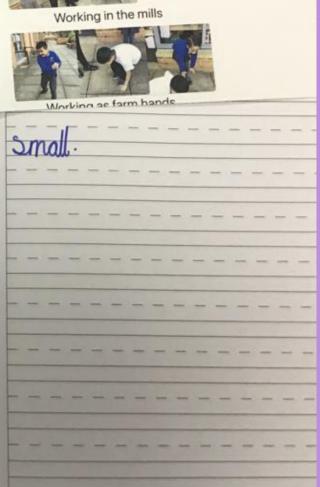




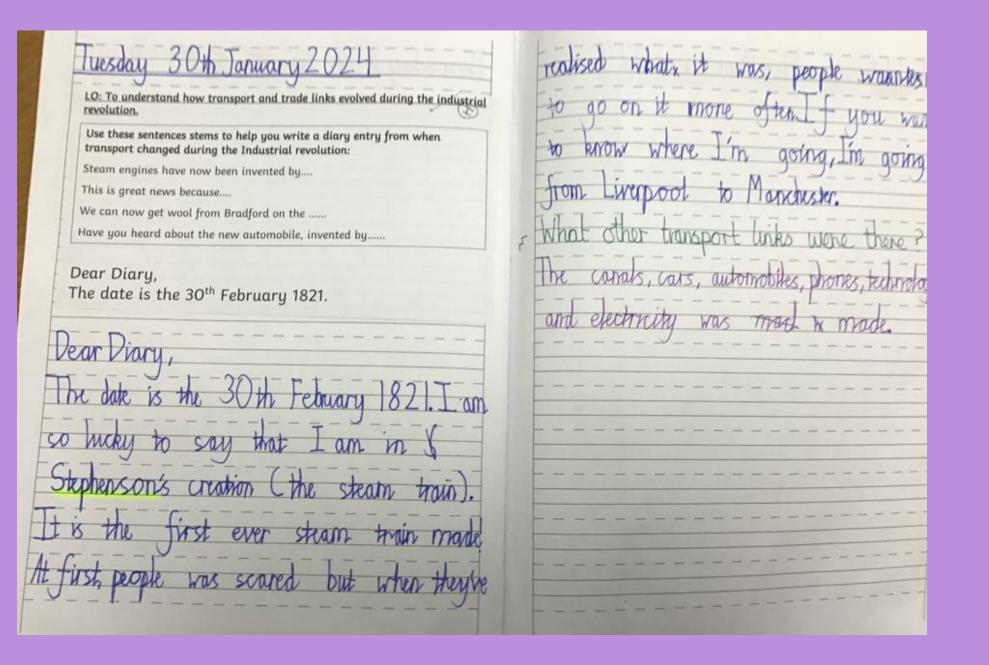
Spring 1 Week 5 History LO: To understand what life was like for a Victorian child working in a cotton mill Draw a picture of a child working in the Victorian times. cotten mill

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.

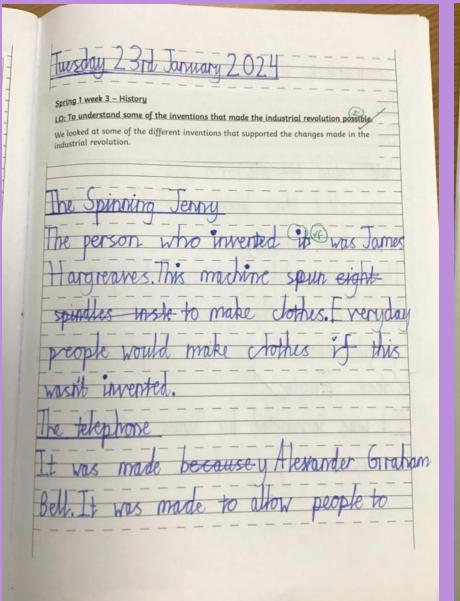












communicate to exchather
The London Underground
The trains transported people. There was a
his race collect the Victoria and I think it
was called that because of Queen Victoria.
A The Auto mobile
The Assutomobile was invented by Kart
Berz. It was the first motorcar so
people knows can go to places faster,
Testeam Engine
It was invented by James Watt. It was
We used to power trains.



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

