

**History Curriculum Unit**  
**Plan**  
**Saltaire**  
**Local History Study**  
**Autumn**  
**Year 5**



**Society**



**Legacy**



**Invasion**



**Civilisation**

**National Curriculum:**

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Summative Assessment Question:**

**Why was Saltaire significant?**

**Vocabulary:** Canal, Railway, Mill, Location, Sewerage, Overcrowding, Village, Significance

**Unit end points:**

**Chronology**

- Saltaire was founded in 1851

**Cause and Consequence**

- Pupils connect the development of Saltaire with the broader context of the Industrial Revolution

**Significance**

- Pupils can explain who Titus Salt was and the impact he had
- Understand why Saltaire was developed

**Using Evidence**

- Pupils use a range of historical sources to gather information about the time period
- Evaluate the usefulness of the sources provided
- Generate own questions about the time period





**How this links to British Values:**


1. Democracy
2. Rule of Law
3. Individual Liberty
4. Mutual Respect
5. Tolerance
6. Diversity




**How this links to protected characteristics:**


1. Age
2. Disability
3. Gender reassignment
4. Marriage
5. Pregnancy
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Society:</b> All About Me</p>	<p><b>Society:</b> How has time changed our local area?</p> <p><b>Legacy:</b> Should we still look after castles?</p>	<p><b>Society:</b> Why are the Victorians significant?</p> <p><b>Legacy:</b> Why are the Victorians significant?</p> <p>Was the moon landing important?</p>	<p><b>Society:</b> How did humankind move from surviving to thriving? (Stone, Bronze and Iron Age)</p> <p>What makes a civilisation significant? (Egypt)</p> <p><b>Legacy:</b> How did humankind mov from surviving to thriving? (Stone, Bronze and Iron Age)</p> <p>What makes a civilisation significant? (Egypt)</p> <p><b>Civilisation:</b> What makes a civilisation significant? (Egypt)</p>	<p><b>Society:</b> What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p><b>Legacy:</b> What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p><b>Invasion:</b> What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p> <p><b>Civilisation:</b> What makes a civilisation significant? (Ancient Greek)</p> <p>How did invasion impact Britain? (Roman)</p>	<p><b>Society:</b> How did invasion impact Britain? (Anglo Saxon/Vikings)</p> <p><b>Why is Saltaire significant?</b></p> <p><b>Legacy:</b> How did invasion impact Britain? (Anglo Saxon/Vikings)</p> <p><b>Why is Saltaire significant?</b></p> <p><b>Invasion:</b> How did invasion impact Britain? (Anglo Saxon/Vikings)</p>	<p><b>Society:</b> What is the impact of war? (WWII)</p> <p><b>Legacy:</b> What makes a civilisation significant? (Ancient Islamic Civilisations)</p> <p>What is the impact of war? (WWII)</p> <p><b>Invasion:</b> What makes a civilisation significant? (Ancient Islamic Civilisations)</p> <p>What is the impact of war? (WWII)</p> <p><b>Civilisation:</b> What makes a civilisation significant? (Ancient Islamic Civilisations)</p>

	Week 1	Week 2	Week 3
<b>Lesson Question</b>	<p><b>What is Saltaire?</b></p>  <p><b>Add question and picture in books</b></p>	<p><b>What was the industrial importance of Saltaire?</b></p> 	<p><b>How did Titus Salt change the way people lived and worked?</b></p> 
<b>Teaching and knowledge</b>	<p>Flashback in books</p> <p>Starter (doesn't need to go in books):</p>  <p><b>Photograph of Bradford in Victorian times</b>  <b>Question: What would Britain be like if the Victorians had never existed?</b></p> <p><b>Teaching:</b>  Show pictures of Saltaire in the modern times; what do they know? What can they infer about the place?  Show Saltaire on a modern map; locate and discuss placement. Explain it is a village in Bradford founded in 1851.  Show historical map side by side (use digi-maps); what do they notice about the maps.  Place 1851 on a time line alongside the Victorian period; recap the learning about Victorians from Year 2.  Why were they significant?  What were the positives and negatives about the Victorians?  How would Bradford look different if they didn't exist?  Children to create a mind map on tables about the Victorians and zoom in on Bradford.</p>	<p>Flashback in books</p> <p><b>Starter:</b>  Write a memorial for Queen Victoria: why was she significant?</p> <p><b>Teaching:</b>  Show the term 'Industrial Revolution' alongside old pictures of Bradford mill life; what might this be? What might this mean?</p> <p>Recap the timeline when Saltaire was built and revisit the time period was called the Victorians.</p> <p>Recap poor living conditions in inner cities: Why might Bradford have not been a nice place to live? Why might people have moved quickly to inner cities?</p> <p>Show pictures of Saltaire: in tables children discuss the differences in Saltaire to the other conditions in cities.</p> <p>Why was Saltaire being built important for industry?</p> <p>Revisit the map and discuss the geographical features linked to industry.</p>	<p>Flashback in books</p> <p><b>Starter:</b>  <b>Show a range of Victorian inventions: children to order the inventions from most impactful; to least, giving reasons for their answers.</b></p> <p><b>Teaching:</b>  Quick recap- what were the housing and conditions like before the Industrial Revolution? Use a photograph to examine life styles</p> <p>Introduce Titus Salt; who he was and his vision for improving lives of workers.</p> <p>Work as a table using information from the website; look at different aspects of Titus Salt and the Legacy he left.</p>

<b>Disciplinary and substantive focus</b>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Saltaire was founded in 1851</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>• Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Using Evidence</b></p> <ul style="list-style-type: none"> <li>• Pupils use a range of historical sources to gather information about the time period provided</li> <li>• Generate own questions about the time period</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Saltaire was founded in 1851</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>• Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Using Evidence</b></p> <ul style="list-style-type: none"> <li>• Pupils use a range of historical sources to gather information about the time period provided</li> <li>• Generate own questions about the time period</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Saltaire was founded in 1851</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>• Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>• Pupils can explain who Titus Salt was and the impact he had</li> <li>• Understand why Saltaire was developed</li> </ul> <p><b>Using Evidence</b></p> <ul style="list-style-type: none"> <li>• Pupils use a range of historical sources to gather information about the time period</li> <li>• Evaluate the usefulness of the sources provided</li> <li>• Generate own questions about the time period</li> </ul>
<b>Work in books</b>	<p>Children stick historic map and pictures of Saltaire in their books;</p> <p>What do they notice from looking at the map? What features can they see?</p>	 <p>Children to write down 2 reasons, using the picture as a scaffold, as to why Saltaire was significant to industry; example such as River Aire was close by for transport.</p>	<p><b>Children to create a memorial to Titus Salt in their books:</b></p> <p><b>Which parts were the most important parts of his legacy?</b></p> <p><b>How have they decided what should go on his memorial card?</b></p>
<b>Sources</b>	<p><a href="https://www.bradford.gov.uk/environment/saltaire/saltaire-world-heritage-site-information-and-history/">https://www.bradford.gov.uk/environment/saltaire/saltaire-world-heritage-site-information-and-history/</a></p>	<p><a href="#">The Foundation of Saltaire - Saltaire Collection</a>  <a href="#">Saltaire, World Heritage Site (saltairevillage.info)</a></p>	<p><a href="#">Sir Titus Salt, 1803-1876 - Saltaire Collection</a></p>

	Week 4	Week 5	Week 6
<b>Lesson Question</b>	<b>Why does Saltaire look the way it does?</b> 	<b>What was the impact of Saltaire on Bradford and the wider community?</b> 	<b>What is the legacy of Saltaire?</b> 
<b>Teaching and knowledge</b>	<p>Flashback in books</p> <p><b>Starter:</b> Show 3 figures from historical period who has been taught, including Titus Salt. Who would the children like to have a conversation with the most? Why? (E.g. Boudicca; Titus Salt; Alexander the Great)</p> <p><b>Teaching:</b> Display images of Saltaire on the board from the past. Recap the geographical features that made it an ideal place for industrial village.</p> <p>Children to focus on key buildings from the past such as the Reform Church and Salt's Mill; why might those buildings have been built that way?</p> <p>Look at the houses; as tables discuss why the houses are terraced and not semi-detached.</p> <p>Discuss the materials used to build the houses (Yorkshire Stone) and compare with pictures from the modern time.</p>	<p>Flashback in books</p> <p><b>Starter:</b> Show an advertisement for the historic town of Saltaire; children to evaluate its usefulness; is there anything missing they would add? Is there anything they think is not as significant?</p> <p><b>Teaching:</b> Look at Samuel Lister; the man who built Lister's Mill. Compare the actions of Salt and Lister, who do they think had a more positive impact? Where would they have preferred to work? Choose a selection on worker records; some from a range of places. Why might they have travelled to Saltaire from their city?</p> <p>Children to work together on tables to create a list of people they have discovered and what their lives were like in Saltaire. Get them to think about how we know this information and whether it is useful.</p> <p>Children to present their people back to the class; who did Saltaire have the biggest impact on? Workers? Families? Rich people who may have had to think about working conditions from then on?</p>	<p>Assessment:</p> <p><b>Starter:</b> Children to create a mind map, quickly, about Saltaire in jotters; what is the key information?</p>
<b>Disciplinary and substantive focus</b>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Understand why Saltaire was developed</li> </ul> <p><b>Using Evidence</b></p> <ul style="list-style-type: none"> <li>Pupils use a range of historical sources to gather information about the time period</li> <li>Evaluate the usefulness of the sources provided</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Understand why Saltaire was developed</li> </ul> <p><b>Using Evidence</b></p> <ul style="list-style-type: none"> <li>Pupils use a range of historical sources to gather information about the time period</li> <li>Evaluate the usefulness of the sources provided</li> <li>Generate own questions about the time period</li> </ul>	<p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>Saltaire was founded in 1851</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Pupils connect the development of Saltaire with the broader context of the Industrial Revolution</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Pupils can explain who Titus Salt was and the impact he had</li> <li>Understand why Saltaire was developed</li> </ul> <p><b>Using Evidence</b></p>

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<b>Work in books</b>	<p>Use a historical map to describe one building in Saltaire:</p> <p>What was its significance? How do we know how it looked? What impact might it have had on historic Saltaire?</p>	<p>Children to colour in a few people; what was their life like in Saltaire? How did Saltaire impact them? Are they all positive outcomes or were there any people that might have felt differently? Use speech bubbles to get inside the source.</p> 	<p>Children to use historical pictures to create a map of Saltaire, detailing key features, people and impact on society</p>
<b>Sources</b>	<a href="http://saltairevillage.info">Saltaire, World Heritage Site (saltairevillage.info)</a>	<a href="http://saltairevillage.info">Saltaire, World Heritage Site (saltairevillage.info)</a>	