#### **HISTORY**

Describe different societies and periods from history and be able to explain the cause and consequence of events. Using Victorians, Enclosures and the Landscape PP children learn, in the simplest terms, how the last areas open area of Nidderdale countryside became enclosed with walls and fences in Victorian times.

- -With talk partners they discuss areas of open land which are important to them e.g. Brimham Rocks, The Valley Gardens and how they would fee I if they were no longer allowed free access.
- -Children use 'Conscience Alley' Resource to support them in voting for and against allowing open land to be enclosed (see Drama). Children understand some of the arguments for and against in simple terms and can write an argument or discussion based on these. LA / younger children could write an argument based on whether the open space they enjoy should be allowed to be closed and only selected people should be allowed in.

<u>Compare / contrast lives of the rich and the poor in Victorian</u> society using <u>Victorians and Mining PP</u> and own research:

- -children compare and contrast the life of mine workers versus life of a gentleman tourist visiting Nidderdale.
- -children make a mind map of the health and safety issues of working in a Victorian lead mine at Greenhow. Use a variety of sources to answer questions and gather information (also ICT)
- -Children use a database of Nidderdale People (see Victorian Database search resource) to ask and answer questions about lead mining in Nidderdale: population size, their occupations, ages and where they were lived and were born.

http://www.calverley.info/hamp\_census.htm

Use tables, tally charts and create bar charts and graphs of the information found. Create a 'Keynote' or 'PowerPoint' presentation to explain the information you have found. Also use the sections on people-> family history -> Parish Registers page of <a href="http://greenhow-hill.org.uk">http://greenhow-hill.org.uk</a> for even more information on people's jobs and how they changed over time.

Chronology and making connections / understanding impact.-Search generic 'Victorians' resources e.g. BBC History, Woodlands Junior for information about relevant nationally significant events in the Victorian Age e.g. 1833 Parliamentary Reports on working conditions for children in mines and factories, Invention and use of steam power, 1841 Great Western Railway, 1842 Mines Act.

#### **GFOGRAPHY**

Describe the <u>physical and human features</u> of an area and understand how they interact and make an area distinctive using place-based examples.

- 1. Using the Artist's Impression of Medieval Nidderdale and the Artist's Impression of Victorian Nidderdale on the website, children observe, discuss and circle landscape feature changes between two time periods. It is 450 years between the two time periods, but only a few changes to note so this is a short activity. Main change: the enclosure of the landscape with walls, mixed farming (crops) see PP1 Note slow pace of change over long period compared speed of later landscape changes.
- 2. Using the Artist's Impression of Victorian Nidderdale and the Artist's Impression of 1920s Nidderdale on the website, children observe, discuss and circle landscape feature changes.
- a) Working in pairs or small groups, children circle changes, number them and note down what the difference is. Discuss findings as a class.
- b) Children remind each other about the difference between 'human' and 'physical' features. Go back and indicate or list the differences which are 'human' and those which are 'physical'. Discuss the length of the lists. Which features have changed most human or physical? Why? Discuss the speed of change (just 70 years) and the dramatic impact of new technology on the landscape and people's lives.

Describe and understand physical and human geography including trade links and the distribution of natural resources.

-Colour in areas of geological significance in Upper Nidderdale on map provided. Mark and label the places where lead, limestone, iron and coal can be found. Make a key [higher ability to provide grid references for the best places to find the different minerals]. Write a letter to John Yorke or George Metcalfe explaining where they should invest in the different metals.

#### SCIENCE

<u>Forces: Y3</u> I compare how things move on different surfaces

-Children ask and answer 'how easily does a four wheeled cart move on different surfaces'? Experiment with dragging 'trucks' along different surfaces. Use model train tracks, trains or just boxes and rough/smooth surfaces to simulate pulling rocks through a lead mine. **Devise fair test**.

<u>Plants: Y3&5</u> Explore requirements of plants for life and growth and understand seeds and their role in the life cycle of plants.

Children plant a variety of seeds of plants and observe how they grow in different growing conditions. 'Poison' the soil in one pot with a substance such as 'washing up liquid' (or similar) to compare effects of lead waste on growth on plants/ effect on habitats. 'Improve' the soil of seedlings with lime (explain that this is made from limestone quarried in Nidderdale) and compare effect on growth by measuring plant growth.

<u>Rocks: Y3</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Collect examples of the different rocks around us in Nidderdale and compare their properties (see Nidderdale: The Beginning resources). Show children some lead from a builder's merchant and some limestone. Demonstrate their properties. Supervise them feeling the weight and malleability of lead and explain that it is poisonous. Go on a 'lead' hunt looking for it on roofs of buildings.

<u>Living things and their habitats: Y4</u> I recognise that environments can change and that this can pose a threat to living things.

-Observe and note environmental changes. Use the Artist's Impression of the Prosperous Smelt Mill landscape and a modern photograph taken 150 years later. What do children think the countryside might look like at this place before the lead mining. Did the Victorians have a positive impact on the landscape here? Read the description of effects of mining on landscape on this area written by the Victorian writer, William Grainge in his book 'Nidderdale'. Light: Y3 Recognise that they need light in order to see things and that dark is the absence of light & Notice that light is reflected from surfaces Y6 Recognise that light appears to travel in straight lines.

-Use lead mines as context for science work on light.

Create a tunnel using black sheeting over school tables

#### HISTORY continued...

Understand the different ways we find out about the past and the way it is presented. Use sources to answer questions and gather information. Look at different versions of events, give reasons why people might view things in different ways.

Use the 'Historical enquiry' resources to find information about Nidderdale's industrial past from Victorian sources. Can the children decipher the old fashioned Victorian language and find out any facts. Which of the sources are more reliable? Are description useful compared to the statistics from the Census? Does it paint a reliable picture overall? Can the children think why the miner, Thomas Blackah describes such a beautiful view of Nidderdale in his poem and the author Rudyard Kipling paints a much harsher one? What about the writer William Grainge? Can the children see that his writing is quite factual? It does not seem to glamorise or exaggerate the situation at the lead mines. Can the children find out more about William Grainge's background? HA children could be challenged to find other information from his book on line e.g. his railway journey from Starbeck to Pateley. Information about what he says about their own village.

-Children research of <a href="http://greenhow-hill.org.uk">http://greenhow-hill.org.uk</a>. Read about the real people who lived there -> PEOPLE -> OTHER PEOPLE and follow each link. Can they find out about what happened to the Busfield's son? ...or other horrible accidents at the mines involving children (WARNING: The news report on John and Jimmy Bowes - 1856 - is rather gory).

Recognise similarities and differences between life in different periods and explain how something in the past affects our lives. Describe different societies and periods in history and start to make links between features and across time. Rearrange the desks in the classroom and cover with black cloths to make tunnels. Children to crawl through. -Children record the routine of their own day and compare with a likely day for a miner in Greenhow. Use Victorians and Mining PP, Historical Enquiry sources and own research.

-Visit Fishpond Wood and the Ice House (see wider UNLP web pages) which belonged to Bewerley Hall – the home of the Yorke family. Research Victorian train travel and food. Plan/ write about a train trip to Fish Pond Wood from Harrogate with a 'Victorian' picnic (see Fish Pond Wood Advertising Flyer Resource). Visit Nidderdale Museum for lots of inspiration and ideas.

# VICTORIANS AND INDUSTRY

## GEOGRAPHY continued...

<u>Location knowledge</u>. Use terms north, south, east and west, fieldwork observations and grid references to describe physical & human features and routes on a map.

- Locate Prosperous Lead Smelting Mill on a map. Describe the best route along tracks and roads from the Mill to the train station at Pateley Bridge using locational language (eight points of compass). Higher ability measure the distances using a ruler and convert into metres from the scale of the map.
- -Use co-ordinates to locate coal mines in Upper Nidderdale (see also Nidderdale: The Beginning)

#### **ART & DESIGN**

Increase awareness of different kinds of art, craft and design. Use range of materials. Learn about great artists.

- -Make a Victorian Railway Poster advertising Nidderdale (see Railway Poster Resource for ideas)
- -Study Lowry and other industrial artists. Compare with Romantic Victorian landscape painters
- -Make a miniature stone wall. See 'Make your own Mini Victorian Stone Field Wall' resource. In teams form 'stones' from clay and allow to dry. Observe and make different styles of 'coping' stones for the tops of the walls. Build wall as a team using a small piece of slate or wood for the base.

#### ICT

-Use a database of Information on Nidderdale People (see Victorian Database search resource) to search for specific pieces of information relating to the Victorians in Upper Nidderdale: population size, their occupations, ages and where they lived and were born. Compare between different Census

yearshttp://www.calverley.info/hamp\_census.htm
Use tables, tally charts and create bar charts and graphs of the information found. Create a 'Keynote' or 'PowerPoint' presentation to explain the information you have found.

-Program an interactive story or game based on retrieving lead from a mine. See also http://greenhow-hill.org.uk

## Properties and changes in materials: Y5/ also KS3

- -Use mining as context for understanding different materials and their useful every day properties (see rocks topic) separate mixed up materials using knowledge of solids, liquids and gases (e.g. understand that lead will sink, iron is magnetic, water will evaporate)
- -Observe with teacher how a night light candle will not remain lit when placed under a jar. Observe what happens when a lit floating candle is covered with an upturned glass bowl (the water rises up the sides as the oxygen is used up). Children understand that air is made up of particles including oxygen and takes up space. Use importance of air flow in mines as context (see Victorians and Mining PP)
- -Visit the 'ice-house' at Fishpond wood. Research materials with insulation properties. Have a contest to see who can prevent an ice cube from melting for longest by designing and making an ice box insulated with materials from the era. Compare with modern insulation materials. Which works best?

## DT

Use creativity and imagination to design and make products that solve real and relevant problems.

- -Research reflective materials to help a miner be seen underground.
- -Test different sorts of mixtures to make 'cement' for a miniature stone wall (see Art& Design). Which will work best and look best glue, sellotape, duct tape, polyfilla, cement?

# **ENGLISH/DRAMA**

-Argument. Using 'Conscience Alley' drama technique, children are given the arguments for and against the enclosure of the open countryside which was 'completed' in Victorian times. Use 'Enclosures: For & Against' Resource. Children walk the Alley listening to all the arguments on both sides. Class votes.

For independent work, children write notes on the arguments they can remember and their own opinion. This could be written up as a persuasive letter...or discussion piece for a Nidderdale newspaper.

- -Diary piece
- -Research the 1842 Royal Commission Report on the Employment of Women and Children in Mines. Show PP2. Brainstorm and mind map all the health and safety issues of children (and adults) working in mines. **Write a report**.
- -Explanations, instructions, stories.



# **Victorians & Industry Topic Web Notes**

- This topic web contains some suggested activities and cross-curriculum links.
- It is designed to be printed on two A4 sheets of paper and then put together and photocopied to form one A3 sheet.
- The text in red denotes a resource which is available to download free from the Upper Nidderdale Landscape Partnership Education Resources pages.
- Text in other colours denotes a Curriculum objective.
- The text in bold denotes an activity that the children will be doing.
- 'PP' is short for PowerPoint Presentation.