

TEACHERS' PACK

"The foundry on Clarence Road Leeds started production in the 1930s; its closure was announced in September 2003. From April until November 2004 Heads Together Productions facilitated the project 'Meltdown'. Foundry staff were encouraged to record and express their thoughts and memories of working in a large foundry facing closure."



The project resulted in a dynamically filmed DVD, beautifully illustrated book and a supportive website, this resource helps facilitate the use of these unique materials.

The pack provides suggested activities for Literacy, Science, History, Geography, ICT, Art, Citizenship, Music and Dance, for KS2; linked to the QCA documents. Material and activities can be adapted for KS1 and KS3.

MELTDOWN could easily be used as a stand alone resource to support individual areas of the curriculum above, however the materials are also suitable to be used in a cross curricular manner and could therefore be easily integrated into existing medium term planning to enhance learning.

MELTDOWN RESOURCES

FREE COPIES of the **MELTDOWN** book (containing photos and first hand accounts from the people who worked there and which document the history of the foundry) are available from Artemis/ Education Leeds. The DVD '**Cast Well and True** ' costs £5 from Heads Together Productions.

WEBSITE www.fettling.com provides **free** access to downloadable resources from the **MELTDOWN** book for you to reproduce to use with your pupils, such as, newspaper articles, photos and poems describing workers experiences.

ORIGINAL OBJECTS are available for loan from ARTEMIS. This includes: protective clothing, such as gloves and goggles; large photos; signage; shadow boards and tools. These help bring the materials alive as children handle and explore them in their own classroom. **ARTEMIS: 0113 244 0497**



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How is MELTDOWN relevant to teaching the Geography curriculum?

It provides valuable secondary resources, accessible from both the website and book, which will support work on Leeds, whether you are; comparing and contrasting Leeds with another area; or carrying out a local study; looking at land use and changes in land use.

Resources include: Map1: Ordnance Survey 1854, Map2: Ordnance Survey 1893, Map3: Ordnance Survey 1932; Aerial view of the plant 1959, including local housing on 'East Bank'.

QCA Unit

INVESTIGATING OUR LOCAL AREA

QCA Unit



SECTION 2: Where is the locality in relation to other places? In interpreting maps showing your school, the pupils can identify their school and the site of the Yorkshire Foundry. It may be the pupils will recognise geographical features, such as the river, railway, street names on the old maps provided in the **MELTDOWN** materials.

SECTION 3: What is our area like? Discuss what the environmental impacts of the factory could be.

SECTION 4: What are the main land uses in our area? This could lead to interesting discussions, supported by the newspaper cuttings on the **MELTDOWN** website, about changing uses of land in Leeds. A time line of the history of the foundry could be created showing how the use of the foundry has changed, (especially during World War II) ending, obviously, in its closure in early 2005. Discuss how different types of land use has been recorded on different types of map. How could they record land use? Divide the children into pairs. Ask each pair to identify land use, e.g. *houses, shops, roads, services*, within a small area of the city and mark it on a base map using a colour-coded key.

Collate the pupil's results and ask them to present their results using ICT, e.g. *in databases, as simple graphs, as simple pie charts*.

SECTION 5: What jobs do people do? How do they get to work? What services do nearby settlements provide? Following on from Section 4, and the discussion of the closure of the plant, the pupils could think about what the people will do when they do not work at the foundry. E-mails to ex-workers via the website could be arranged to investigate what people have gone on to. Exploration of up to date maps of the area could be used to identify remaining areas of Leeds that could offer employment. How has the employment available in Leeds changed over time? With the pupil's help, design and conduct a class survey to identify adult jobs within and beyond the school. List the jobs and ask the children to sort them into categories and investigate where and how far people travel to work.