

# 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](http://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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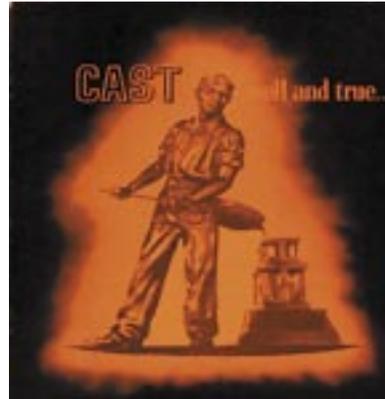


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## How is MELTDOWN relevant to teaching the History curriculum?



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 then and now; or investigating Leeds during and since WWII.

**Resources include:** Map 1 Ordnance Survey 1854; Map 2 Ordnance Survey 1893; Map 3 Ordnance Survey 1932; Aerial view of the plant 1959, including local housing on 'East Bank'; photo of the last tank and first post-war bus chassis produced on the site; various photos demonstrating the changes in methods of production at the foundry.

## NATIONAL LITERACY STRATEGY

### HOW DID LIFE CHANGE IN OUR LOCALITY IN VICTORIAN TIMES?

#### QCA Unit

#### **SECTION 2: Who lived and worked here in 1891? What has changed since 1841 and why?**

Cast Well and True, Section 9 in the MELTDOWN book describes the chronology of the foundry and Victorian industrialisation in Leeds. Photos and maps of the foundry can support changes in land use, transport and working conditions.

#### **SECTION 3: How did the arrival and expansion of the railways affect our area?**

Using secondary source in Cast Well and True, Section 9, children can clearly see the positioning of the railway in relation to Albion Foundry. Comparison of Map1: Ordnance Survey 1854 with Map2: Ordnance Survey 1893 clearly shows how the area became intensively industrialised.

#### **SECTION 4: What evidence of Victorian times remains in our area?**

A walk round the area would be of value to pupils. They can look for evidence of Victorian construction, alongside more recent extensions and adaptations. Excellent opportunity for discussions based on changes in local industry and what that means for the people who live and work in the area.

**Section 5: How did life change in our locality in Victorian times?** The photos and maps, available from the book and web site could all be used to support the written work of pupils as they formulate and analyse the ideas covered in this topic.

## QCA Unit

### WHAT WAS IT LIKE TO LIVE HERE IN THE PAST?

#### Unit 18

**The QCA suggests the following approach for his Unit,** *"It is best to focus on an aspect of the local community in the immediate locality ... Children compare two or three periods of time ... a workplace, ... It gives opportunity for direct access to historical sources and is an excellent chance to develop fieldwork and research skills."*

The photos and maps produced in the book and on the website will support the whole of this topic if taken from a 'workplace' angle.

#### **SECTION 2: How can we use maps to explore how our area has changed?**

The Ordnance Survey Maps in Cast Well and True Section 9, are excellent for comparing and contrasting the area at different time periods.

#### **SECTION 3: What can local buildings or sites tell us about the past?**

The area around the foundry has wide pavements and pedestrian crossings on the main roads. After the pupils have explored the maps and know how this area has been used in the past, a walk around the Clarence Road area will lead to interesting discussions concerning change, as the pupils will see the area is home to the now closed foundry, the Royal Armouries and student accommodation.

#### **SECTION 4: What do pictures and photographs tell us about past life in our area?**

In addition to the photos in **"MELTDOWN"** further photos documenting the History of Leeds can be found free on <http://www.leodis.net/>

#### **SECTION 5: Which written sources can we use?,**

#### **SECTION 6: How can oral sources help us to find out about how people lived?,**

#### **SECTION 7: What was it like to live in our area in the past?**

Read the memories of some of the workers; which include details such as the age they started working, the working conditions, the family tradition of working in the same place, pages 36 - 45; the fascinating memories of Kathy Barratt, who worked at the foundry during WWII, page 71. Many more wonderful anecdotes give an insight into the history of working conditions at the foundry. It might be possible to arrange 'question and answer' opportunities with people who used to work at the foundry, please make enquiries through the web site.

### WHAT CAN WE LEARN ABOUT RECENT HISTORY FROM STUDYING THE LIFE OF A FAMOUS PERSON?

#### Unit 20

If you were looking for famous local people to study, then industrialised Leeds offers a great selection, but probably the most well known are:

*"John Smeaton was based here; the acknowledged founder of the civil engineering profession - canal engineer and designer of the Eddystone Lighthouse."*

*"Matthew Murray was the first to make a commercial success of locomotive steam at the Middleton Colliery in June 1812."*