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TO BE USED IN CONJUNCTION WITH THE RESOURCE PACK CONTAINING:

* AMAZING ACCRINGTON FILM AND SCRIPT
* BACKGROUND INFORMATION
* IMAGE FOLDER
* JOSEPH BRIGGS STORY
* JOSEPH BRIGGS TIMELINE
* ACTIVITY SHEETS – SETTLEMENT/LAND USE, CHANGES IN SPELLING, CHANGES IN THE COPPICE, THE CHILD OF A HANDLOOM WEAVER, THE CHILD OF A …

TEACHERS’ PLANNING

ACCRINGTON PRIMARY SCHOOLS

AMAZING ACCRINGTON: INDUSTRY AND ART

the heritage connection

| **OVERVIEW** | **RESOURCES** | **PREPARATION** |
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| It is not expected that children will complete all the activities. The teacher can choose one or two from each section. The film can be paused at any point to concentrate on a particular activity in the session plan. Activities can be whole class or allocated to separate groups according to ability.  Before you start, read the information pack and visit some of the online resources given.  **Begin by watching** the film all the way through, passing over the pause points. You could tell the children that the narrator was a former pupil at another Accrington School, Peel Park Primary, and now works at the University of Huddersfield.  **Explain:**  -that Accrington has changed a great deal over the past 300 years and that the class is going to find out more about these changes, plus the changes that are planned for the future  -that the town has a lot to be proud of, and many things invented or made in Accrington have been sold all over the world and have changed lives all over the world  - the Haworth Art gallery was built as a private home called Hollins House  -that William and Anne Haworth, for whom the home was built, were avid collectors and their collection was the beginning of the town’s Art Gallery, which opened in 1921. | * Film – Amazing Accrington * Refer to the background information pack for each theme which contains key information and additional resources. * The pack contains many websites where you can find the resources and background information for the suggested activities. * Refer to the folder History Planning Images for pictures referred to in the planning with HAG (Haworth Art Gallery) numbers. That folder also contains additional un-numbered PDFs which may be of use. * The teacher will need to provide one image of home life today for the section Changes in Working Life   **Timeline**  It will be helpful to create a classroom timeline as a reference and resource for the topic. It can be added to as each theme is covered.  This can be a 2D paper based timeline or an exhibition space with created artefacts representing each time period. | **Ask** the children which information in the film was new to them and what they already knew.  **Find out how well they know their town**  Have they been to Haworth Art Gallery or the Coppice? Have they noticed the street names shown in the film?  Do they know where Blackburn Road is?  Have they been to the town hall? the market?  **Do they have any other knowledge of Accrington?**  This could be a starting point for involving the family – ask children to interview their grandparents/parents/ etc. about their knowledge/memories of the town and their school.  **NOTE**  Ensure that the children know what Joseph Briggs never lived in Hollins House. The gallery had been open for over 10 years by the time he began sending back Tiffany glass, originally to the museum in Oak Hill Park (not the art gallery). The collection was transferred to Haworth Art Gallery during WW2. |
| **OVERVIEW**  **Art & Design –**  **Children should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms** | **RESOURCES**  **Art & Design –**  **Children should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms** | **ACTIVITIES**  **Art & Design –**  **Children should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms** |
| **Return to the film: 0 – 27s**  After a brief overview of Accrington and the surrounding landscape, the film returns to Haworth Art Gallery  **Discuss** the appearance of the house and its architectural features – chimneys, grotesques, steps and approach etc.  Explain that it was designed by a famous architect of the time , York based Walter Brierley, in the Arts and Crafts style.  Explain the main features of the Arts and Crafts Movement and how it rose in response to industrialization  Show pictures of other houses designed by Brierley so they can see the similarities.  **Ask** the children about the things they or their family collect.  **Discuss** museums or collections they’ve visited    **Visit** online collections | 1. Amazing Accrington film 2. The History of Accrington PDF 3. Background information pack – with an explanation of the Arts and Crafts movement, website links to examples etc. 4. HAG01-05 5. <http://www.carrotmuseum.co.uk/> a quirky museum to get the idea across 6. <https://www.google.com/culturalinstitute/beta/> worldwide collections, search almost any term - very visual | Children can:   * Look at a map to see why the house was called Hollins (it is built on Hollins Hill) * Create a class display of   the Arts and Crafts movement, with examples of textiles, houses, decorative arts etc   * Create a timeline to show Brierley designed buildings * Build a model of a HAG or another Brierley building * Visit York and look at other Brierley designed buildings * Design their own house, including plans * Go on a field trip to the art gallery, sketch the house and its features, visit the artists at work * Visit online collections as a class (some examples in resources) * Curate their own collections gallery in the classroom * They can write their own interpretation – an explanation and history of the objects on display |
| **OVERVIEW**  **Significant Events, People and Places in their own locality** | **RESOURCES**  **Significant Events, People and Places in their own locality** | **ACTIVITIES**  **Significant Events, People and Places in their own locality** |
| **Film: 0:27 – 1:26**  This section focusses on Joseph Briggs and the collection of Tiffany Glass held at the Haworth Art Gallery.  **Can you find out more about Joseph Briggs’ life and work?**  Tell the children the story of Joseph Briggs.  **Key points:**   * children often say they “can’t” draw. The Victorian view was that drawing was a technical skill which could be learned and taught like any other. * Tiffany glass was highly sought after. Entire rooms were decorated in glass mosaic tiles, or the pieces could be small vases or lampshades. The Peacock feather was a favourite motif of Tiffany’s. He even kept peacocks as pets. * Tiffany glass embodied the Arts and Crafts movement as a response to global industrialization, in which Accrington played a global role. * Point out the contrast between the beautiful colours of Tiffany glass, and the grimy town landscape. Do the children think Accrington mill workers would have welcomed the glass collection, or resented it? | 1. Amazing Accrington film 2. Background information - technical drawing exercise <https://www.objectlessons.org/childhood-and-games-victorians/book-detail-victorian-original/s67/a1078/> 3. Images HAG06-09 (items can be seen in at Haworth Art Gallery) 4. https://tinyurl.com/free-online-drawing-classes 5. Joseph Briggs biography 6. Louis Comfort Tiffany biography   **Read the sections in the Background Information Pack and look at the separate document on Joseph Briggs and Louis Tiffany first** | Children can:   * Follow the instructions for a technical drawing lesson * Take part in free online drawing lessons as a class * Visit Accrington library, where Joseph learned his skills (when it was the town’s mechanics institute) * Re-enact/recreate Joseph’s life story * Visit the Tiffany glass collection at Haworth and see the artists at work * Explore the symbolism of peacock feathers (background information) * Write a diary entry about the Tiffany collection from the viewpoint of an Accrington mill worker * Create a class display of other design trends that have gone out of fashion * Create their own “stained glass” pieces – see background information for various methods |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in the Landscape** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in the Landscape** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods – Changes in the Landscape** |
| **Film: 1:26**  **At this point the film moves to the more general history of the town of Accrington.**  Show the children Accrington on Google Earth. As you zoom in:   * Point out Church, Rishton, Hapton, Clayton and Oswaldtwistle. * Draw their attention to Blackburn Road and the contrast between the centre of the town and the surrounding green area, especially near the Coppice. * Ask them if they remember what the narrator said the area looked like 800 years ago. It was the Royal Forest of Blackburnshire. * Explain what this meant and the importance of oak trees. (See background information). That is why the acorn is an important symbol for Accrington.   **Film 1:50**  **Q. How many acorn symbols can you find around the town, on signs, buildings and other places?** | * 1. Images HAG 10-13   2. Google Earth, using co-ordinates 53° 46' 0" North, 2° 21' 0" West (contemporary)   3. The History of Accrington PDF (background information pack)   4. List of Accrington street names A-Z   Easy to use for independent work  <http://www.proviser.com/regional/towns/accrington/street_maps>   * 1. University of Nottingham origin of place names map – very easy to use, can be done independently <http://kepn.nottingham.ac.uk/>   2. Further sources of place names and origins in resource pack | Compare and contrast features of historic and contemporary maps.  Children can:   * Talk about the differences between the Coppice area then and now, using street and other maps and place names to support their ideas * Complete comparison charts to show the changes * Talk about the Acorn trail leaflet – how well do they know their town? * Create their own leaflet/trail (this piece of work could be started now and last throughout all themes) * Look out for the acorn symbol while on field trips   NB point out the acorn symbol above the town hall entrance, which can be seen in the latter part of the film |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in the Landscape** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in the Landscape** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods – Changes in the Landscape** |
| **Film: 2:10**  **Q Can you see where the rest of the word Accrington comes from?**    -Explain how the town got its name (Aecern = acorn and tun = farmstead/town. See background information).  -Bring up the University of Nottingham origin of place names website and search under the county Lancashire. -Hover over the map and ask the children to spot other place names within the county containing “tun” or “ton”, e.g., Preston, Turton, Poulton le Fylde, Halton, Bolton, Rishton. Remember that “ton” can appear in the middle of the word as well. The frequency of the place names shows where people settled and the importance of farming in this region. The site is easy to use and this can be an independent activity.  Compare HAG 10, 12, 13 with a current  OS map. Point out the differences – older  maps show more trees, have fewer roads,  and use pictures instead of symbols.  **Film: 2:11**  **Q. Can you discover some of the other old ways of spelling Accrington?**  Tell the children what these are (background information) and point out they are phonetically correct). | 1. HAG 10-13 2. University of Nottingham origin of place names map – very easy to use, can be done independently <http://kepn.nottingham.ac.uk/> 3. Background information pack | Children can   * investigate the derivation of the rest of the place name, e.g. Preston = Preost = priest, tun = farm/settlement. Hence, the Priest’s Farm * mark these place names on a large scale map of the county, with a parcel tag or symbol e.g. farm building or a sheep, depicting a farm or settlement. * The map could be displayed for the duration of Amazing Accrington and add features as they are studied, e.g. where Parsley Peel lived, where Bullough Mill was situated, where the town hall is, etc. * Guess the chronological order of the spelling variations |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life** |
| **Film: 2:30**  Show the images HAG14-14b. Talk to the children about:   * Where food is being prepared * Where work is being done (spinning) * Who is doing the work indoors? (child, mother and grandmother) * It is not easy to see what the grandmother is doing. * Talk to the children about the processes involved in cottage weaving. (background information) which of these do they think the grandmother might be doing? * How long do they think it would take to spin enough wool for a blanket? * Where do they think the father and any sons are? (outdoors, farming) * Now ask the same questions of the modern day images. Choose ones which highlight the differences.   **Key points:**   * The whole family were involved in the weaving process * All activities took place in one room * Animals were brought into the house at night * The process was slow and not very profitable * Work was part of life and not separated from the home * Weavers were independent, i.e. self-employed and could work at their own pace, without pressure from their employer. | 1. Image HAG 14,a, b- cottage weaving – working at home 2. Image HAG15, 15a Peel Fold Farm – as an example of a weaver’s cottage 3. Image of home life today – this can be a photograph they’ve taken or a picture they’ve drawn. (Teacher provides this) 4. Comparison worksheets in background information pack 5. Classroom loom from [www.educationsupplies.co.uk/the-classroom-loom-1](http://www.educationsupplies.co.uk/the-classroom-loom-1) | .  Children can:   * compare and contrast features of historic and contemporary images of the way people used to live – classroom discussion and analysis. * label each picture * complete the comparison worksheets * write about how they help their parents now, and the same account in the voice of a hand loom weaver’s child * create a model of a weaver’s cottage in Lego or cardboard boxes (larger scale) * try carrying blankets to the equivalent of the best weaver’s output – 8 double blankets * as a class, weave a single piece of cloth, which would be an experience closer to that of the hand loom weaver, when the whole family would have been involved. Large looms can be bought, which could be worked by 2 children at a time. |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/ Significant People** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** |
| **Film: 2:32-240**  Explain that Peel Fold Farm was the home of Robert Peel, a farmer who supplemented his income with weaving.  In 1750 he went into the calico printing business with his brother in law. Calico was a plain cloth –not many people knew how to print it with a pattern and it was usually sent to be printed in London.  Robert began to experiment at home with ways of printing the cloth at home (see background information).  His daughter asked him to make a print from a parsley leaf, which he did, hence his nickname “Parsley Peel.” This was his first design.  This Robert Peel had a grandson, also called Robert, who grew up to become Prime Minister of England. The Town Hall was built in his honour and was originally named the Peel Institute.  The family coat of arms shows a lion holding a shuttle symbolizing the weaving industry, a bee representing hard work, and the motto “hard work.” | 1. HAG 16 2. Background Information Pack 3. 4 minute film of shuttles in action: [www.youtube.com/watch?v=PCpYJ7iiS40](http://www.youtube.com/watch?v=PCpYJ7iiS40) | Children can:   * Use the street maps and observe during field trips to list as many instances of the Peel name as they can and to find examples of the Peel family coat of arms * Try different ways of printing patterns, inspired by everyday objects (as Parsley Peel was) * Create their own coat of arms, or one for the class/school * Compare calico cloth with other textiles |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/ Significant People** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** |
| Tell the children that Robert had a weaver working for him called James Hargreaves. James could not read or write but his was a very important invention.    Tell the children the story of James’ invention, the Spinning Jenny (background information).  **2:49**  **Q. Many of the weavers protested against the new ways. Can you find out what they did?** Ask why the children think people objected to the new inventions?   * The machines could work faster than one person * They could not return to producing cloth in their cottages because they could not produce enough to compete with the mills * Machines were being invented for farming too, which could also work faster than people * So there were fewer jobs to go round * Many people disliked working for someone else * Mill and factory workers had to work set hours and were paid a set wage * They had less time to work their land | 1. Background Information 2. HAG 17-19 | Children can:   * Construct a Peel family tree (there were 3 successive generations called Robert, and a tree might help the children distinguish between them). * Create a comic strip telling the story of Parsley Peel * Recreate the Peel family coat of arms in any medium |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/ Significant People** | **ACTIVITIES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes in Working Life/Significant People** |
| **2:50 cont.**  **Q. Many of the weavers protested against the new ways. Can you find out what they did?**  The invention of the flying shuttle by John Kay in 1773, water powered machinery, along with the spinning jenny meant bigger looms which needed to be housed in factories.  People came from other towns to work in the mills – so houses were built for them to live in and the town of Accrington expanded.  Robert Peel used James Hargreaves’ new inventions in one of his factories. The machines were blamed for job losses and unemployed workers rioted, attacking the machines with hammers, and also damaging Peel’s house. (see background information).  Robert Peel moved away from Accrington and continued his calico printing business in Burton on Trent. He became a very wealthy man. | 1. Background Information Pack 2. HAG 17-19 3. <http://www.o-mills.co.uk/the-textile-time-tunnel/> | Children can:   * Visit the Textile Time Tunnel and heritage centre at Oswaldtwistle Mills (check availability first) * Complete the Hargreaves activity pack available on request from the Mills * Re-enact the riot scenes with Hargreaves being forced to smash his own invention * Construct a model of a Spinning Jenny |
| **OVERVIEW**  **Significant Events, People and Places in their own locality** | **RESOURCES**  **Significant Events, People and Places in their own locality** | **ACTIVITIES**  **Significant Events, People and Places in their own locality** |
| **Film: 3:01 – 3:57**  **Other significant historical figures and events shown in the film** (see background information)   * Gatty works – Frederick Gatty was the inventor of Turkey red and khaki dyes * John Mercer, inventor of mercerised cotton * Howard & Bullough, global cotton machinery manufacturers * Nori Accrington bricks * Riley billiard tables and sports equipment (their shop can be seen in the film 5:00 where the clock is) * Ewbank * Terylene * Joseph Briggs “Mr. Tiffany” * John Virtue * Ron Hill * Accrington Stanley football team * Accrington Pals | 1. Background Information Pack 2. Images HAG 19-29 | Children can:   * Choose a subject for independent research and present to the class or assembly * Investigate how many instances of terylene they can find in their clothes and textiles from home * Visit Haworth Art Gallery and see the Tiffany glass collection * Create a Tiffany glass picture using coloured cellophane * Paint landscape views in monochrome and find examples of Virtue’s work * Create a brick/tile museum – either real examples, or photographic records * Request an interview with Ron Hill * Find out how Accrington Stanley got their name * Add these events to the class timeline |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes within Living Memory** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes within Living Memory** | **ACTIVITIES**  **Similarities & Differences between Ways**  **Of Life in different periods –**  **Changes within Living Memory** |
| **Film: 4:09 Blackburn Road**  Give the children a brief outline of how Blackburn Road has developed since Victorian times (information pack)  Give them pairs of photographs to compare   * What do they notice about HAG 36 (many independent shops) * The Burtons construction site is on the right * Do they remember the trees outside the town hall? (cut down 2016/2017)   **Film: 4:46**  **Q. Can you discover Robert Peel’s biggest achievement in government?**  Grandson of Parsley Peel, Robert was only 21 when he entered government. As Home Secretary, he created the modern police force.  **Film: 5:09**  **Q. Which other shop names do you recognise?**  On a field trip to Blackburn Road, children can identify the different types and names of shops. How many are chains? Independents? | 1. HAG36 Burtons prior to construction 1927 2. HAG43 MacDonalds 1987 3. HAG38 Burtons 1962 4. HAG40 trees being planted 1960s 5. HAG37 Blackburn Road 1940 6. HAG 39,42 Blackburn Road 1960s 7. HAG 35 Sir Robert Peel 8. <http://specialcollections.le.ac.uk/cdm/>   Settlement and Land Use (background information) | Children can:   * Visit the town centre and take their own photographs * Complete the Settlement and Land use chart in the information pack * Compare entries in trade directories from previous years with today’s business directories – occupations and types of business * Look at the council plans for the renovation of the Town Square, research public local opinion |
| **OVERVIEW**  **Similarities & Differences between Ways of Life in different periods –**  **Changes within Living Memory** | **RESOURCES**  **Similarities & Differences between Ways of Life in different periods –**  **Changes within Living Memory** | **ACTIVITIES**  **Similarities & Differences between Ways**  **Of Life in different periods –**  **Changes within Living Memory** |
| **Film: 5:48**  **Q. Can you find out when the changes in these photographs happened?**  On the trip to the town centre, remind the children that things are constantly changing.  Things have changed since this part of the film was made in 2016! – The trees are no longer outside the Town Hall.Ask them to record the things they see now including evidence of any work in progress.  Point out :   * the electric car charging station * the new bus station * the acorn symbols in and around the Town Hall * the tiles in the doorways of the shops opposite the Town Hall * any evidence of the cotton industry, Peel family, or their coat of arms, Hargreaves, Steiner or Gatty (in street names etc.)   **Q. What kind of things do you think would make Accrington amazing?** | Field trip to Accrington | Children can:   * return in a few weeks to see what has changed * discuss the kind of changes they would like to see and create a future vision of the town |
| **BLANK FOR TEACHER’S USE** |  |  |