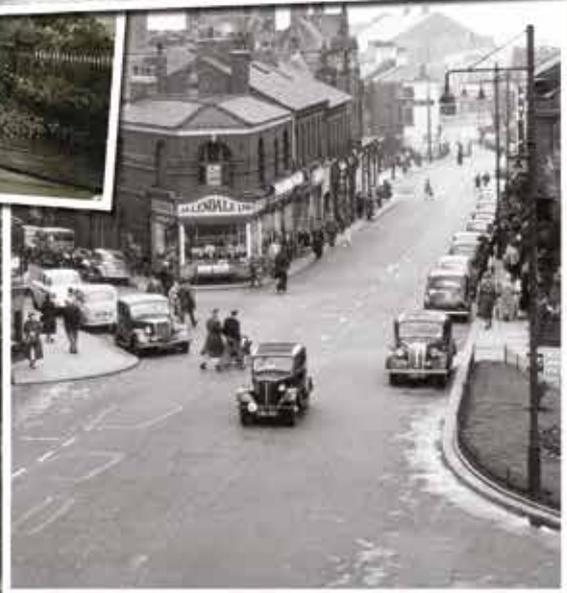


Teachers' Toolkit

Using Salford's Local History Resources

Salford
Museum
and Art
Gallery



heritage
lottery fund
LOTTERY FUNDED

Salford
Community
Culture

Introduction

The history of our localities, towns and cities can shed light on the changes, movements and developments seen by society over time. The collections held by Salford Local History Library can help you get to grips with using your locality to teach insightful history to your students.

This toolkit is designed to be used alongside a range of local history resources, such as those available through the Digital Salford website www.salford.photos. You can also arrange a visit to Salford Local History Library, where you can access other fascinating material including census records, trade directories, books, newspaper articles and much more.

These activities provide a starting point for lesson planning, and can be adapted to suit Key Stages 1 – 4 as appropriate.

The toolkit includes:

Learning Ideas

- Suggestions for using local history resources, including Salford's Local History Resource Packs (details below)
- Classroom Activity: Salford 100 Years Ago
- Classroom Activity: Historical Enquiry: Transport

Learning Resources and Worksheets

- Then and Now: Shops
- Using photographs as historical evidence
- Suggested GCSE Questions

These activities are a starting point, and can be adapted to suit different ages, abilities, themes and geographical areas. Please let us know how you have used these resources!

Useful Information

Salford Local History Library, Salford Museum and Art Gallery, Peel Park, Crescent, Salford M5 4WU.
Bookings and enquiries 0161 778 0814
www.salfordcommunityleisure.co.uk/culture/salford-museum-and-art-gallery/local-history

Digital Salford website: www.salford.photos
Local History Library Learning resources:
www.salfordcommunityleisure.co.uk/culture/learning/local-history

Order your Salford Local History Resource Pack: shop.salfordcommunityleisure.co.uk

Using Local History Resource Packs

First...

- Find a modern map of the area (e.g. using Google Maps) – this will help you when using the historical resources.
- Familiarise yourself with the maps and photographs. Find a ‘marker’ that stays the same in each one (for the Salford Museum and Ordsall Hall packs those buildings are good markers). This will allow you to place other things which have stayed the same, and see where the differences are. Also, find other landmarks such as rivers, canals, and churches to locate you on the map. Use the modern map to help you.
- Let your students do the same – give them one map / photograph at a time, and help them to identify the area and then features they may recognise (Ordsall Hall, Ordsall Park, Salford Museum etc.) Again, using the modern map as a comparison will help.

Using the resources

Timeline

Put out the photographs and maps without the dates and ask the students to put them in date order, starting with the earliest. Depending on the age group you could ask them to do this:

- With little or no help, relying on knowledge / educated guesswork.
- With access to other sources so they can base their timeline on research.
- As individuals or as a group activity.

Similarities and Differences

Once students have become familiar with the places shown on the maps ask them to start thinking about what has changed and what has stayed the same.

Ask students to work in groups to look at maps and photographs from different time periods and note similarities and differences.

- Is there anything that stays the same on all the maps?
- Which parts of the map have changed the most?

You could also direct each group to look at similarities and differences in a particular area. For example: transport, roads, housing and industry. The ‘Historical Enquiry: Transport’ page may help you with planning this.

Students could also be asked to consider

- Why things have changed or stayed the same.
- How to back up their observations with research – what other sources could be used?

A walk round the area

Pick an area of the map for 'in depth' discussion (For example Ordsall Park). Look at the area on the historic maps and photographs and note the features. Then take a walk around that area to see what's the same and what's different. Students could be asked to:

- Keep a log of changes they note as they're walking round.
- Take photographs for comparison with sources later.

Local Knowledge

All the activities would be enhanced by the students having the chance to speak to someone who has lived in the area and talking to them about changes in their lifetime.

- The person could be asked to come in to school for a 'question and answer' session – students could compile a list of questions after looking at the resources.
- The person could lead the walk round an area – pointing out changes.
- Students could be asked to consider the reliability of verbal testimony as a historical source and consider how 'memories' can be backed up with information from other sources.

You could also...

Visit Salford Local History Library (please book with Duncan McCormick on 0161 778 0814 or via email local.history@scll.co.uk) and add to your sources using trade directories, census returns and newspaper articles.

Salford 100 years ago

Outline

All students are given a pack of photos or online access to them. Pre-prepared or bespoke packs of maps, aerial photographs and images of Salford are available to buy from Salford Local History Library.

Divide the class into groups, each to find information on a particular aspect of life in Salford about 100 years ago – such as transport, clothes/fashion, leisure, technology, jobs. Each group has four questions to answer, one per person to answer in front of the whole class (individuals could be numbered)

Questions

What can we learn about this aspect of life at the time?

What is the evidence from the photographs to support this view?

Which picture was the most useful for finding out about this aspect of life?

What further question would you want to ask about life 100 years ago, based on one or more of these pictures?

Follow up activities

Use some of the pupil generated questions for a further enquiry – or add a question devised by the teacher, such as ‘Was everyone poor in Salford 100 years ago?’ or ‘Could people enjoy life in Salford 100 years ago?’

Research on some of the further information needed to understand the pictures – When did the roads become busy with cars? What were ‘Whit Walks’?

Choose two or three pictures from the whole pack that would best sum up life 100 years ago for a display

Historical Enquiry: Transport

Collect a selection of transport-related photographs from **www.salford.photos** or other sources. Ask students to say which of these statements are true, which are false and which they would need to know more information about. Ask them to put a tick in one column and then add a few words to explain their answer. They could tick more than one column if they think something might be true/false but may also need some more information. Some have been filled in already as examples.

Statement	This is likely to be true – say why	This is likely to be false – say why	We would need to know more information – say what
Buses used to be pulled by horses			
When electric trams came to Salford, people stopped using horses			
Electric trams were popular			
Trains used to be powered by steam			
Steam trains caused pollution			
The roads used to be quieter			
The pavements used to be wider	✓ Yes – pictures 10 and 11 show that the pavements are wide		To be sure that the pavements used to be wider, we would need to look at more modern pictures to compare the size of the pavements
The first trams did not have advertisements on them			
Salford has always been a busy place, full of traffic		✓ False, in some pictures there is no traffic at all, such as picture 6	

Follow-up questions

- What is the main change to the roads and transport in Salford over the last 100 years?
- What things have stayed the same in Salford?
- Which one photograph is the most useful to a historian to tell us about the history of Salford? Explain your answer
- Which one is the least useful to a historian? Explain your answer.

*This framework can be adapted for use with other themes, e.g. shopping, industry, fashion, housing.

Then and Now: Shops

- 1 Look at the photographs of Bolton Road in Walkden in the 1950s and 1960s. Compare these pictures with these roads today, either using your own knowledge of the area or using 'street views' from the internet. What has changed and what has stayed the same? In your answer, write about the type of shops as well as changes to the general look of the street.
- 2 What can we learn from these photographs about life in the 1950s and 1960s? (Clues: tobacco advertisements, several shops offering a clothes cleaning service)
- 3 Why do you think these streets have changed since the 1950s and 1960s?
- 4 Show some of these pictures to people you know who would have lived in Walkden in the 1960s. What memories do they have of these places?



Bolton Road in the 1950s



Bolton Road in the 1960s



Bolton Road in about 1960



Bolton Road in about 1965

Using photographs as historical evidence



One hundred years ago Salford was a happy, friendly and comfortable place to live

What evidence is there from the photographs to support this opinion?

What reasons might you have to doubt this opinion?

Find other pictures/newspaper reports to provide evidence for and against this opinion. Explain how one picture you have found supports the opinion and how one picture contradicts it

Choose a favourite picture or other piece of evidence and explain why you like it.

Some words and phrases you might use

This piece of evidence is useful for answering the question because....

typical/untypical

it supports the view that...

it sums up life at the time because....



This question is focused on changes in holiday patterns since 1900.

Source A



An excursion to Blackpool for the people of Woodbine Street in Salford in 1926

- a Use Source A and your own knowledge to describe the main features of day excursions in the 1920s.

Study these two sources which refer to the British people's use of seaside resorts and answer the question which follows.

Source B

'From the 1960s onwards British people were more interested in going to the seaside abroad.'

Source C



An excursion to Southport for a Sunday School in Patricroft, Salford in 1966

- b Why do sources B and C have different views about the use of seaside resorts by British people in the late twentieth century?

Salford Local History Library

Salford Museum and Art Gallery
Peel Park
Crescent
Salford
M5 4WU

0161 778 0814

www.salfordcommunityleisure.co.uk
www.salford.photos

