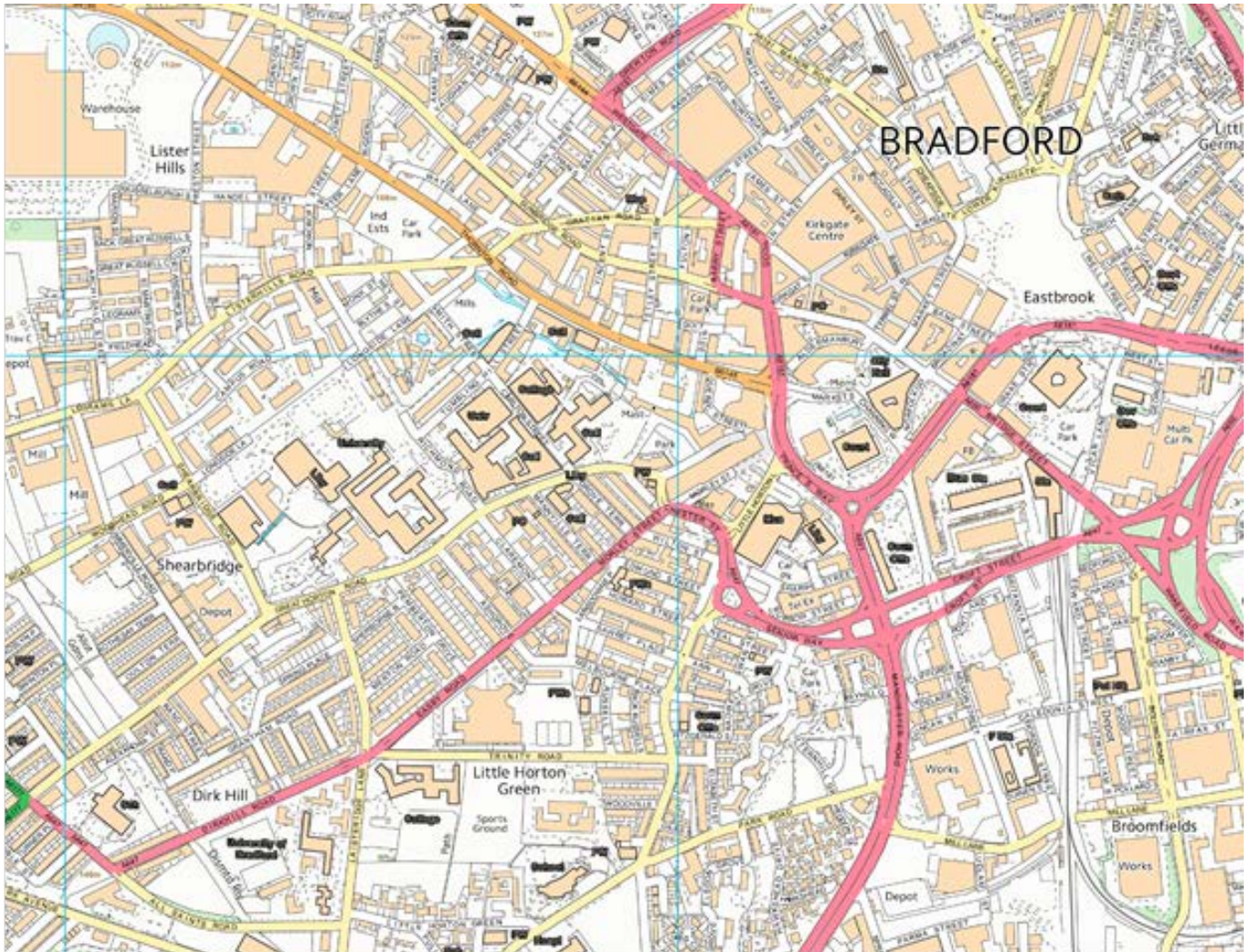


Activity Pack – Knowing Bradford

This pack has been developed to support the '*Knowing Bradford*' project. It will help students to explore the history of Bradford places and people.



Introduction

The [script](#) of people and places in Bradford merely scratches the surface of the city's past and locations important to its history and heritage. There is a lot more that students could explore.

The ideas presented here are examples of follow-up activities that will reinforce learning, understanding, awareness, and develop research, literacy, oracy and presentation skills. They can be mixed and matched depending on student levels.

They have been divided into subject areas, although most are related to more than one curriculum area, e.g.: historical research includes reading and concentration skills, and may lead to writing, art, design activities, etc. Maths is also integral to many of the activities.

Each scene could be performed individually by students to recap knowledge before choosing follow-up activities related to those scenes.

This Activity Pack relates to the Teaching Activity - [Knowing Bradford: How can buildings tell a story?](#)



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https://www.britishmuseum.org/collection/object/P_1935-0522-13-4

Follow-up Activities

These suggested activities relate to the Introduction and the Town Crier, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

Fame

Hear ye, hear ye!

Here I lie, once a Town Crier
walking around Bradford
wielding such power.

A repository of news, of famine and war.
Of stage and circus, murder and more.
Informing people, opening a door.
But not alas, above nature's law.

Now I repose in a briar-covered bower
listening to the voice
of a power much higher.

Repository – a place where things are stored

Famine – no food available anywhere

Opening a door – letting people know what's happening

Briar-covered bower – rose covered grave

Power much higher - God

History	<ul style="list-style-type: none"> • What did Town Criers wear? What's their main prop? How do they sound? • How long have they been around? What was their role? • What is their role now? • Who is Bradford's Town Crier today? How does one get chosen?
English	<ul style="list-style-type: none"> • Use the poem by Irene Lofthouse as a prompt for pupils to create one of their own. • Individually, pupils write a sentence of 'news about the school' • Pupils write a short piece on the faith building they chose and why it was chosen.
Art & Design	<ul style="list-style-type: none"> • Pupils choose a picture of a Town Criers' costume and draw it • Create 3-cornered hats from re-cycled newspaper/cardboard
Research	<ul style="list-style-type: none"> • Use the web links to explore who/what a Town Crier is.

Introduction: Town Crier web links

https://en.wikipedia.org/wiki/Town_crier



© Source: Historic England Archive Ref: BL00866 Date Taken: 1875

Follow-up Activities

These suggested activities relate to Scene 1, City Hall, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • What other buildings did the architects Mawson and Lockwood design in Bradford? Which ones still exist? • What type of material is City Hall made from? Who designed the interior? Who designed the bells? When are they rung, how does this happen? • Compare and contrast photos of the location through time. • Find out which statues are missing on City Hall, and why. • Who were the Lord Mayors of Bradford? What did they do? What do they wear? Where are the Chains of Office kept, and what are they made of? • Visit City Hall on one of the 'sneaky peaks' trips to see hidden places not usually on view.
English	<ul style="list-style-type: none"> • In pairs, create a script based on two people featured in the presentation introducing themselves and their jobs and present to the group. • Pick one of the statues on City Hall and write its story. • Write a speech from a Lord Mayor thanking Bradford for being chosen. • Imagine you are the Lord Mayor and have chosen a charity to raise money for. Write a letter to the newspapers to explain why you chose this charity.
Art & Design	<ul style="list-style-type: none"> • Create a collage using a large picture of City Hall, decorating it with students' family pictures (if available) and memories. • Draw the buildings Mawson and Lockwood designed. • Create an image of the statue pupils wrote a story about. • Make a peg doll of the statues pupils chose to write a story about • Design a poster for a fund-raising event at City Hall. • Create the Lord Mayor's hat using old newspapers, paint and cotton wool. • Create the Chain of Office using plasticine, clay or sparkling funky foam.

Geography	<ul style="list-style-type: none"> • Using HE maps, trace the development of the city centre. • Plot Lockwood and Mawson buildings on a map of Bradford.
Oracy & Presentation	<ul style="list-style-type: none"> • Pupils present their diary entry as Mr Trubshaw at the opening of the hotel. • Using HE maps discuss what buildings used to be there, what's now gone, what's there now. • Read/present stories of statues to the group. • Have a debate about what skills a Lord Mayor should have.

Scene 1: City Hall web links

https://en.wikipedia.org/wiki/Henry_Francis_Lockwood

https://en.wikipedia.org/wiki/William_Mawson

<http://www.victorianweb.org/art/architecture/lockwood/index.html>

https://en.wikipedia.org/wiki/Mohammed_Ajeeb

<https://www.yorkshirepost.co.uk/news/obituaries/olive-messer-1-4088692>

<https://www.wisemuslimwomen.org/muslim-woman/naveeda-ikram-4/>

<http://www.yorkshirefilmarchive.com/film/lord-mayors-year-office-2>

<https://www.bradford.gov.uk/your-council/the-lord-mayor/bradford-mayors-and-lord-mayors/>

<https://www.thetelegraphandargus.co.uk/news/11738789.victory-photograph-of-winston-churchills-visit-to-bradford-is-released/>

<https://www.youtube.com/watch?v=4kxLRhQanqc>

<https://www.thetelegraphandargus.co.uk/tahistory/10317844.crowds-turn-out-a-queens-visit-puts-bradford-on-a-royal-high/>



© Historic England Archive Ref: WSA01/01/G0410 Date Taken: 1925-50

Follow-up Activities

These suggested activities relate to Scene 2, Alhambra Theatre, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • What is special about the design of the Alhambra theatre? • What can you find out about the early 'Variety Shows' which were first performed in the theatre? • What impressed audience's at the time about the Alhambra seating? • What were Francis Laidler and therefore Bradford famous for? • Discover more about Francis Laidler and his career. Where were his other theatres? How did he become an 'impresario'? How long was he at The Alhambra? • Who were the 'headliners' during the Alhambra's timeline? How many are from Bradford? How many are still well know today? • How was the Alhambra decorated through time? Find some images. Choose a time (e.g. 1920s, 1950s, and 2000). • Who were the Sunbeams? What did they appear in? How did they dress? What songs did they sing/dance to? • Choose a performer who has interested you and do some research to find out more about their career. • How typical was the Alhambra of the Theatres in the early twentieth century? • What role did the theatre play in the lives of twentieth century Bradford people? • How important is the Alhambra to Bradford today? • Create an Alhambra timeline with key events.
English	<ul style="list-style-type: none"> • Having researched newspaper articles about the Alhambra write your own press release for a forthcoming panto season. • Create a 'design proposal' for the Playbill they've looked at, detailing why their design should be used. How will it attract notice from audiences?

	<ul style="list-style-type: none"> • Using songs, jokes, dialogue, dance – create a two minute script to perform as a chosen ‘headliner’. • Create a diary entry for a Sunbeam, telling of their memory of a performance at The Alhambra. • In pairs, imagine the architects Chadwick and Watson outside The Alhambra watching audiences coming to a show; create a dialogue between the two characters of what they are saying to each other. • Write a biography of Francis Laidler
Art & Design	<ul style="list-style-type: none"> • In a group identify the design features of the Alhambra Look for architectural styles, materials, colours, layout, and furnishings. • Create your own art work based on the design features identified in the above task. • Make a collage of famous people who performed there. • Design a playbill for a children’s show at the theatre. • Choose a performer who has interested you and make simple costumes, e.g. hats from card; tutus from newspapers; beards/moustaches from wool, etc. • Using recycled boxes, design different rooms in the Alhambra: the stage, the restaurant, the foyer, the seats and boxes, dressing rooms. Or draw these. • Draw the original Alhambra with architects Chadwick and Watson standing outside.
Research	<ul style="list-style-type: none"> • Use the internet and sites on the web resource page to research articles. • Look at newspaper articles on Panto at The Alhambra. • In pairs, use the internet links to look for playbills for shows at The Alhambra. • Look up information on some of the ‘headliners’ of the past e.g. Florence Desmond, Laurel & Hardy, George Formby, Beverley Sisters, Morecambe and Wise, and ‘new’ ones Gareth Gates, Kimberley Walsh, Kiki Dee, Billy Pearce and more.

Oracy & Presentation	<ul style="list-style-type: none"> • In pairs, present their Playbill design to the class. • Perform as your chosen 'headliner'. • Act out their Chadwick and Watson duologue. • In small groups, share any memories you have of visiting the Alhambra. What did you see? What was your favourite show? Have you performed there? • Interview relatives for their memories of visiting the Alhambra. Present your research (with pictures) to the class.
Digital skills	<ul style="list-style-type: none"> • Take turns to video/record the discussion of visiting The Alhambra. • Video/record family memories and/or take pictures, if possible
Music	<ul style="list-style-type: none"> • What famous bands/singers have played at The Alhambra? • Have a karaoke sing using favorite songs from a band/singer/musical performed at the theatre

Scene 2: Alhambra Theatre web links

<https://database.theatretrust.org.uk/resources/theatres/show/2133>

<http://www.arthurlloyd.co.uk/TheatreArchitects.htm>

<http://www.arthurlloyd.co.uk/BradfordTheatres/BradfordAlhambraTheatre.htm>

<https://www.bradford-theatres.co.uk/venues/the-alhambra-theatre/alhambra100>

https://www.bradford-theatres.co.uk/uploads/files/Alhambra_centenary_TA.pdf

its-behind-you.com/francislaidler.html

<https://picturestocktonarchive.wordpress.com/2016/02/22/francis-laidler-the-king-of-pantomime/>

<https://www.thetelegraphandargus.co.uk/news/11486250.former-alhambra-sunbeams-return-to-the-stage-for-glittering-gala-concert/>



© IoE Mr Martin Palliser. Source Historic England Archive Ref: IOE01/05665/29 Date Taken: 25th October 2001

Follow-up Activities

These suggested activities relate to Scene 3, Midland Hotel in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • Visit the Midland Hotel to look at its sumptuous interior; its ballroom; the tiles; the decorative ceilings; the bar mural depicting Bradford. • What play was Henry Irving acting in when he stayed there? • Compare and contrast the food served at meals, banquets, special events. How did these change through the decades? What foods do the pupils know/don't know? What food would the workers eat? What did people drink with their meals? How was food served? • Find out which statues are missing on City Hall, and why. • Use the Yorkshire Film Archive film of the railway (there's an excellent 1910 excerpt of clearing snow on the lines). Discuss how people are dressed, what their jobs they're doing. Discuss which of them would stay at the hotel. • What happens at the Midland Hotel today?
English	<ul style="list-style-type: none"> • Fill in a 'Visitors' Book' the students have designed, with comments the famous people might have written. • Create menus based on the type of food that may have been served at different periods in the hotel's history. • Imagine you are Mr Trubshaw. Create a diary entry writing about the day the hotel opened, how you felt and what the day was like. • Write a speech for the owners of the hotel thanking Mr Trubshaw for his design. • Using the story of the ballroom being haunted, write a poem about this; either from the ghost's point of view or a person that sees the ghost. This could become a 'Hotel Hauntings' book.
Art & Design	<ul style="list-style-type: none"> • Using plasticine/clay, design a tile for the hotel. • Make a collage of famous people who have stayed there. • Design a 'visitors' book'. • Choose one of the workers in YFA film and draw their portrait.

Research	<ul style="list-style-type: none"> • Use the internet and sites on the web resource page to research articles. • Find pictures of the decorative tiles. • Research what food was served during different time periods in the hotel's history. • Look up more information on Charles Trubshaw; birth, death, designs, where buildings are, what they look like, who paid for them.
Geography	<ul style="list-style-type: none"> • Using historic maps, what was on the site of the Midland Hotel and Midland Railway before they were built?
Oracy & Presentation	<ul style="list-style-type: none"> • Pupils perform excerpts from the last play Henry Irving performed at the hotel. • Using the 'Hotel Hauntings' book, pupils read/present these to the class/assembly.
Digital skills	<ul style="list-style-type: none"> • Create a soundtrack using pieces of music the students chose.
Music	<ul style="list-style-type: none"> • What music was played when the hotel opened? What musicians and band have stayed there? Who were famous? • In pairs, choose two pieces of music that links to the hotel's history.
Science	<ul style="list-style-type: none"> • How were the tiles in the hotel made?

Scene 3: Midland Hotel web links

<https://www.peelhotels.co.uk/midland-hotel/about/history.shtml>

https://en.wikipedia.org/wiki/Charles_Trubshaw

<https://web.archive.org/web/20110828231350/http://www.bradfordmidlandhotel.co.uk/charles-trubshaw-architect>

<https://web.archive.org/web/20120320035540/http://www.bradfordmidlandhotel.co.uk/sir-henry-irving-2>

<https://www.thetelegraphandargus.co.uk/news/11500937.play-staged-in-memory-of-actor-sir-henry-irving-at-bradford-hotel-where-he-died/>

https://www.francisfrith.com/bradford/bradford-manningham-lane-1902_48570

<https://markingbradfordbeck.org/walk-on-the-beck/plaque-14/>

Activity Pack – Knowing Bradford

Scene 4: Bradford Playhouse & Little Germany

Suggested activities and related web links



https://commons.wikimedia.org/wiki/File:Bradford_Playhouse_-_geograph.org.uk_-_1566813.jpg

John Grayson / CC BY-SA (<https://creativecommons.org/licenses/by-sa/2.0>)

Follow-up Activities

These suggested activities relate to Scene 4, Bradford Playhouse & Little Germany, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • Find out who the Quakers were, what a Temperance Hall was, when the school closed and where the bodies from the Chapel graveyard went. • Who was JB Priestley? In pairs, pupils could discover: where he lived; who his father was; who was his sister and what did she do; where JB went to school; where he worked; his time in WW1; books he wrote; plays he wrote; how many films there have been of 'When we are Married'; where there's an outside statue of him in Bradford; where there's an inside statue of him in Bradford; what plays he did at Bradford Playhouse; what broadcasts he made in WW2; when he died. • Discuss with pupils what the Independent Labour Party was. Who was the first leader? Who is the leader of Labour now? Who were important Bradford labour people (e.g. Denis Healy, Treasurer; Barbara Castle, Secretary of State for Transport; JB Priestley, supporter). • Using web links, explore Little Germany and why it was important to Bradford. Find out how it enabled 'Worstedopolis' to become such a wealthy town with so many millionaires and people from so many nations.
English	<ul style="list-style-type: none"> • Pupils write a short monologue about one of the people who live in the buildings on Chapel Street – name, age, job, where they live/work. • Pupils could write a story/poem inspired by Delius's music and share it with the class.
Art & Design	<ul style="list-style-type: none"> • Using Playbills pairs discuss the design styles, layout, fonts, pictures and colours used on them. • Make a collage of famous people who performed there. • Design a playbill for a children's show at the theatre. • Pupils choose a performer to 'appear' as. They make simple costumes, e.g. hats from card; tutus from newspapers; beards/moustaches from wool, etc. • In small groups, using card or re-cycled cardboard, create the old buildings along Chapel Street. Mount these on lining paper to create a 3D model. • Make peg dolls of the people from the buildings.

	<ul style="list-style-type: none"> • Using plasticine/clay, pupils create a 2D image of JB Priestley's face (with trademark pipe) on card for display. • Explore what 'art-deco' means by sharing images with pupils. • Show the picture of the ILP mural on Bradford Playhouse. • Create a class mural, using the school motto (as the ILP mural does)
Research	<ul style="list-style-type: none"> • Use the internet and the web links provided to research articles. • What was the original building and what was it used for? • Pupils use web links to research JB Priestley's life and work. • Research if there any other art-deco buildings in Bradford.
Oracy & Presentation	<ul style="list-style-type: none"> • Discuss why it was called Bradford Playhouse and other names it has had. • Present their short pieces about Chapel Street residents. • Pupils present their research on JB Priestley to the class. • Little Germany is a location for many TV shows and films. Have any of the pupils been extras? Discuss their experiences. • Interview relatives for any memories of visiting the Playhouse or doing drama there. Present their research (with pictures) to the class.
Digital skills	<ul style="list-style-type: none"> • Pupils video/record family memories and/or take pictures, if possible
Geography	<ul style="list-style-type: none"> • Use historic maps to find Chapel Street. In small groups, compare what was there in the past (e.g. Quaker School and Chapel, Temperance Hall) and what's there now. • Use historic maps to identify where the original Eastbrook Hall was. Find out where East Brook goes to, which Beck it flows into, and where that Beck eventually flows to.
Music	<ul style="list-style-type: none"> • Listen to 'On the first cuckoo in Spring' by Frederick Delius, whose father Julian owned a warehouse in Little Germany.

Scene 4: Bradford Playhouse & Little Germany web links

<https://www.bradfordtimeline.co.uk/civic.htm>

<http://www.arthurlloyd.co.uk/BradfordTheatres/PriestleyCentreBradford.htm>

<https://jbpriestley.co.uk/>

<https://jbpriestleysociety.com/>

https://en.wikipedia.org/wiki/Bradford_Playhouse

<https://specialcollectionsbradford.wordpress.com/tag/j-b-priestley-society/>

<https://www.bbc.co.uk/news/uk-england-leeds-48352524> Little Germany

https://littlegermanyaction.org/history-of-little-germany/?doing_wp_cron=1560850659.3166658878326416015625

<https://bradfordlocalstudies.wordpress.com/2017/02/15/map-of-the-week-little-germany/>

<https://maps.nls.uk/geo/find/>

Activity Pack – Knowing Bradford

Scene 5: Wool Exchange & Salt's Mill

Suggested activities and related web links



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Follow-up Activities

These suggested activities relate to Scene 5, Wool Exchange & Salt's Mill, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • Visit the Wool Exchange to discover its decorative interior and exterior. • Who do the heads on the outside belong to? What did they do, what are their achievements, who designed them and why are they there? • Explore what was life like for children in the late Victorian times. How long on average, did children working in the mills live? What diseases did they have? • Show Margaret McMillan's picture. Pupils recap who she is, what she did and her importance to Bradford. What buildings in Bradford are named after her? • What is the Wool Exchange now? What happens there?
English	<ul style="list-style-type: none"> • Write a short description of the person whose 'head' they have made, to be displayed alongside it. • Write a piece about how Richard Oastler helped to improve working conditions for children. • In small groups, pupils create a 'conversation' between Salt, Ripley and Lister discussing their mills. • Share out the mill-related words, one to each pupil (as listed in the Research activities section). Pupils write a line of a poem that includes their word. Divide the pupils into two groups. Each group shares their lines and creates a group poem (no right or wrong way). Share this poem with other group and vice versa. • Create a matching game: mill-related words on one set of cards, meaning on the other set. In groups, place cards face down, all mixed up. Pupils have set time to match words to meanings by turning over two cards. Winning group is the one which matches all cards first. • Pupils could create a monologue from a child working in a mill.
Art & Design	<ul style="list-style-type: none"> • Pupils choose a 'head' from the Wool Exchange and create it using clay/plasticine. • Make a drawing of the stone carvings in the Wool Exchange (if on a visit, could do rubbings). Create a 3D model from plasticine/clay.

	<ul style="list-style-type: none"> • Create models of Salt's, Lister's and Newlands (Ripley) Mills with re-cycled materials. • Discuss David Hockney's work, using images of his work. • Look at different styles Hockney uses. Pupils choose style and draw Salt's in that way. • Draw pictures of the different styles of looms in mills.
Research	<ul style="list-style-type: none"> • In pairs, use the internet links to research the two statues and the heads of explorers and politicians adorning the exterior of the Wool Exchange. • Use the internet to research Richard Oastler, whose statue is in the Wool Exchange. • The interior of the Wool Exchange has lots of stone carving. Distribute pictures and ask pupils what animals and fruits they can find (if on a visit, give pencil and paper to make a list). • Using pictures of Titus Salt, Henry Ripley, Samuel Lister and their respective mills, explore their history. Pupils discover how big the mills were; how many employees were children and ages; what woollen/textiles did they make. • In pairs, pupils look up what the following mean: shoddy, mungo, alpaca, textiles, carding, combing, shearing, slubbing, doffing, scavenging, warp, weft, twisting, piecing, burling, mending.
Oracy & Presentation	<ul style="list-style-type: none"> • Pupils act out their 'conversation' between Salt, Ripley and Lister. • Pupils tell their story (monologue) in character. • Pupils present their Hockney images to the class and talk about why they chose that style.
Digital skills	<ul style="list-style-type: none"> • Type up the 'group poem' for display. • Create a 'zine' to include work produced relating to the Wool Exchange and mills.
Geography	<ul style="list-style-type: none"> • Use historic maps locate buildings named after or associated with Margaret McMillan and attach her picture to them. • Locate David Hockney's home and college on a Historic

	England map. Where does he live now? Find this on a world map.
Science & Technology	<ul style="list-style-type: none"> Using web links, research the technological developments in the mills: looms, steam, electric. Who invented them? What did inventions do? How did they change how mills produced wool/cloth?

Scene 5: Wool Exchange & Salt's Mill web links

<http://bradfordcivicsociety.co.uk/bradford/bradfords-wool-exchange-national-historical-importance/>

<http://www.victorianweb.org/art/architecture/lockwood/index.html>

https://en.wikipedia.org/wiki/Henry_Ripley

<https://www.saltairecollection.org/portfolio-item/sir-titus-salt-1803-1876/>

<https://whc.unesco.org/en/list/>

http://www.saltairevillage.info/Saltaire_World_Heritage_Site_1028.html

https://en.wikipedia.org/wiki/Jonathan_Silver

http://www.saltairevillage.info/saltaire_history_0041_David_Hockney_Jonathan_Silver_connection_090713.html

<http://www.saltsmill.org.uk/pdf/jonathan.pdf>

<https://britishlistedbuildings.co.uk/england/bradford/bradford#.XOKzmvZFzVI>

<https://maps.nls.uk/geo/find/>

Activity Pack – Knowing Bradford

Scene 6: Manningham Lane & Drummond Mill

Suggested activities and related web links



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Follow-up Activities

These suggested activities relate to Scene 6, Manningham Lane & Drummond Mill, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • Look at how people were dressed and differences in costumes. What types of shops are there? • Create a time line to show how the Drummond's Mill workforce changed over the 20th century, e.g. where people came from to work there: Irish in early 20th century; Polish, Italian in 1940/50s; Indian/Pakistani 1970/80s, etc. • Show a picture/s of Julia Varley and discuss what 'campaigning' means. Use the Yorkshire Film Archives to share examples of campaigns.
English	<ul style="list-style-type: none"> • Pupils could make notes on family interviews like a reporter, and create a news article. • Thinking about Bradford today, pupils (individually or in pairs) decide what things they would like to improve. They write a campaigning speech about this to present back to the class. • Pupils write a short piece on the faith building they chose and why it was chosen.
Art & Design	<ul style="list-style-type: none"> • Create a 'Drummond Map'. Put an image of the mill in centre of flipchart paper/card. Pupils create flags of countries people came from to work there; also shapes of those countries. Cut these out and with ribbon, link to mill. Any family memories could be attached on a luggage label. • Pupils use their 'family interview' articles to create a 'commemorative' newspaper. • Pupils choose a faith building and draw it.
Research	<ul style="list-style-type: none"> • Using the web links, research how many people worked at Drummond's Mill. Where did they come from? What did they make? What were their jobs? • Using the web links, find out about Julia Varley: she was a mill worker, trade unionist and suffragette. In all roles she campaigned through speeches, for better conditions for women and children in health, education and for women having the vote. • Using the web links pupils identify the faith buildings in their area.

	<ul style="list-style-type: none"> • Look up more information on Charles Trubshaw; birth, death, designs, where buildings are, what they look like, who paid for them.
Oracy & Presentation	<ul style="list-style-type: none"> • Using pictures of Manningham Lane today, compare these to the film. Discuss what's changed. Make a list of what has disappeared. • Pupils to ask at home if any of their families worked at Drummond Mill. • Pupils share their family interviews with class/as assembly. • Present their 'campaigning' speech to the class. • In small groups, share their faith building pictures and reasons for choosing.
Digital skills	<ul style="list-style-type: none"> • Using the Yorkshire Film Archive, show what Manningham Lane used to look like at the turn of the 20th century. • Interviews with families could be videoed/recorded/documented if possible. • Pupils could video/record each other talking about why they chose the faith building.
Geography	<ul style="list-style-type: none"> • Use historic maps to find Manningham Lane and locate where Drummond's Mill used to be. • Using a map of the world, identify where the Drummond's Mill workforce came from. • Identify where local faith buildings are and mark them on the historic or a modern map. • Find out where Undercliffe Cemetery is.

Scene 6: Manningham Lane & Drummond Mill web links

https://en.wikipedia.org/wiki/Drummond_Mill

<https://www.youtube.com/watch?v=fEWkTQdsen8>

<https://historicengland.org.uk/get-involved/protect/mills-of-the-north/>

https://en.wikipedia.org/wiki/Julia_Varley

<https://www.undercliffcemetary.co.uk/about/history/julia-varley/>

<https://www.bbc.co.uk/news/uk-england-48587377>

<https://bradfordcathedral.org/get-involved/interfaith/faith-trail/>

<https://maps.nls.uk/geo/find>



© David Ingham / CC BY-SA https://commons.wikimedia.org/wiki/File:Valley_Parade,_Bradford.jpg

Follow-up Activities

These suggested activities relate to Scene 7, Sport, in the Knowing Bradford play, developed as part of the 'Knowing Bradford' project.

The list of web links provided will help teachers and students to answer the questions raised and complete the suggested activities.

History	<ul style="list-style-type: none"> • Using web-links, show an image of the Bradford Daily Telegraph sports' pages and discuss how it is laid out, what is on them, how sport is reported. • Hand out some copies of current Telegraph & Argus sports pages. Compare with the Bradford Daily Telegraph and discuss what's different. • Look at an image of a female team that played at Valley Parade and Bradford City in the 1900s. Look at the kit they're wearing. Compare to female football teams of today - how are they different? • Show pictures of the successful Bradford sports people named in the script. How many have pupils heard of? How many of the sports have they tried? Have any of their families, or them, won any sporting awards?
English	<ul style="list-style-type: none"> • In pairs (male/female if possible) create an interview between a Daily Telegraph reporter and female football player of the 1895 game. eg How did the player feel? What was reaction of the crowd? What position did the player have? What words of encouragement has she got for other female teams? (These are example questions.) Pupils write the questions/answers down, then present back 'in character'. • Choose a sport and write a piece of flash fiction (100-250 words) about a person playing that sport. It could be set in the past, present, future.
Art & Design	<ul style="list-style-type: none"> • In groups of four, either draw, or use plasticine/modelling clay to create pictures of female/male football players then and now. That's two female and two male 2D images on a piece of card. • Create a collage of the different sports happening in Bradford. Pupils could draw logos, portraits, an image (eg canoe, horse, cricket bat, boxing gloves, hockey sticks, golf irons, roller skates, etc.). • Create an anthology of the sports' stories.
Research	<ul style="list-style-type: none"> • Using the web-links, find out about other sports in Bradford. • Look up what has happened to Bradford Bulls and where they played. Where do the Bulls play now?

	<ul style="list-style-type: none"> • Which well-known ice-skaters have used the Bradford ice-skating rink?
Oracy & Presentation	<ul style="list-style-type: none"> • Pupils write the questions/answers down of the reporter/footballer, then present back 'in character'. • Pupils share their flash fiction.
Digital skills	<ul style="list-style-type: none"> • Using the Yorkshire Film Archive, show what Manningham Lane used to look like at the turn of the 20th century. • Pupils could video/record/take pictures of each other reading their flash fiction stories
Geography	<ul style="list-style-type: none"> • Using historic maps locate where Bradford Park Avenue and Bradford City clubs played football. • Where are other sports played in Bradford? • What happens at Bradford Park Avenue site now?

Scene 7: Sport web links

<https://johndewhirst.blog/2018/10/20/the-first-game-of-soccer-at-valley-parade/>

<https://bradfordsporthistory.com/2018/09/24/21-october-2018/>

<https://maps.nls.uk/geo/find/>

Activity Pack – Knowing Bradford

Create Your Own Script



<p>Choose your Place</p>	<ul style="list-style-type: none"> • Local – think about places in Bradford which you know of and which you think could have been included in the play ‘Knowing Bradford’. For example you might consider well known places such as The Cathedral, Lister Mills, the Science and Media Museum, St George’s Hall, Cartwright Hall or familiar but less well known places such as the Howard Street Mosque, the Prudential Assurance Company Buildings. • Doorstep – consider places which are very close to your school – in fact it could be your school! It might be a local landmark building such as a local mill, a place of worship, a park, a house of interest, a statue etc.
<p>Research your place</p>	<ul style="list-style-type: none"> • Find as much as you can about your place. Think about what you might want to know, such as: <ul style="list-style-type: none"> ○ How old is it? ○ Who built it? ○ Who designed it? ○ What does it look like? How would you describe its architectural features? ○ Why is it in its location? ○ How has it been used? ○ Who has used it? - Who has lived/worked/worshipped/ played there? ○ How has it changed? ○ What kind of condition is it in today? ○ What purpose and value does it have to the community?

<p>Where to look for your information</p>	<ul style="list-style-type: none"> • You can always start by looking in your school library. Do you have any local history books? • Use a general Internet Search: Sites such as Wikipedia can be a great starting point - including giving you a potted history of your town or village. • If researching people who lived and worked there, use <ul style="list-style-type: none"> ○ https://www.ancestry.co.uk/ ○ https://www.findmypast.co.uk/ ○ https://opendomesday.org/ • You can find out about special and listed buildings using <ul style="list-style-type: none"> ○ https://historicengland.org.uk/listing/the-list/map ○ https://www.english-heritage.org.uk/visit/places • You may have a local history society who you could contact or who may have their own website <ul style="list-style-type: none"> ○ http://www.local-history.co.uk/ ○ https://www.balh.org.uk/
<p>Deciding on your characters</p>	<ul style="list-style-type: none"> • Who will tell the story of your building? • Once you have done your research, your answers to the questions of 'who' will provide ideas for the characters for your script
<p>Writing your script</p>	<ul style="list-style-type: none"> • Decide what it is you would like your audience to know about your chosen place. It might be your initial research questions provide you with a guide. • What setting will you choose? • You might wish to improvise the scenes in pairs/groups first. • Consider recording the improvised scenes, as a reminder for when you start to write.
<p>Finding images</p>	<ul style="list-style-type: none"> • Consider what images may help your audience understand and enjoy your play. • You could select some from your research or you could create your own.
<p>Performing your script</p>	<ul style="list-style-type: none"> • Perform your scenes for your class parents/assembly/another class or just each other. • Film the scenes and make short movies – you could upload these to the school website.