

# How did the Victorian period help to shape the Tyldesley we know today?

Subject Specific Vocabulary	
<b>workforce</b>	The people engaged in or available for work.
<b>trapper</b>	The trapper was often the youngest member of the family working underground. Their job was simple: to open and close the wooden doors (trap doors) that allowed fresh air to flow through the mine.
<b>mills</b>	A factory fitted with machinery for a particular manufacturing process.
<b>workhouse</b>	Workhouses were where poor people who had no job or home lived. They earned their keep by doing jobs in the workhouse.
<b>compulsory</b>	Required by law or a rule.
<b>significant</b>	Something that is important or noticeable.
<b>architecture</b>	The complex or carefully designed structure of something.
<b>population</b>	All the inhabitants of a particular place.
<b>employment</b>	The state of having paid work.



Sticky Knowledge about Victorian Tyldesley
<ul style="list-style-type: none"> <li>❑ The Victorian era is what we call the time that Queen Victoria reigned: 1836-1901.</li> <li>❑ During the Victorian era, the Industrial Revolution was happening and scientific inventions meant that it was easier to make things to sell.</li> <li>❑ The worst mining disaster in Tyldesley occurred at Yew Tree Colliery on 11 December 1858 when an explosion of firedamp caused by a safety lamp cost 25 lives.</li> <li>❑ Caleb Wright was an English mill owner in Tyldesley and a Liberal politician. In 1845 he established his own cotton-spinning business in partnership with Henry Barton. In 1855 the partnership was dissolved and Caleb Wright and Company's Barnfield Mills was established.</li> <li>❑ Coal was the main source of power in Victorian times. It was used for cooking and heating. It was used for driving machinery, trains and steam ships.</li> </ul>

Historical Skills
<ul style="list-style-type: none"> <li>❑ Observe buildings in Tyldesley and make suggestions of what they could have been used for and why using historical enquiry.</li> <li>❑ Research buildings and history of Tyldesley then take groups of people on a tour of Tyldesley.</li> <li>❑ construct informed responses that involve thoughtful selection of relevant historical information.</li> <li>❑ Note connections, contrasts and trends over time in Tyldesley and develop the appropriate use of historical terms</li> </ul>

