

## The Ford Factory, Southampton (1953 - 2013)

<b>Key Stage 2 subject:</b> Geography (Exploring changing land uses)		
<b>Learning objectives:</b> 1. Pupils will learn what it was like to work in a factory assembling transits. 2. Pupils will understand the difference between sedentary jobs and physical jobs. 3. Pupils will consider how the factory affected the lives of workers and local people. 4. Pupils will compare Ford workers' experiences with their own experiences (e.g. journeys to work / school).		
<b>Key vocabulary:</b> Physical, Sedentary, Assembly Plant, Factory, Manufacturing, Physicality, Camaraderie		<b>Key questions:</b> What was it like to work in the Ford factory? What kind of jobs did people do? How did the factory affect the local area?
Time	Activity (and learning objective)	Resources
00:00	<b>Starter activity</b> ➤ Start with a simple physical activity which can be repeated (e.g. making paper aeroplanes or sharpening pencils). Set pupils the challenge of completing the task as many times as they can in sixty seconds. Set a timer and then tally up the scores. Next, invite pupils to break the task into stages and complete again in small groups with each member doing one task then passing it on to the next person. If time, complete a third round but this time select one pupil in each group to be a supervisor and give them the task of directing activities. ➤ Discuss what it felt like carrying out the repetitive activities in a tight timescale. What would it feel like to do this activity all day long? How did it feel to repeat the activity in a team? Did it make the activity easier or harder? What affect did the supervisor have on production? How did this make workers feel?	As per requirements for physical activity
00:15	<b>Teacher-led introduction</b> ➤ Use the starter task as an introduction to the next chapter in the development of the Wide Lane site: the Ford assembly plant. ➤ Introduce the Ford factory and show where it is on the map. ➤ Use Chapter 2 of booklet to introduce the period from 1953 to 2013 when the Ford factory occupied the Wide Lane site. ➤ Watch second section of film: From fields to Ford and beyond. ➤ Discuss what it must have been like to work at the factory and what sort of jobs people did on the production line.	-Handout1-maps -google map -Booklet-Ch.2 (The Ford Factory) -Film-from fields to Ford and beyond
00:30	<b>Exploring sources</b> • Listen to audio montage of factory workers describing what it was like to work on the line (Stories section / <a href="#">Working the Production Line</a> : physicality, Monotony, Camaraderie) & look at accompanying photographs.	-Audio of factory workers' memories -Images of

	<ul style="list-style-type: none"> <li>Jot down all the things you would like about working on the production line and all the things you would not like. Discuss your opinions with a partner.</li> </ul>	factory production line
00:40	<p><b>Activity 1: Make your own production line</b> (from chapter 2 of the booklet)</p> <p>Imagine that it wasn't Ford who bought the Wide Lane factory in the 1950s, but another company. They could use the factory to make anything you like: ice cream; trainers; teddy bears; mobile phones. Whatever you choose, make a list of all the jobs that would need to be done on the production line to make that product. You might end up with a long list!</p> <p>Next choose how to present your results:</p> <ol style="list-style-type: none"> <li>1) Draw a diagram of the production line and label each process.</li> <li>2) Write a job advert to encourage people to apply to work at your new factory.</li> </ol>	-Booklet (Chapter 2)
00:50	<p><b>Activity 2: Journeys to work</b></p> <p>In pairs, look at the handout showing artist Jackie Eksi's memories of Ford workers walking along Wide Lane to work in the 1980s. Discuss whether this scene might look the same today. If not, why not?</p> <p>Choose one of the following activities:</p> <ol style="list-style-type: none"> <li>1) Draw a picture of your own journey to school and caption it.</li> <li>2) Ask the other members of your class how the grow-ups in their household travel to work. Complete a tally chart of answers and discuss the findings with your partner. What is the most popular form of travel? How does this compare with the picture of Wide Lane in the 1980s?</li> </ol>	Handout 3-A Sea of Blue Overalls  Handout 4 – Tally chart
01:20	<p><b>Plenary:</b></p> <ol style="list-style-type: none"> <li>1. Recap on key vocabulary</li> <li>2. Poll the class on whether they would work at the Ford assembly plant. Review results and elicit reasons why?</li> <li>3. Discuss how travel to work has changed over time.</li> </ol>	
/	<p><b>Further activities / differentiation</b></p> <p>Use the remaining suggested activities at the end of Chapter 2 in the booklet to create further sessions, or to provide more challenge for more able pupils.</p>	-Booklet (Chapter 2)