

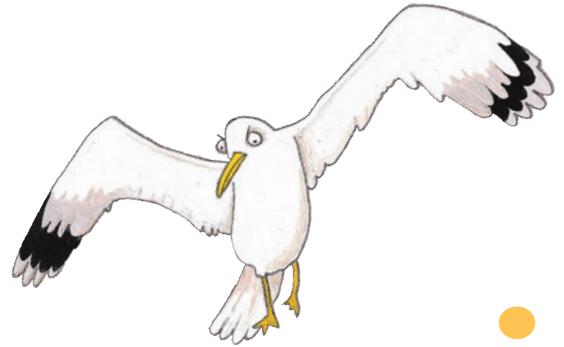
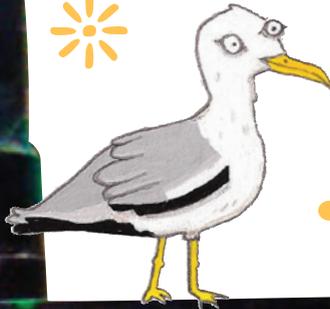


Explorers

www.canalrivertrust.org.uk/explorers

**Heartlands
Canals**

TOPIC PACK



canalrivertrust.org.uk

© Canal & River Trust is a charity registered with the Charity Commission no. 1146792



Introduction

This topic pack is intended to be a resource for local schools and other groups within the Heartlands area of Birmingham. It is aimed at Key Stage 2. It focuses on Warwick Bar and Saltley Pools, both situated in an area of incredible ethnic diversity.

Warwick Bar is Birmingham's only canal-based conservation area. Saltley Pools, once a site of heavy industry, was redeveloped to attract wildlife and to provide a safe, green resource for the local community. The activities draw on the links between different cultures e.g. the similarities between traditional canal art and the painted trucks of Pakistan, India and the Romany people.

Contents

Part 1: For teachers

- p.3 Linking canals to the curriculum
- p.4 Putting canals in context
- p.6 Warwick Bar
- p.9 Saltley Pools

Part 2: Activities

- p.12 Paper Cuts
- p.14 Be an Environment Officer!
- p.16 Warwick Bar Trail
- p.21 Be a Designer!
- p.24 Explore Saltley Pools
- p.25 Watery Wildlife
- p.26 Shapely Trees

Canals and the curriculum

The Heartlands Canals offer wonderful opportunities for cross-curricular studies at Key Stage 2 including History, Science, Art & Design, Design & Technology and PHSE/Citizenship.

KS2 History	Chronological understanding	Knowledge of events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication	Local history study	Victorian Britain	Britain since 1930
Warwick Bar Trail (p.15)								
Be a Designer (p.19)								
KS2 Geography	Geographical enquiry & skills	Knowledge and understanding of places	Knowledge and understanding of patterns & processes	Knowledge and understanding of environmental change & development				
Be an Environment Officer (p.13)								
KS2 PHSE/ Citizenship	Developing confidence, responsibilities and abilities	Preparing to play active roles as citizens	Developing a healthy, safer lifestyle	Developing good relationships and respecting differences between people				
Be an Environment Officer (p.13)								
KS2 Art and Design	Exploring & developing ideas	Investigating and making art, craft and design	Evaluating and developing work	Knowledge and understanding				
Paper Cuts (p.11)								
KS2 Design & Technology	Developing planning and communicating ideas	Working with tools, equipment and materials	Evaluating processes & products	Knowledge and understanding materials and components				
Be a Designer (p.19)								
KS2 Science Sc2	Life processes	Green plants	Variation and classification	Living things in their environment				
Explore Saltley Pools (p. 23)								

Putting canals in context

The first canals

Canals were first built by the early civilisations in Egypt, Mesopotamia (modern-day Iraq and Syria), China and India, where people depended on drainage and irrigation to grow crops. The larger canals were also used for transporting cargo.

In England, canals were used for carrying goods. Until 250 years ago, roads were poor or non-existent, so journeys were rough and slow. Some bulky goods, such as timber, stone and coal were transported by river but there were hazards such as fierce currents, low bridges and weirs. Besides, rivers were not necessarily located where the materials were needed. (See Building & Carrying Topic Pack).

The Industrial Revolution

By the mid 1700s, Britain was becoming an industrial country. Manufacturers needed more and more coal to power machines and furnaces, but most coalfields were located away from rivers. Industrialists put forward the idea of building canals as a faster way of delivering raw materials, especially coal.

The Duke of Bridgewater (1736–1803), a wealthy landowner who owned coalmines, put up the money to build one of the first canals. The Bridgewater Canal was completed in 1761. It transported coal from the duke's collieries to his factories in Manchester. (See Building & Carrying Topic Pack).

Canal 'Mania'

The Bridgewater Canal was a great success, the price of coal halved overnight, and business boomed. Other industrialists jumped on the bandwagon and many companies were formed to dig canals.

Alongside canals, docks and wharves for loading and

The Duke of Bridgewater was known as the 'Canal Duke'.

unloading raw materials and finished goods were built alongside factories and workshops. Warehouses were put up to store the goods with secure 'bonded' warehouses built to store valuable goods such as tea, tobacco and spirits until duty (tax) had been paid on them.



Docks and wharves at Ellesmere Port.

Cottages for waterways workers such as lock keepers and lengthsmen, (who checked their stretches of a canal for leaks and breaches) and stabling for horses and donkeys, were built alongside locks.

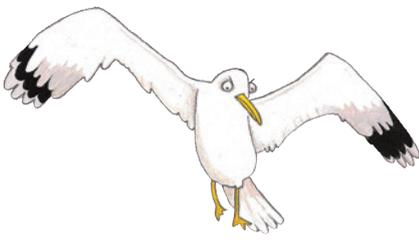
Within 80 years, over 3,500 miles of waterways, 1100 locks, 276 aqueducts, 40 tunnels and thousands of bridges linked all the great ports to all the industrial areas of Britain.

The Birmingham Canals

The Birmingham Canals were very important to the success of the Industrial Revolution. During the 1700s and 1800s, Birmingham was known as the 'workshop of the world' because more goods were manufactured there than anywhere else.

On the inward journey to Birmingham, the most important cargo was coal bought from coalmines in the Midlands and delivered to factories and workshops. From the London Docks came goods such as tea, sugar and fruit imported from abroad.





This cargo was transferred from ships on to narrowboats and transported by canal to Birmingham. The return journey was made with finished goods delivered all over the country by canal, and by ship to the wider world.

The coming of the railways

No sooner had the canal system been developed, than the coming of the railways in the 1830s hit it with a faster means of transport. From then on, people found it harder to make a living on canals, trade decreased and by the 1900s many canals fell into disuse. The coal trade however, kept the Birmingham waterways going until the 1960s.

From cargo to cruises

After the Second World War, a group of people became interested in restoring canals. Slowly, waterways were dredged, locks were drained and features such as tunnels, bridges and towpaths restored. Today, canals are busy with narrowboats used for leisure and towpaths are visited by walkers, bird-spotters and cyclists. Many spectacular examples of canal engineering such as boat lifts and pumping stations are working again and old canal buildings have been converted into luxury homes and prestigious offices.

Looking after canals



Until 2012, British Waterways looked after the 2,200-mile network of canals and many rivers in England, Scotland and Wales. Its role was to ensure that the waterways could be used for all to enjoy, now and in the future. In mid 2012, the Government transferred inland waterways in England and Wales into a new charitable body, the Canal & River Trust which continues these aims. In Scotland, the management of canals remains within British Waterways and is responsible to the Scottish Government, www.scottishcanals.co.uk

A great working environment

Birmingham is a good example of how the regeneration of the canals has created a very pleasant environment in which to work and relax. Office workers enjoy their lunch on the banks of the canals, residents relax in canal-side pubs and concert-goers are able hear world-class music in the Birmingham Symphony Hall built alongside the waterways.

Sacred canals

The sense of well-being near water is a reminder that canals also have another purpose: refreshment and cultural significance.

When the Arabs invaded Persia (modern-day Iran) about 2000 years ago, they found enclosed formal gardens divided by narrow 'canals' providing coolness and refreshment in the hot climate.

The Arabs learnt how to make these gardens and adapt them to meet the needs of their religion. They became known as 'Gardens of Paradise' (pairdaeza meaning 'walled garden'). They are the inspiration behind the famous gardens of the Taj Mahal in India and the Alhambra Palace in southern Spain, both created by rulers to provide beauty, refreshment and privacy.

Warwick Bar



What is there to see?

See map on page 8.

Digbeth Branch Canal

The Digbeth Branch Canal runs from Aston Junction and terminates at Typhoo Basin. The junction with what became the Grand Union Canal, is at Warwick Bar.

Typhoo Basin

In 1924, the Typhoo Company moved to new premises built next to the Digbeth Branch Canal in Bordesley Street in Digbeth. 3,000 chests of tea from Sri Lanka were unloaded at Typhoo Basin every week, and stored in a bonded warehouse until duty had been paid on it.

The Gun Barrel Proof House

Built in 1813, this building was (and still is) used for testing firearms. Gun barrels and complete guns were fired to make sure they were sound and marked with a stamp when passed.

The Banana Warehouse

This warehouse is so-called because Geest, the Dutch fruit importers once owned it. Boats tied up in the narrow channel in front of the warehouse and unloaded fruit and other perishable goods under the cover of the canopy.



The Banana Warehouse and stop lock.

The Warwick Bar Stop Lock

Until 1929, the Birmingham Canal Navigations Company (BCN) owned the Digbeth Branch Canal, and the Warwick & Birmingham Canal Company owned the Warwick & Birmingham Canal. Water is vital to all canals and there was great rivalry between these two canal companies for the rights to the water they shared.

The stop lock prevented water transferring from one canal to another. Two gates at each end of the lock enabled boats to be moved from one canal to the other with little loss of water, no matter which canal was higher at any particular time.

At the stop lock, the toll keeper measured how much the boat was above the water line. From the displacement of water, he could work out the weight of the load and the toll to be charged. The regional offices of the canal companies collected the cash.

Today, the Canal and River Trust looks after Birmingham waterways so the gates are chained open.

Fellows, Morton & Clayton

Fellows, Morton & Clayton were one of the largest canal carrying companies. Their narrowboats were instantly recognizable with distinctive red and yellow canal lettering.



The former Fellows Morton and Clayton offices in Digbeth.

Pickford

Pickford was another early canal carrying company with offices in Digbeth. Today, it still carries goods, but by road.



Pickford Street, off Fazeley Road, still exists.

River Rea Aqueduct

The River Rea (pronounced 'Ray') is a small river that runs through the centre of Birmingham. Today, it runs through a culvert for much of its course. An aqueduct takes the Grand Union Canal over the river.

The Grand Union Canal

By the 1900s, the canals were unable to compete with the roads and railways and gradually were used less and less. In 1929, in an effort to ward off the competition from the railways, eight canal companies (including the Warwick & Birmingham Canal), joined together to form the Grand Union Canal, a 'supercanal' linking Birmingham, Leicester and Nottingham with London. In 1932, three more canals were bought by the Grand Union Canal Company.



Bordesley Junction at the end of the trail (see page 8).

The Bond Warehouse

Pickford once owned the Bond Warehouse, a 'bonded' warehouse where valuable goods such as tea, beer, spirits and tobacco were stored. Duty (tax) had to be paid on these goods before they could be delivered elsewhere.

Warehouses were usually built upwards rather than outwards with small floors so that goods were easily accessible. This warehouse still has its wooden hoist used for lifting goods to the upper floors.

A building behind the Bond Warehouse once made ice to supply the immigrant Italian ice-cream makers who lived and worked in Digbeth.

Today, The Bond is an arts centre with a gallery and mooring for a narrowboat used for art workshops.



Map of Warwick Bar on the Grand Union Canal



Saltley Pools

See map on page 10.

Medieval Saltley

Saltley was first recorded in 1170 AD when it was a scattered farming community around the River Rea. Watermills were a feature of the area. At first they were used for grinding corn into flour. Later they were converted to steam and used for industrial use such as blade grinding and rolling steel. These mills were the predecessors of a great swathe of industry that eventually spread along the whole river valley.

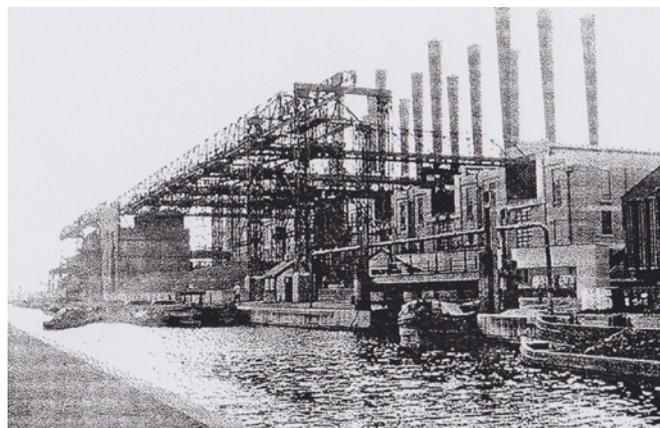
Boat building

In the 1850s, Saltley became the headquarters of William Clayton. He established a fleet of narrowboats which carried general goods but also specialized in the by-products of the local gas industry such as crude tar. They also carried chemicals and petroleum products.

In the 1880s, the company, now known as Fellows, Morton & Clayton, established an important local boat building business at Saltley, supplying wooden and iron boats, and later, motorboats, to canal companies.

Saltley Power Station

In 1923, the Prince of Wales opened a huge power station at Saltley alongside the Grand Union Canal. The Prince's, as it was known, was powered by coal brought in by canal and railway.



The Power Station at Saltley.

An environmental resource

Eventually, industry moved away and the area became neglected. In 1993 Saltley Pools were created as part of an environmental resource for the local community.



The gates to Saltley Pools.

What is there to see?

Today, a variety of trees, shrubs and plants are managed to encourage a wide range of birds, insects and plants to this area.

Trees and shrubs

- Small trees e.g. hazel, birch, hawthorn, willow, wild cherry.
- Shrubs e.g. gorse, broom, blackberries.

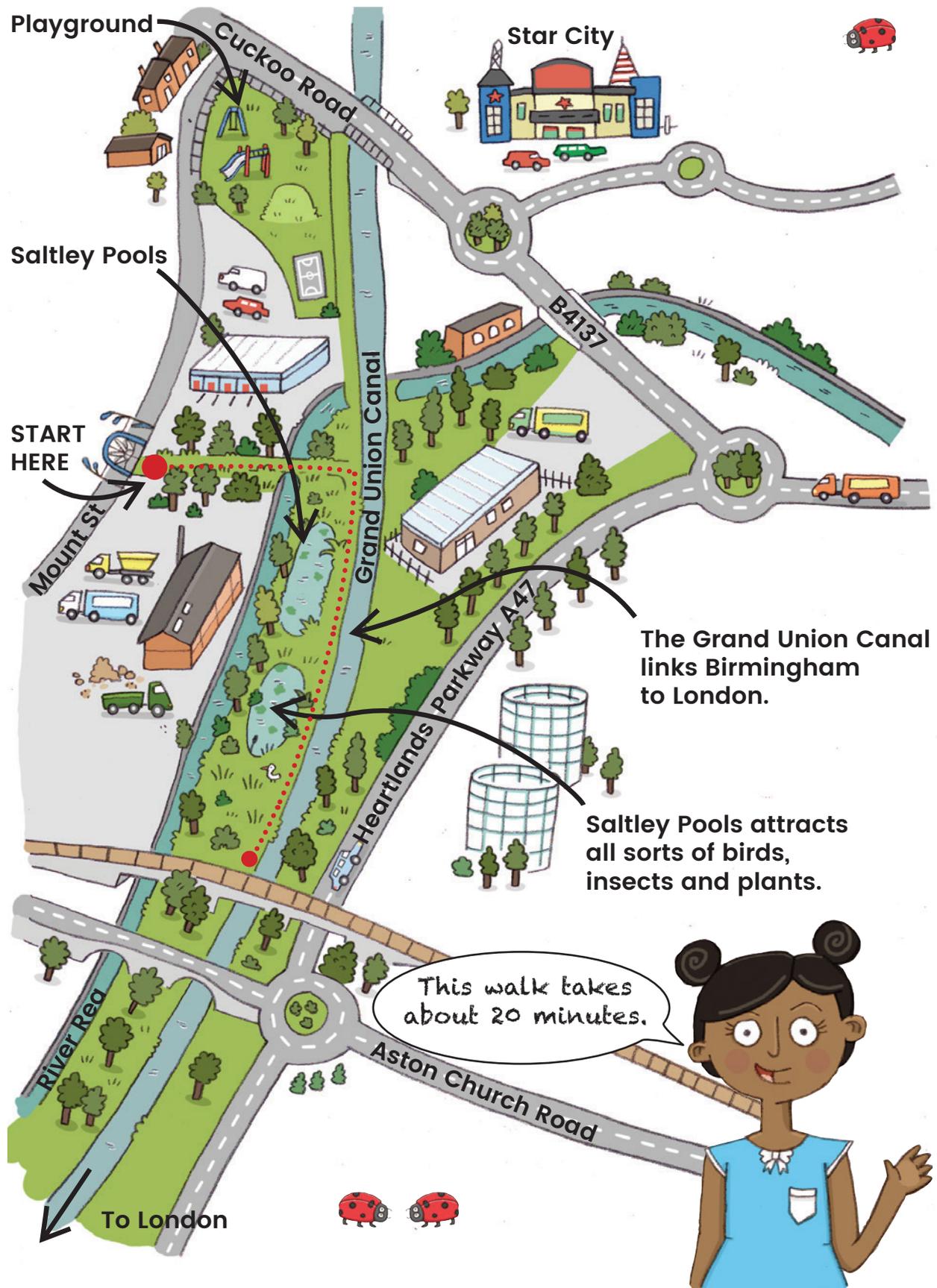
Plants

- Water plants e.g. iris/flags, bulrushes, marsh marigolds, cressella.
- Escaped garden plants e.g. mahonia and buddleia (the butterfly bush), marguerite.
- Herbs and medicinal plants e.g. coltsfoot and wild geranium (Herb Robert).

Birds and insects

- Water birds e.g. Canada geese, coots, moorhens.
- Garden birds e.g. blue tits, robins, chiff chaff, finches.
- Water-loving insects e.g. damselflies and dragonflies.
- Butterflies and bees.

Map of Saltley Pools



Subject: KS2 Art and design
Topic: Pattern-making
Lesson setting: Classroom

For teachers

Overview of the lesson

This lesson uses pattern-making to make links between traditional canal art (Roses and Castles) and that of other cultures e.g. the painted

lorries of Pakistan, Bangladesh and India, traditional Romany caravans and the cut paperwork of Poland.

Equipment

Each child will need: squares of tissue paper or other thin coloured paper, chalk and scissors.

Other resources

For further information on 'Roses and Castles' see Life on the English Waterways Topic Pack. Use the internet to find images of painted trucks, Romany caravans and cut paperwork from Eastern Europe, China and Japan.

Learning objectives

- To make links between traditional patterns of different cultures.
- To develop skills in pattern-making.



Traditional canal art.



Narrowboats decorated with traditional colours, designs and lettering.

Success criteria

By the end of the project:

- All will be familiar with traditional canal art.
- All will have increased knowledge of the similarities in pattern-making across different cultures.
- Most will have developed their pattern-making skills further.
- Some will want to find out more about pattern-making.

Leading up to this work

Before undertaking this activity, pupils are likely to have:

- Found out about 'Roses and Castles' and other examples of traditional canal art.
- Investigated traditional folk art from other cultures such as Mexico, Poland, China and the Romany people.
- Seen examples of traditional folk art in museums or on canal visits.

Post visit

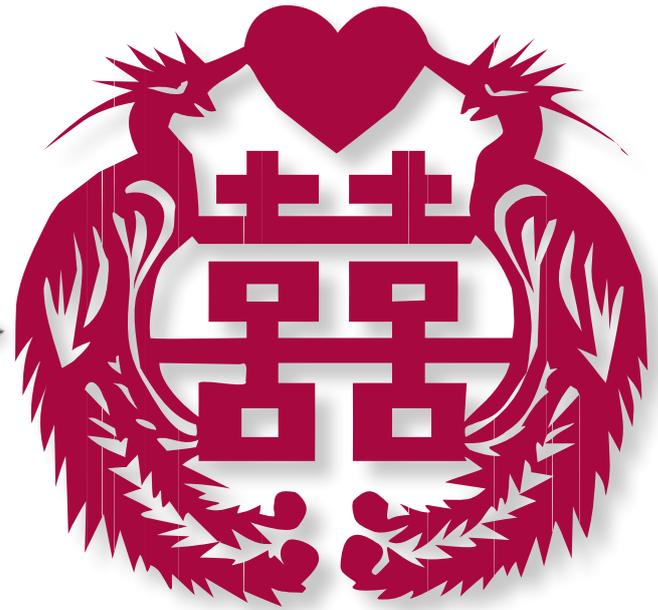
Pupils could:

- Design and make group paper cuts to celebrate a local anniversary or festival.

Paper cuts

Papercuts have been made for over 1,000 years! They often show details of the life and beliefs of the people who make them. In many countries they are still used for decorations at festivals, birthdays, weddings and even funerals.

This papercut comes from China.



Did you know?

Paper was invented by the Chinese about 2000 years ago!

Make a papercut

You will need:

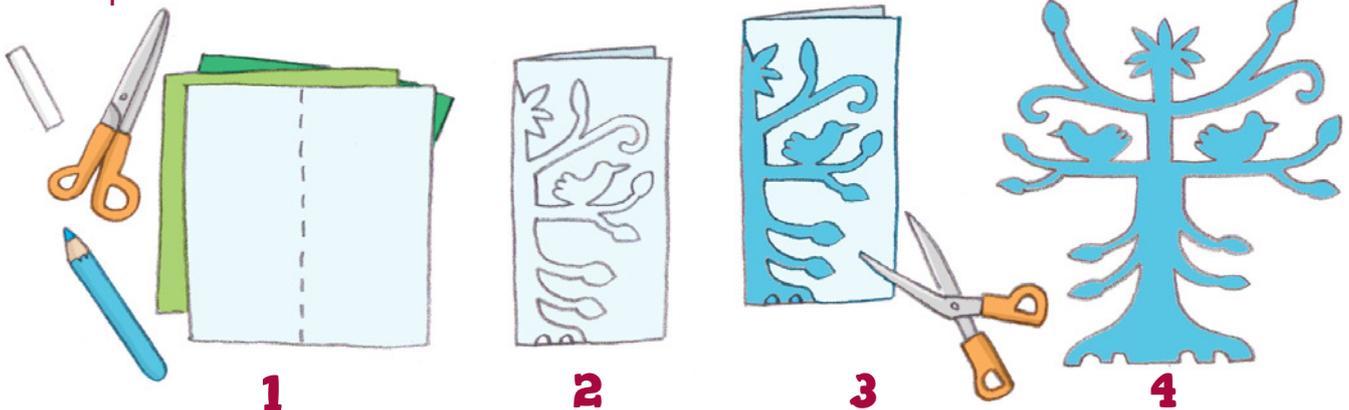
- Squares of thin coloured paper or tissue paper.
- Chalk to mark out the patterns.
- Scissors.

To do

You could draw an imaginary animal, or bird. Or use a simple pattern such as a flower or heart to make flags. Then string them together to make a banner.

To Make

- 1 Fold a square in half.
- 2 Draw one half of your design on the top fold.
- 3 Shade the areas you need to cut out. Cut round the shape.
- 4 Open it out – and see the result!



Be an Environment Officer

Subject: KS2 PHSE/Citizenship
Topic: Becoming active and responsible citizens
Lesson setting: Warwick Bar or Saltley Pools

For teachers

Overview of the lesson

Warwick Bar is the only conservation area on the Birmingham canals. Saltley Pools, previously a neglected area, has been cleared by volunteers and established as an environmental resource for the local community.

This lesson uses either Warwick Bar or Saltley Pools to focus on opportunities to talk about social and environmental issues such as graffiti, litter, fly-tipping and vandalism. It is linked primarily to PHSE/Citizenship, but also to Geography and Science SC2 (see Curriculum Links).

Equipment and materials

- One survey sheet for each pupil.
- Clipboards and pencils.

Learning objectives

- To develop pupils' sense of responsibility towards their environment.
- To understand that their choices and behaviour can affect local issues.
- to learn how to take part in community activities such as litter picking.

Success criteria

By the end of the project:

- All pupils will have increased knowledge, skills and understanding to become responsible citizens.
- All pupils will realise the consequences of anti-social behaviour such as graffiti and vandalism
- Most pupils will have developed the ability to work well in teams.
- Some pupils will have the confidence to form their own action groups.



Leading up to this work

Before undertaking this activity, pupils are likely to have:

- Completed a survey of the school grounds or the local neighbourhood.
- Become aware or visited environmental projects in the wider area.
- Talked to people in charge of community projects.

Setting up the lesson

Class discussion could cover the following:

- What is vandalism, fly-tipping and why is it anti-social?
- Why are some areas made into conservation areas?
- What are volunteer groups and how do people become involved?

Post visit

After a site visit pupils could:

- Collate their results into a database.
- Discuss their findings and decide on a sliding scale whether the area is mostly free of litter and damage, or heavily vandalized.
- Organize a 'timeline' of decomposition rates (see below).
- Investigate if and what might be done about cleaning the area up.

How long does it take to break down?

Paper	2-4 weeks
Leaves	1-3 weeks
Apple core	2 months
Orange peel	6 months
Milk cartons	5 years
Plastic bags	10-20 years
Plastic containers	50-80 years
Drink cans	80 years
Nappies	450 years
Glass bottle	1,000,000 years!

Be an Environment Officer!

... at Warwick Bar or Saltley Pools

Your job is to inspect the area and find out if there is any damage.

All you need is sharp eyes, a map and a pencil!



Graffiti

Where is it?

Make a tally of how many features have graffiti on them.

Signposts	
Walls	
Buildings	
Information boards	



Litter

What type of litter is it?

Make a tally of the different types of litter you find.

Plastic bags	
Food wrapping	
Dog poo	
Old tyres	



Vandalism

What has been damaged?

- 1.
- 2.
- 3.

Say how it has been damaged here.

It has been damaged by

- 1.
- 2.
- 3.

Overgrown trees and plants

What does it hide?

- The towpath
- Buildings
- Signs

Mark overgrown trees or plants on your map.

Your conclusions

I think Warwick Bar/Saltley Pools is

- Quite clean
- Not very clean
- Very dirty

Date of inspection

Inspected by....



Subject: KS2 History
Topic: Local History
Lesson setting: Warwick Bar

Overview of the lesson

This lesson on Warwick Bar, an ideal area for Learning Outside the Classroom. It is easily accessible from central Birmingham, safe and has several interesting canal features and buildings all within a 20 minute walk. This activity also ties in with Victorian Britain and Britain since 1930.

This lesson works well by splitting a class into two, with one half working on this Local History trail and the other on the PHSE/Citizenship activity.

Equipment

- One survey sheet for each pupil.
- Clipboards and pencils.

Other resources

For further information see Building & Carrying Topic Pack; Life on English Waterways Topic Pack.

Learning objectives

The key objectives are:

- To identify changes to Warwick Bar across different periods.
- To understand why those changes have come about.
- To learn why Warwick Bar is historically important.
- To appreciate the quality of signage and design.

Success criteria

By the end of the project:

- All will have used first hand evidence to investigate their local area.
- All will have learnt about continuity and change within their local area.
- Most will have developed some understanding why Birmingham canals were important.
- Some will want to discover more about Birmingham waterways.

Leading up to this work

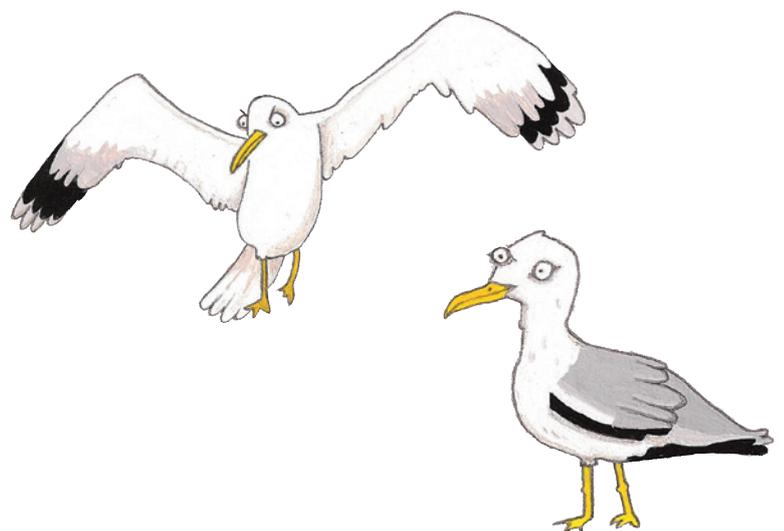
Before undertaking this activity, pupils are likely to have:

- Found out about canals, when why and how they were built.
- Studied maps of the Birmingham canals.
- Discussed why there are so many canals in Birmingham.

Post visit

After the visit you may like to:

- Encourage pupils to think how they might interpret Warwick Bar e.g. an online guide, interpretation panels or signage.



Warwick Bar Trail on the Grand Union Canal

*From Fazeley Street,
go down to the canal*

Warwick Bar is where Digbeth Branch Canal meets the Grand Union Canal. The canals were completed about 200 years ago.

Big deliveries

Goods were bought into the London Docks by ship. They were transferred on to narrowboats and delivered to factories and workshops in Birmingham. The return journey was made with finished goods delivered all over the country, and the wider world by ship.

Horse power!

Before canals were built, horse-drawn carts delivered goods. Journeys took weeks. After canals were built, goods delivered by boat took DAYS.

1. Horses towed boats along the towpath. Can you spot:

- The towpath?
- Raised bricks so the horse didn't slip?
- Signposts to other parts of Birmingham?

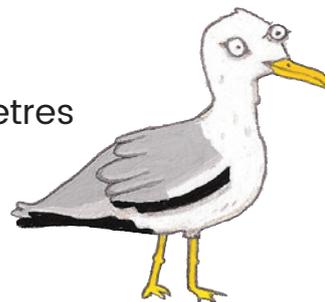


Boaters' children often led horses along the towpath.



2. Stop by the signpost

How far is it ...
 from here to Pitt Street?..... metres
 from Pitt Street to Lawley Street? metres
 Check your answers below



Answers: Distance to Pitt Street:: 450 metres; Pitt Street to Lawley Street: 175 metres.

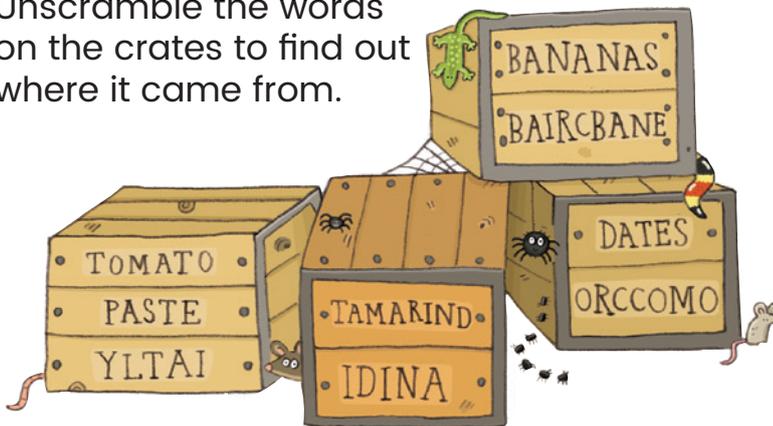
3. Walk along the towpath, stop by the bridge

This bridge was designed so the horse could cross the bridge without being unhitched. Clever!



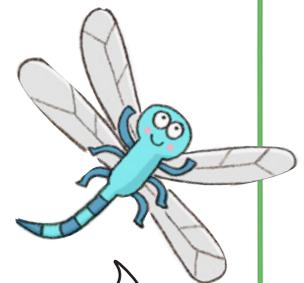
4. Look for the Banana Warehouse

Fruit was stored in this warehouse. Unscramble the words on the crates to find out where it came from.

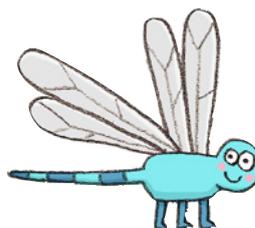


Check your answers below

Tomato paste, tamarind and dates were delivered to the Banana Warehouse. Then they were sent to the HP Sauce factory at Aston to be made into ketchup.



Canals used to be owned by different canal companies.



Today, the Canal & River Trust looks after most canals.

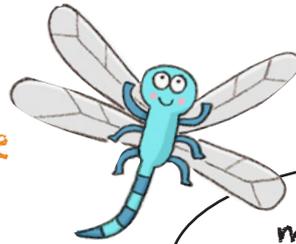
5. Warwick Bar Stop Lock

The lock gates stopped canal companies stealing water from each other. Money charged for using the canal (tolls) was worked out here too.

Answers: Tomato paste from Italy; tamarind from India; bananas from the Caribbean; dates from Morocco.

6. Go along the towpath. Stop by the Bond Warehouse

This building was a 'bonded' warehouse. This means valuable goods, such as tea was stored here. It was built on the edge of the canal so goods could be hoisted out of boats and into the warehouse.



Ice was made here for Italian ice cream makers in Digbeth.

7. Look for a narrowboat

Narrowboats were owned by canal carrying companies or boaters. Pickford was one of the first canal carrying companies. Today, it transports goods by road.



Pickford Street still exists

Many boaters took great pride in their narrowboats and painted beautiful patterns on them. This was their favorite design called 'Roses and Castles'.



Colour it in with bright colours!



8. Carry on to Bordesley Junction

The Grand Union Canal is the longest canals in the country. It goes from Birmingham to London. Can you guess how many miles it is to London from here?

Check your answer below



Answer: 150 miles to London.

Subject: KS2 Design & Technology; Science Sc2
Topic: Packaging
Lesson setting: Classroom

For teachers

Overview of the lesson

This lesson uses Warwick Bar to focus on packaging for foodstuffs. The Banana Warehouse was the delivery point for vegetables and spices that were then taken to the HP sauce factory at Aston. Tea from Sri Lanka was delivered to Typhoo Basin and ice was made for the immigrant Italian ice-cream makers who lived in Digbeth. It works well with Warwick Bar Trail (Local History) page 15 and Become an Environment Officer (PHSE/Citizenship) page 13.

Equipment

You will need: a bottle of HP sauce; a packet of Typhoo Tipps tea; an ice cream carton/tub/wrapper.

Other resources

For further information about goods carried on canals see Building & Carrying Topic Pack.

Learning objectives

- To know that labels are designed to provide information about products.
- To know that labels are designed to attract buyers.
- To know that the product affects the design and type of label.



Stop lock at the Banana Warehouse.

Success criteria

By the end of the project:

- All pupils will know that labels are designed for different purposes.
- All pupils will have evaluated the labels of the selected products.
- All pupils will have designed a label for a product of their choice.
- Most will appreciate the purpose and quality of label design.
- Some will want to find out more about HP Sauce, Typhoo Tipps and the ice-cream makers of Digbeth.

Leading up to this work

Before undertaking this activity, pupils are likely to have:

- Visited Warwick Bar and identified Typhoo Basin, the Banana Warehouse and the Bond Warehouse.
- Looked at maps to locate the Grand Union Canal, Warwick Bar and Aston.
- Visited a local supermarket to see how products are displayed.

Setting up the lesson

Using the HP sauce bottle as an example, class discussion could cover the following:

- Does the label give information about the sauce?
- If you didn't know what was in the bottle would you be tempted to buy it?
- Does the label make the bottle stand out from other sauce bottles?

Post visit

Pupils could:

- Look up HP sauce and discover why it is so called.
- Display their labels and evaluate which one/s stands out, is/are most attractive to potential buyers, display/s information most effectively.

Extension activity: insulation

This activity is linked to the ice factory behind The Bond Warehouse that once made ice. It explores the insulating properties of various materials.

You will need: different types of cups e.g Styrofoam, a china mug, a cardboard cup and a Thermos flask cup; a variety of materials to demonstrate insulating properties e.g. paper, cotton wool, bubble wrap and fabric; thermometers, timers.

Divide the class into small groups.

- Give each group a variety of cups and insulating materials, a thermometer.
- Pour warm tea into cups.

To set up a fair test, each group wraps the cups in a different material and records the temperature after each minute.

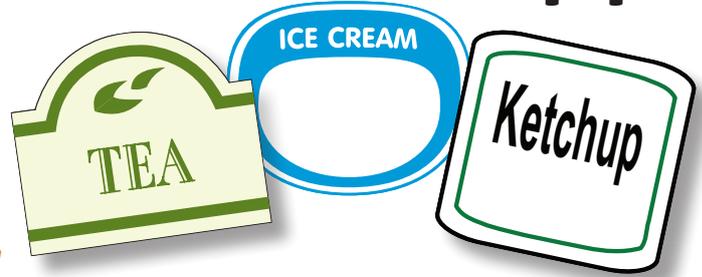


	Temperature after 1 minute	Temperature after 2 minutes	Temperature after 3 minutes	Temperature after 4 minutes	Temperature after 5 minutes
Paper					
Cotton wool					
Bubble wrap					
Fabric					



Be a Designer!

Your job is to design a new label EITHER for tea, or sauce, or ice-cream.



1. First look at the old label

Choose the HP sauce bottle, OR a packet of Typhoo Tipps OR an ice cream carton. Write down your answers to the following questions.

What is the package you have chosen?

Read the label to find out about the product.

List the main ingredients

How should you store it?

A bit about the history of the company?

Are there any patterns, pictures or fancy lettering? Draw them here.

Does the label want to make you buy it?

I think I would buy it because
I think I would not buy it because....

Do you think the label would stand out in a supermarket?

I think it would stand out because ...
I don't think it would stand out because....

2. Now design a new label

What pictures are you going to use?

I am going to use ...
because ...

Which colours will you use?

I'm going to use ...
because ...

What information will you include?

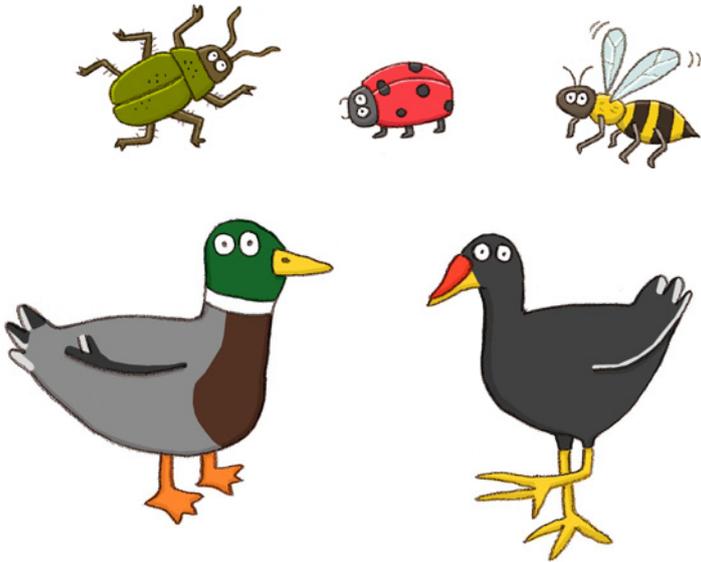
I'm going to include:
1
2
3

3. Draw your label here

Explore Saltley Pools

Subject: KS2 Science
Topic: SC2 Living things in their environment
Lesson setting: Saltley Pools

For teachers



Overview of the lesson

Saltley Pools was once an area of heavy industry including power stations, manufacturers of railway rolling stock and canal boats. When it moved away in the 1980s, the area became neglected. Anti-social behaviour, such as fly-tipping and vandalism, became commonplace. In 1993 Saltley Pools was created alongside the Grand Union Canal as an environmental resource for the local community.

This activity uses Saltley Pools to study living things in their environment. It would work well used in conjunction with the PHSE/Citizenship activity.

Equipment

- One survey sheet for each pupil.
- Clipboards and pencils.

Other resources

See also the Habitats Topic Pack and the PHSE/Citizenship component for Saltley Pools (page 13)

Learning objectives

- To investigate how living things and the environment need protection.
- To identify plants and animals in different habitats.

Success criteria

By the end of the project:

- All pupils will recognise that living things and the environment need protection.
- All pupils will have identified plants and animals in different habitats.
- Most pupils will be able to think about the positive and negative effects of environmental conditions.
- Some pupils will have the confidence to carry out more systematic investigations of their own.

Leading up to this work

Before undertaking this activity, pupils are likely to have:

- Discussed Saltley Pools as an industrial area in the past.
- Changes that have taken place at Saltley Pools and how they have come about.
- How those changes might have affected Saltley Pools.

Post visit

Pupils could:

- Collate their result onto a database.
- Suggest other environmental improvements to the area.

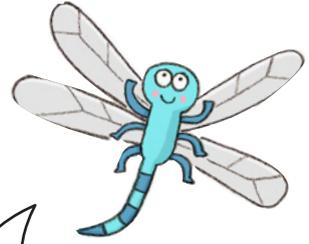


Entrance to Saltley Pools.

Explore Saltley Pools on the Grand Union Canal

From Mount Street, step through the blue gates

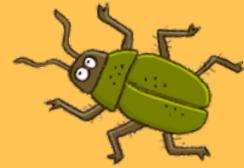
A long time ago, this part of Birmingham was farmland, with mills for grinding corn into flour. When this canal was made about 250 years ago, factories were built alongside it. Today, it's a great place to explore wildlife!



Look out for rabbits or rabbit poo (small dark, round pellets)

1. Amazing Insects

Gently use a stick to poke around fallen leaves and underneath stones. Use this chart to record insects you find. Mark where you find them on the map.



1. What I found.....

Where I found it.....

2. What I found.....

Where I found it.....

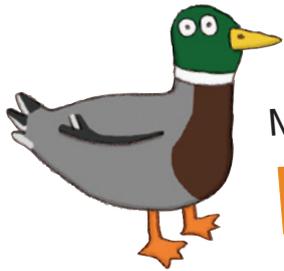
3. What I found.....

Where I found it.....

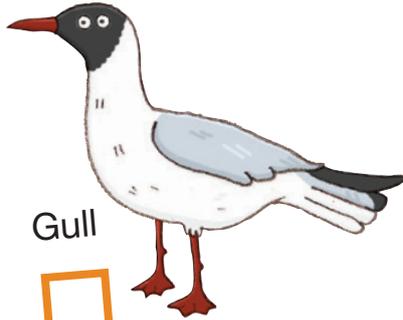
Watery Wildlife

2. Creep along the canal towpath

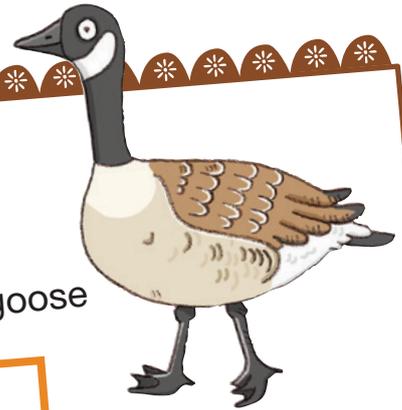
Water birds love the canal. Sit on a bench and listen for their cries. How many of these can you spot in the next five minutes?



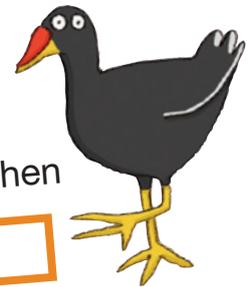
Mallard



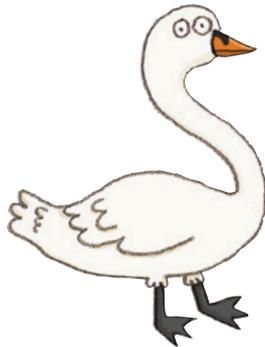
Gull



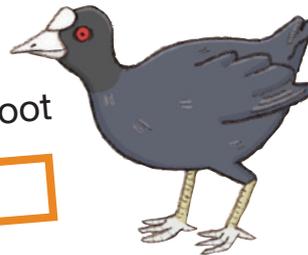
Canada goose



Moorhen



Swan



Coot



Dragonflies have been around for over 300 million years. They are even older than dinosaurs!

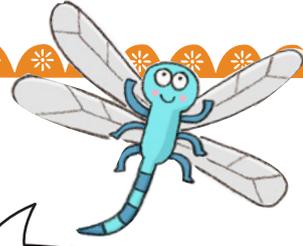
3. Sneak over to the pools

In summer, Saltley Pools is a good place to spot small damselflies or larger dragonflies. Some of them are RARE!



Shapely Trees

Carry on along the canal towpath



There lots of different trees growing at Saltley Pools. Look closely at the leaves. Each tree has different shaped leaves.

Can you find leaves like these?



Broom



Hawthorn



Birch



Willow

