

# Taxi Please!

## Journey Down Stratford Road

**myroute** Resource Pack



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# Welcome to the *My Route* learning resource pack

## **Introduction to *My Route***

*My Route* was an 18 month Heritage Lottery Funded project delivered by Sampad South Asian arts from February 2014 until August 2015.

*My Route* explored how the first three miles of Stratford Road in South Birmingham changed physically and culturally over the last 70 years, working with residents to examine six different themes; trade, demographics, faith, language, architecture and cuisine.

The project focussed on the wards of Sparkbrook, Springfield and Hall Green.

## **About Sampad**

Established in 1990, Sampad is a dynamic development agency for South Asian arts based in Birmingham, in the UK.

It plays a significant role regionally, nationally and beyond, in promoting the appreciation and practice of the diverse artforms originating from India, Pakistan, Bangladesh and Sri Lanka.

Through its work Sampad serves, supports and initiates South Asian arts in all its forms working with youth, community, education and professional artists.

# How to use this resource

This resource is an educational resource that has been developed as part of a legacy to the *My Route* Taxi Tour, a theatrical tour set in a taxi and which told stories of people and places around Stratford Road. It is intended to provide teachers with the information and resources needed to carry out the suggested activities within their own classroom, using materials readily found in schools and being flexible enough for teachers to adapt.

Different activities have been suggested for the different Key Stages, and have been designed to develop skills across the curriculum, particularly language and communication in English. However, this resource particularly aids the History, Geography and Art Curriculum (see opposite for how).

For more information about the project, or to see other learning resources please visit the *My Route* website on [www.myroute.org.uk](http://www.myroute.org.uk)

## Learning Outcomes for EYFS

- Understanding the World
- Communication and Language
- Personal, Social and Emotional development

## National Curriculum Outcomes

### KS1 Geography

Identifying key human features, including: city, town, village, factory, farm, house, office and shop.

### KS1 History

Changes within living memory which can be used to reveal aspects of change in national life.

### KS1 Art

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

### KS2 Geography

Knowledge on types of settlement and land use, economic activity including trade links.

### KS2 History

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### KS2 Art

To create sketch books to record their observations and use them to review and revisit ideas.

## **The changing landscape**

Stratford Road is a key arterial road linking the heart of Birmingham City with the rural town of Stratford-Upon-Avon in Warwickshire. The settlements around the road have existed for many centuries, with Sparkbrook first being referenced in 1275AD and mentions of Greet Mill found from the Medieval Times.

The landscape along this corridor has changed significantly overtime, most noticeably in the last century. In the early nineteenth century the area around Stratford Road was made up of villas and farms, making it a very green and rural space, with agriculture being one of the main industries.

Between 1880 and 1906 significant development work started, transforming previously rural areas into urban residential areas.

The Industrial Revolution resulted in land being developed into housing states for the working classes in Sparkhill and Sparkbrook. These houses were usually terraced houses, most of which had outdoor toilets and cramped living conditions.

Further south in Hall Green, development mainly took place after WW1 and then again after WW2. Bombs from the Birmingham Blitz had destroyed several houses and businesses in the area, creating a need to rebuild

houses in the area. These houses were mainly private houses, semi-detached with decent gardens. There were however, a lot of prefabs built as temporary accommodation, with the ones on Wake Green Road still existing today.

From the 1940s, many of the former houses along Stratford Road were redeveloped into shops, with shop fronts appearing in Sparkbrook, Springfield and Hall Green. As cars became more popular the traffic increased, and the road became increasingly populated and urban.

Nowadays, the Stratford Road runs through the Hall Green District, with a population of around 90,000 in 2011. It is increasingly more diverse with regards to the different ethnic groups living there, as many migrants have made this road their home and are slowly travelling down it as they become more affluent.

Differences between wards are also increasing, with Sparkbrook, the second most deprived ward in Birmingham, contrasting with Hall Green, which is the sixth wealthiest in the council district.

## Migration

Stratford Road has seen many different communities migrate into its northern end, often due to the cheap housing available here, and then move southwards down the road as they have acquired more wealth and social mobility, seeking the 'suburban lifestyle'.

Before WW2 the majority of the residents were white English, with a few Irish and Italians located in Sparkbrook. After WW2 Irish migration into Sparkbrook and Sparkhill increased significantly, with migrants leaving their homes where there were no jobs to work on the post-war redevelopment of Birmingham city centre.

African Caribbean and South Asian migration was also frequently for economic reasons. In the late 1950s, the government encouraged migrants to come to the UK to ease chronic labour shortages, particularly in the health and transport sectors. 18,000 took up his invitation, shortly followed by their families, with many coming on the Wind Rush.

Since the 1960s many South Asian and Kurdish communities have entered Birmingham to escape conflict or political tensions – such as in Kenya in the 1970s, and more recently Iraq in the 2000s.

Over the last ten years there has also been an increase in Somali people who are fleeing violence in their homeland. Many of these arrived first in the Netherlands before moving on to the UK and still hold Dutch passports.

The newest set of migrants to Sparkbrook are Eastern European Gypsies from Romania. Large numbers moved to the UK in the mid 2000s to escape discrimination.



# Activities: Photograph Activity

**Suggested timeframe: 15 minutes**

**Resources Required: Photographs 1-10 (page 8)**

- Develop observational skills
- Apply known environments and activities to predict similar outcomes
- Develop understanding of historical chronology and use appropriate descriptive words (old, modern etc)

## **EYFS**

1. Ask the children to look at the photos and guess what is happening in each photo.
2. Pair the children up and ask them to role play what they think is happening in a photo.
3. Ask the children what old things they can spot in each photo, and what new/young things they can spot.

## **KS1**

1. Ask the children to look at the photographs. Discuss when they have had their picture taken, and why it was taken. What can we learn from photographs?
2. Ask the children to study the photographs. Can they guess which the oldest photo is? Ask them to consider the following things to help them:
  - a) Is the photograph in colour or black and white?
  - b) How similar do items look to nowadays (e.g. cars, TVs)
  - c) Are the fashions and hairstyles similar to nowadays?

## **KS2**

1. Ask the children to look at the photographs and try to order them chronologically, looking at the following to help them decide which are the oldest/newest;
  - a) Fashion and hairstyles
  - b) Photo quality (black & white, colour)
  - c) Items and modern conveniences
2. Put the children in pairs and ask one child to describe their favourite photo. The other child should try and draw what is being described. The photo and drawing should then be compared – how similar are they?
3. As a group, ask the children to discuss the following;
  - a) What can we learn about the people in each photograph?
  - b) Do you think the people had similar lives around Stratford Road? Why/why not?
  - c) Why do you think each photograph was taken? Why do people choose to take photographs?





1.

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2.

Photo: D.J. Norton



3.

Photo Farida Begh



4.



Photo: D.J. Norton

5.



Photo: Leon Trimble

6.



Photo: Leon Trimble



7.

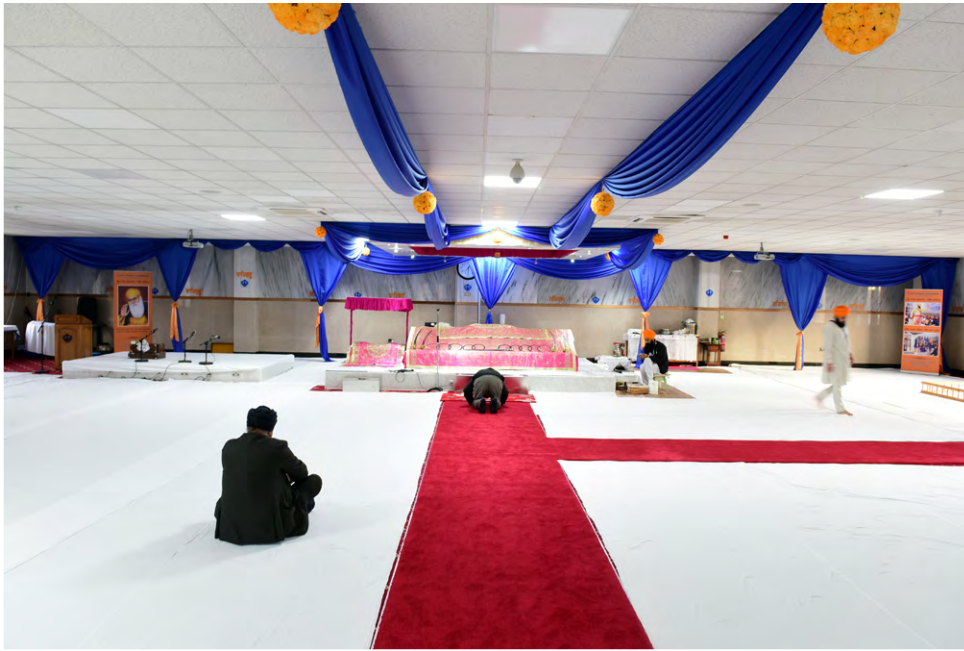
Photo: Dave Cross



8.

Photo: Jas Sansi





9.

Photo: Jas Sansi



10.

Photo David Richardson

# Activities: The Road

**Suggested timeframe: 15-30 minutes**

**Resources Required: The two drawings of Stratford Road (pages 14 & 15), pencils, erasers and colouring stationery.**

- Identify basic geographical features
- Understand that land changes over time
- Use language and terms to describe different geographical and human features accurately

## **EYFS**

1. Look at the two drawings of Stratford Road. Ask the children to spot as many differences as they can between the two drawings.
2. Explain the following terms, then see if they can spot the following on either or both of the drawings:
  - a) A shop
  - b) A farm
  - c) A café
  - d) A house

## **KS1**

1. Ask the children to look at the two drawings of Stratford Road. Is there anything they recognise?
2. Ask them to discuss any differences in the two pictures, considering the following;
  - a). Are there more houses in one than the other?
  - b) Are there more cars?
  - c) Are there different types of buildings?
3. Put the children into pairs. Ask one to choose a building or feature without telling their partner which they have chosen. Their partner then needs to ask questions about the building's location to try and guess which building they selected. Good questions could be;
  - a) Is it at the start of the road?
  - b) Is it next to a house?
  - c) Is it close to a shop?

## KS2

1. As a group, look at the two drawings of Stratford Road. Ask the children if they can spot any patterns in the drawings such as;
  - a) Are there certain areas filled with shops in either drawing?
  - b) Are houses located in the same place in both drawings?
  - c) Are there areas that have fewer houses? Are they in the same place on both drawings?
2. Ask the children if this road is similar to the road where they live? Are there any differences?
3. Ask the children to draw their house, then put them into pairs. Ask them to talk to each other about their neighbourhood, thinking about the following:
  - a) Is it a residential area (with lots of houses), a commercial area (where there are lots of shops) or a rural area (where there are lots of fields and not many houses).
  - b) What is near their house?
  - c) Are there any busy roads?
4. Ask them to discuss with a partner where they would like to live on either of the pictures and why. Ask them to think about things like how near to shops they would be, if there are places to play, if they can get to facilities like the libraries easily.







Stratford Road, past





Stratford Road, present



# Activities: Oral Histories

**Suggested timeframe:**

**15 minutes (EYFS), 45 minutes (KS1 & KS2)**

**Resources Required:**

**The following clips which are available for free from the My Route website: [www.myroute.org.uk/learning](http://www.myroute.org.uk/learning)**

**CLIP 1 – Mrs Javed**

**CLIP 4 – Ms Sutton**

**CLIP 2 – Mrs Javed**

**CLIP 5 – Mr Roswell**

**CLIP 3 – Mr Perkins**

**CLIP 6 – Mrs Stephens**

**Either a computer to play the clips out loud or a blank CD for the clips to be burnt onto and played on CD player.**

**The character profiles found on page 19, photocopied for each student (KS2 only).**

**EYFS**

1. Play the clips to the children and ask them to listen to the different clips. Play them again and then ask the following questions (playing the recordings as many times as is necessary);
  - a) How many different people speak (you may want to count with them)
  - b) Name something one of the characters has done
  - c) Do the characters sound similar or different?
  - d) Are there male, female or both speaking?
2. Suggest the children act out the different activities heard in the oral history clips

## **KS1**

Explain to the children that historians often ask people questions about their lives so that people in the future can learn about the past. When people talk about their lives, starting from when they are young to when they are an old person, these are usually called oral histories.

1. Play all the clips to the children once, then repeat them and ask the children to answer the following questions;
  - a) Where did Mrs Javed go with her children each week?
  - b) Where did Mrs Javed go after the library?
  - c) What was the name of the cinema Mr Perkins went to?
  - d) Where did Ms Sutton's parents come from?
  - e) How did milk use to be delivered when Donald was a little boy?
  - f) What did Mrs Stephens eat a lot of?
2. Ask the children to describe what they do at a weekend. Are they similar to what the people talking in the audio clips do?
3. Ask the children to draw a picture of themselves doing an activity described by one of the people in the audio clips.

## **KS2**

Explain to the children that historians often ask people questions about their lives so that people in the future can learn about the past. When people talk about their lives, starting from when they are young to when they are an old person, these are usually called oral histories.

1. Play the clips to the children. Ask them to choose a character and draw what they think they will look like based on the audio recordings.
2. Play all the clips to the children once, then repeat them and ask the children to match each clip to the person's character profile, listening for clues as to who they are.
3. Explain what migration is. Ask the children to write a list of things some of the characters might have brought with them when their family moved to the UK. Remind them that many people did not have much money and came by plane, so would not have many items or room for big items.
4. Ask the children to pretend they are one of the characters and write a diary entry about what they did, using the character profiles and clips as stimulus to what they might have done.

## Activities: Role play

**Suggested timeframe:**

**15 minutes**

**Resources Required:**

**Character profile, drawings of the map,  
space to move around**

**KS1**

1. Put the children into groups of five or six and choose one of them to be the taxi driver. Give each of the remaining children a character to act as, and ask the taxi driver to walk around picking up the different characters. Ask the children to think about the following;
  - a) Where do they need driving to?
  - b) How would their character walk and talk?
  - c) Is there traffic on the road – do they need to walk slowly or fast?

**HINT:** To develop further learning why not ask them to pay using real money, or design a cardboard taxi they can drive round in?

**KS2**

1. Give each child one of the character profiles and group them into about five or six children per group. Ask them to pretend they have just met on the bus, and ask them to act out what they might talk about based on their character. For example:
  - a) Where are they going?
  - b) How long have they been in the country?
  - c) What do they think of the area?
  - d) What buildings do they pass?

# Character Profiles



**Name:** Talat  
**Age:** 70  
**Born:** Pakistan  
**Lived near Stratford Road from:** 1967  
**Likes:** Libraries, parks and her neighbours  
**Job:** Retired – a former teacher




**Name:** Lydia  
**Age:** 49  
**Born:** Birmingham  
**Lived near Stratford Road:** Since birth  
**Likes:** Music, Fashion, Art  
**Interesting Fact:** Parents were from Caribbean




**Name:** Alan  
**Age:** 71  
**Born:** England  
**Lived near Stratford Road:** Since birth  
**Likes:** Football, cinemas, church  
**Job:** Retired – former teacher

# Character Profiles



**Name:** Donald  
**Age:** 84  
**Born:** England  
**Visited on Stratford Road:**  
Stratford Rd Baptist Church  
**Interesting Fact:** Was evacuated during WW2



**Name:** Winnifred  
**Age:** 77  
**Born:** West Indies  
**Lived near Stratford Road:** Since 1964  
**Likes:** Church, Food,  
**Dislikes:** Queuing

# Acknowledgements

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