ENGLISH HERITAGE

Investigating Industrial Sites

ABOUT THIS KIT

The Industrial Revolution in Britain irrevocably altered the land and its people and the evidence of this dramatic change exists all around us in the shape of industrial sites, buildings and housing. This kit aims to encourage education groups to:

- gain an understanding of the form and function of industrial structures and processes,
- to investigate industrial sites in their locality and via activities, case studies and resources to look at the many ways Britain's industrial heritage can be used for inspiration across the curriculum.

It is organized into six sections:

01 **Background**
including why study industrial sites and choosing a site to visit

02 **Interpreting industrial sites**
looking for evidence of industry

03 **Memorials**
industrialisation had many consequences

04 **Housing**
new forms of housing connected with industry

05 **The curriculum**
and industrial study

06 **Industrial Heritage at Risk**
why should we look after industrial buildings?

There are also six separate, but companion parts to the kit on various subjects linked to industry:

- **Mills**
- **Forges and foundries**
- **Bricks and brick making**
- **Steam power**
- **Malting**
- **Extractive industries**

These are all available to download separately, but complement parts of this kit well where mentioned.

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SECTION 01

Background

01

THE INDUSTRIAL REVOLUTION

At the beginning of the eighteenth century Britain was essentially still an agricultural country. The only substantial export was woollen cloth, and this was still produced by hand spinning and weaving. Yet within a century and a half the Great Exhibition of 1851 showed Britain in the lead in almost every industrial field, dominating textiles, metallurgy (especially iron production – see forges and foundaries), civil engineering, agricultural machinery, pottery, glass and many others. The nation was also the first to master brand new technologies, such as steam power , gas-making and the application of machine tools and artificial fertilisers. Britain had become the first industrial nation.

Why study industrial sites?

Discovering how people lived and worked in the past can help to develop an awareness of the different forces which bring about change in our communities over time. Tracing the history of an industrial building can develop the concepts of change and continuity, chronology and sequence, cause and consequence. Pupils can actively engage in debates about the value of industrial sites to them and future generations and participate in decision-making processes about the reuse and regeneration of industrial sites. The study of industrial sites impacts on almost all areas of the curriculum and many areas for study can be found on our doorsteps.

Choosing a site to visit

There are roughly six broad category of industrial site listed below. A planning visit is highly recommended before taking an education group to an industrial site as each site has differing health and safety considerations.

Types of industrial site:

Original sites still in commercial use
Some working sites are still using techniques and machinery from the nineteenth century. These sites provide a real working environment with the noise, sounds and smells of the industrial process generating an exciting experience. The owners and the workforce may well provide a valuable oral resource. However there are obvious disadvantages in that working sites may be dangerous and health and safety regulations may prohibit access.

Original sites preserved in working order for visitors
These sites aim to offer a visitor experience and to demonstrate the industrial processes involved. Machinery is often working and staff have time to answer questions and are often competent in dealing with education groups. However these sites are not authentic working environments and pupils often need help to identify the difference.

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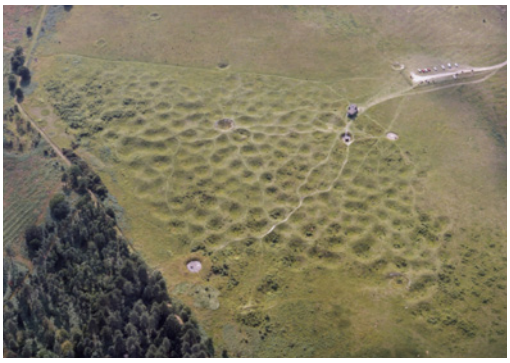
SECTION 01

Background

01

Preserved non-working sites
These can vary from complete industrial premises which have been mothballed on closure, to excavated remains of industries long since abandoned. The lack of on-site activity makes them less likely to excite or stimulate and often more difficult to interpret. However, there are often interpretation panels and educational resources to accompany the visit, and with careful planning the scope for exploring your own learning activities is often far greater than that offered at a working site.



Disused or derelict sites
Industrial sites no longer in use may vary from recently abandoned works with machinery intact to a field revealing little more than humps in the grass. The big asset with empty industrial buildings is the opportunity for the group to undertake and present original research. The disadvantages are that buildings may not be safe and gaining access may be difficult. Long abandoned sites are often simpler and safer to visit but require more skill to interpret.

Open-air industrial museums
Although open-air industrial museums are often in danger of offering a slightly 'un-real' version of the past, they are geared up to accepting large numbers of visitors, including school parties. There is usually a high level of explanation and interpretation, with the possibility of studying a number of industries on one site. They often offer workshops, may have on-site educators and usually offer a great number of resources to assist you pre- and post- visit.

Original sites which have changed their use
There are often local examples of industrial sites which have been converted into offices, shops, housing or restaurants. Pupils can look for evidence of the industrial process which took place within the building, decide how sensitively the building has been restored and whether the new use of the building meets the needs of the local community. Ease of access obviously depends on the nature of the buildings' current use.

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SECTION 02

Interpreting Industrial Sites

02

Most modern industries are powered by electricity and are housed in buildings which give no outward indication of their use. In the past the industrial processes involved often dictated the appearance of the building, enabling the outsider to guess what went on inside. The exercises in this section offer simple ideas for drawing information out of industrial buildings by observation and logical deduction.

Looking for evidence

Once pupils realise that there are reasons for industrial buildings being made in a certain form, they can look for the clues themselves. For example, buildings with lots of windows or glass indicate that light is needed for people involved in intricate work. Chimneys indicate that a material is being heated either as part of the process or to supply the power source.

Strictly utilitarian buildings often do not bother with much decorative detail, but early industrialists wanted to reflect their own pride and status in the new industries, and they were also unable to break away at first from the architectural style of existing prestigious buildings. Thus large early mills were symmetrical, with sloping roofs and ornamental detail, like decorative corner stones and grand entrances. The firm's name was usually elaborately carved or prominently displayed on the exterior, and functional features, like clocks, which were necessary to alert employees to the time for starting work, were housed in a decorative belfry, echoing the stable blocks of country houses.

Around your town – investigating local industry

Industrial heritage is all around us. Our villages, towns and cities are packed with evidence of the types of industrial activities which took place there. A study of your local area can often reveal fascinating facts which link even small communities to world-changing national events. You may find examples of small industries specific to your locality or you may wish to study larger manufacturing industries which were often linked to certain areas. These industries may have left evidence in the form of buildings, transport links, street names and monuments. You may even be able to hear first-hand accounts of working life from ex-workers.

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SECTION 02 – ACTIVITY A

02

Beginning to interpret industrial sites

STEP 1

Ask your group to list as much as they can about a factory chimney like the one in the picture. You could use your interactive whiteboard to keep a record of all the answers you get.

For example:

- is it short or tall?
- is it wide or narrow?
- is it square or round?
- what is it made of?
- does it have windows?
- is it on its own or with other buildings?

STEP 2

You can then get your group to start thinking about why the chimney looks the way it does. Why does the chimney have the features that you have listed in the first question? Here are some example answers we've thought of, your answers may be different.

- The chimney is tall to take away smoke.
- It is narrow because gases do not need large openings to escape.
- It lacks windows because no-one works inside there.
- It is round to make it structurally more stable, wind-resistant and to help the smoke to disperse.
- It is made of brick because this is more heat resistant than stone.

STEP 3

You can then move on to thinking about what the presence of the chimney tells about the industrial activity taking place inside?

The material is being heated either as part of the process or to supply the power source.

Once you've started to think about why industrial buildings look the way they do, and worked out that how they look is very much related to their function, then you can work out lots more about your local area.

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SECTION 02 – ACTIVITY B

Around your town

02

What's in a name?

Looking around your town, street names can give useful clues about the industrial activity which took place there.

- Plan a route and walk around your local area, paying attention to street signs that you think might be clues to industrial activity as you go.
- When out on your walk, look for evidence of any industrial activity in the form of buildings, transport links, geographical features, taking photographs of this evidence as you go. You can use the resource sheet on the following page to help think about some
- Use your 'evidence' to make a town map plotting the industrial sites you have found.
- Once you have made your map have a look at some old maps of the area. Use the information you find to add detail to your class map.
- Use the internet, your local studies library or the National Monuments Record: **www.english-heritage.org.uk/professional/archives-and-collections/nmr** to search for old photographs for 'before and after' pictures of any industrial features you find.
- Ask what happened to local industries. Are they still there and working? Are the buildings still there? Have the buildings gone?

FORGE LANE

BREWERY STREET

LIME KILN QUAY ROAD

MILL STREET

KILN YARD

QUARRY BANK ROAD

FOUNDRY ALLEY

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SECTION 02 – ACTIVITY C

02

Investigating industrial sites

Heritage Explorer has some useful tips and teaching ideas on exploring the history of your locality, including a step-by-step guide to starting your own local study:
www.heritage-explorer.co.uk/web/he/casestudies.aspx

There's also a guide to starting a local study in Heritage Learning magazine here (pp4-7):
www.english-heritage.org.uk/publications/heritage-learning-issue-44/hl44.pdf

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SECTION 02 – ACTIVITY C RESOURCE SHEET

The questions below will help pupils to focus their information seeking when visiting a site. Some questions require further research in class.

ON SITE

Where is the site?
What are the surroundings like? What transport facilities are there - road, rail, canal? Is there evidence of transport facilities no longer used?

What buildings or other structures are on the site?
Is it possible to determine what each was used for from its design or contents? Is any machinery present?
Is there evidence for the existence of machinery?

Is there evidence of alteration or extension?
Do some parts seem to be of different dates? If so, which are, likely to be earlier, which later? Is there any evidence of a change of use?

How were materials or products moved from one process to the next?
Are there any traces of waste heaps?

What was the power source?
Was there more than one?
If so is one earlier than another?

Were there any structures used for storage or administration?

Is there evidence of a despatch point for the finished products?
Is there evidence for the means of transport?

How many workers would have been on site?
Where might they have lived? How might they have got to work?

What building materials have been used?
Is there any special reason for the choice of materials? Do they differ from the materials used for other buildings nearby?

Is this building connected to any other complex in the area?

RESEARCH

Why was the site chosen?
Local geology, physical geography, local climate, access to markets, tradition - was the industry well established in the area? Labour supply, degree of isolation (industries producing noxious fumes might be forced to set up away from towns).

Were there more buildings on site than are present now?
What machinery was originally used?

Has there been a change of use or alteration?

What raw materials were needed?
Where might these have come from? If from any distance, how were they transported? Did the industrial process need anything else, such as water supply or drying space? What happened to any waste products?

If fuel was needed, how did it reach the site?

Where were the products sold?
How were they transported there?

For maps:
www.ordnancesurvey.co.uk
County-based Trade Directories
www.historicaldirectories.org.uk
Census information
http://searchancestry.co.uk/group/ukicen/UK_Census_Collection.aspx (you may need to pay for detailed records)

Where might the building materials have come from?

Are there any other sites nearby relating to the same industry?
If so was there any connection or significant relationship between the site?

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SECTION 2 – CASE STUDY A

Coalport lives

02

CURRICULUM LINKS
KS 2 & 3 History, Art, Design & Technology, ICT

The Coalport China Museum stands on the site of the former Coalport China Works. The China Works occupied this site from 1796 to 1926, producing fine bone china. The factory closed in 1926 and production was transferred to Stoke-on-Trent. After several changes of ownership Coalport China became part of the Wedgwood group in 1967, where it continues to flourish to this day. The site became a museum in 1976. It is now one of 10 museums situated in the Ironbridge Gorge and owned by The Ironbridge Gorge Museums Trust.

The Coalport Lives project aimed to engage the local community and to attract a new audience to the museum by investigating the history of the people who worked on the site in 1901. With the help of a volunteer and staff at Shropshire Archives, a catalogue of the 1901 workforce was produced. Each member of the workforce was listed along with their job title. Visitors were encouraged to customise a three dimensional clay plaque to represent a named member of the workforce. These plaques were then fired and added to a frieze on the gallery wall depicting a silhouette of the factory as it was in 1901. Visitors were asked why they had chosen a particular individual. Some visitors chose family members who had worked at the factory, others were interested in the jobs people did. The project gave visitors the chance to interact with clay on site, reconnected the site with the people who worked there and has inspired a group of local people to undertake further research into their family history.

A transferable model

Although museum-based, the themes explored in the project could easily be transferred to other industrial sites. The project offers opportunities for pupils to undertake research into the working conditions of people who worked in a local industry and to use an appropriate material (e.g. working with fabric for the textile industry) to create a visual record of some of the individuals who made up the workforce. ICT links can be added to the project via the development of websites, a blog or multi-media presentations to display work and share research.

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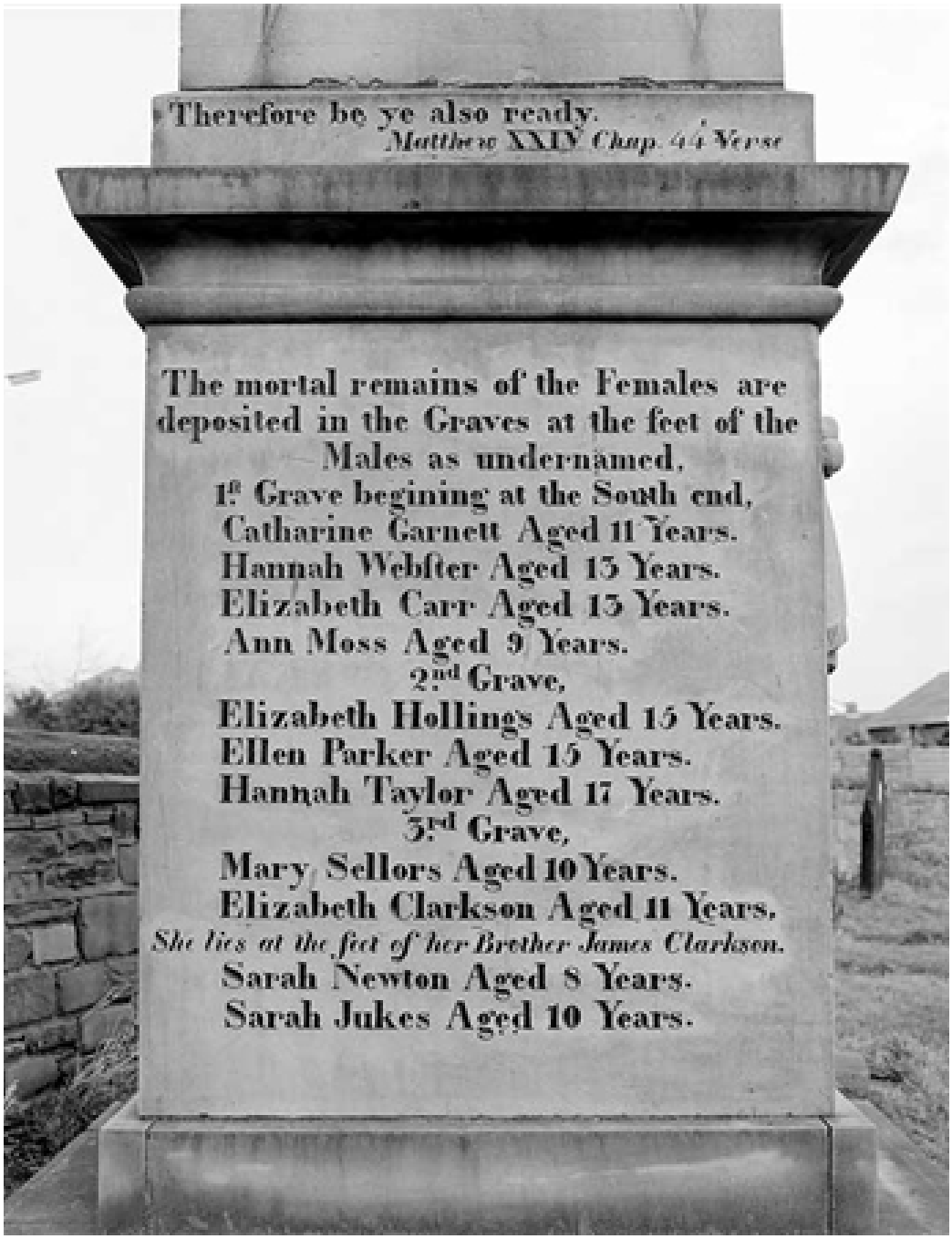
SECTION 03

Memorials

03

The Silkstone memorial is a vivid reminder of the dangerous nature of early mining activities and the perilous working conditions of children. You may find memorials marking similar industrial tragedies in your area. The Report of the Commission for Conditions in Mines, published in 1842, gives chilling descriptions of the working lives of children, and its effect on their health, education and moral standards.



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SECTION 3 – CASE STUDY B

The Turner Memorial

03

THE TURNER MEMORIAL
ST. MICHAEL'S CHURCH, MADELEY

On 20th October 1906 Charles Arthur Turner was playing with friends near Meadow Pit, Madeley. The children were playing in an easily accessible part of the mine which was badly fenced and which housed the discharge pit for the hot water from the mine's winding engine boiler. While trying to protect his younger brother from accident Charles fell into the pit himself and was badly burned. After 17 days the eight-year-old boy died. The subsequent inquest recorded a verdict of death caused by 'scalds accidentally received'.

Unable to afford a professionally-made tombstone the family painstakingly assembled this unique mosaic memorial on their kitchen table using the skills of Arthur's mother who was a worker at Maws Tilery. In 2005 the Madeley Local Studies Group successfully applied to the Heritage Lottery Fund for a grant to restore the monument and reinstate it in its original position in the graveyard.

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SECTION 03 – ACTIVITY D

Investigating industrial sites

03

Follow this link for Key Stage 2 activities which use the Silkstone Memorial as a starting point for work on Victorian child labour.

www.heritage-explorer.co.uk/web/he/teachingactivitiesdetail.aspx?crit=&ctid=60&id=1195

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SECTION 04

Housing

04

Housing the workforce

All industrial sites need labour. Before industrialisation it was normal for employers to provide accommodation for their workforce. Apprentices and trained workmen lived on the premises or were provided with nearby housing. This was especially true of rural areas. Working from home often required houses with good lighting: weavers' windows are a common sight in West Yorkshire but are also found in Norwich, the Cotswolds and elsewhere, while in the East Midlands similar windows served framework knitters. Other trades used small workshops behind the houses.

Once steam power was established, mills could be based in or near towns, and it became less usual for factory owners to provide accommodation, except perhaps for key personnel such as managers, and foremen, and others who needed to be available in an emergency. For example Coleman's in Norwich provided nearby houses for the works fire brigade.

Slum dwellings

In the rush to build houses, many were constructed quickly and took the form of terraced rows. Some of these houses had just a small yard at the rear where an outside toilet was placed. Others were 'back-to-back' with communal toilets. Almost as soon as they were occupied, many of these houses became slums.

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SECTION 04

Housing

04

Model housing

On the whole, accommodation provided by the employer was of a better standard than that provided by outsiders. This was very markedly the case with some philanthropic employers. Pioneering developments in model housing include Ralph Allen Cottages, a row of small houses for his stone-workers in Bath, designed by John Wood in 1737, and Richard Arkwright's terrace of houses and attic workshops at Cromford, Derbyshire (1776-7).

After 1840 model housing became more common. Of the textile manufacturers Titus Salt is best known for the town of Saltaire. This model town provided workers with public buildings, a park, schools and hospitals as well as housing. Quaker employers were outstanding philanthropists, especially the Chocolate manufacturers Fry, Cadbury and Rowntree - Cadbury's most famously at Bournville.

Specially-built industrial settlements are often given away by their name, which may reflect the industry, the product or, most likely, the owner. Endings such as -ville or -town are common. Biscuit manufacturers Huntley & Palmers in Reading employed 5000 people by 1900, many of whom lived in specially constructed terraced houses in Newtown, to the east of the factory.

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SECTION 04 – ACTIVITY E

Housing

04

Saltaire had been designated by UNESCO as a World Heritage Site. World Heritage Sites are places of outstanding universal value to all humanity and are of great importance for the conservation of mankind's cultural and natural heritage. They need to be preserved for future generations, as part of a common universal heritage. Other industrial world heritage sites include The Ironbridge Gorge.

All World Heritage Sites are now required to produce a Statement of Outstanding Universal Value (SOUV). Saltaire's statement is available to download:

www.english-heritage.org.uk/content/imported-docs/p-t/saltaire-souv.pdf

- Do you think Saltaire deserves its status as a World Heritage Site? What reasons can you give for your argument?

Choose an industrial building or site in your area and write your own version of an SOUV. You could make it a Statement of Outstanding Local Value (SOLV) instead! Some questions you might like to ask are:

- What makes the site important?
- What does the site tell us about the industrial past in our area?
- Is the site of national importance?
- Does it help us to understand how the industrial revolution impacted on our locality?
- What can the site tell us about the working lives of people in the past?
- What can the site tell us about how our town has changes over time?
- Should we preserve the site for future generations?

The following links may help you to develop your statement of outstanding local value:

www.english-heritage.org.uk/professional/advice/advice-by-topic/international-and-world-heritage/world-heritage-sites/

www.english-heritage.org.uk/professional/advice/advice-by-topic/international-and-world-heritage/world-heritage-sites/statements-ouv/

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SECTION 4 – CASE STUDY C

04

Saltaire (1849–1876)

By the mid nineteenth century, Bradford , like so many other large industrial centres, was an unpleasant and unhealthy place to live. A newspaper article written by a young German, George Weeth, comments:

'In Manchester the air lies like lead upon you; in Birmingham it is just as if you were sitting with your nose in a stove pipe: in Leeds you have to cough with the dust and the stink as if you had swallowed a pound of cayenne pepper at one go but you can still put up with all that. In Bradford however you think you have been lodged with the devil incarnate…'

Sir Titus Salt, who owned textile mills in the city, decided to move his business to the cleaner air of the surrounding countryside. By the side of his new grandiose mill he built a village for his workforce, with accommodation suited to status, ranging from two-up, two-down terraced dwellings for the workmen to spacious houses with gardens for over lookers and executive. In addition he provided a school, church, hospital, institute and almshouses for their well-being, everything except, in accordance with his own principles, a public house.

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SECTION 05

The Curriculum

05

Investigating an industrial site is an excellent way of exploring cross-curricular themes and developing key concepts and processes. If practical, a visit to a site is by far the best way of engaging and inspiring pupils. Many industrial museums and heritage sites have specialist education staff available to assist you before or during your visit. The following curriculum links may help you to decide the focus of your visit and to investigate cross-curricular themes back in class.

History

Investigating the industrial past provides one of the few opportunities for pupils to undertake original research. Choosing an industrial site for a local study allows pupils the opportunity to link a world changing historical event to their locality and can develop an understanding of significant world events and significant individuals in the form of the engineers and entrepreneurs.

Interviewing members of their families or others who may have worked in the industry is a wonderful opportunity for students to develop an understanding of how buildings functioned and what it was like to work in them. This extra strand of evidence will help pupils to judge other forms of evidence for accuracy or bias. Industrial sites, and the living and working conditions of their employees can be used as the basis for a study of the Victorians at Key Stage 2 and at Key Stage 3, the development of Industrialisation and its impact on people at home and abroad.

ICT

Students can learn to gather information from a variety of sources (e.g., books, documents, using audio to capture memories, videos, internet) and to store and present their findings in various forms (e.g., text, tables, images, sound, websites). They could add links to some of the key industrial sites and to valuable sources of historical information such at the National Monuments Record, or whoever they choose.

Geography

Until recently the location of most industrial sites was influenced by geographical and geological factors. A visit to an industrial site gives pupils a valuable opportunity to develop fieldwork skills and to use maps, plans and aerial photographs and to draw conclusions from them. Site work can reveal the significance of natural features like water supply, transport facilities and the relationship of nearby, possibly associated features. Students could also study the environmental impact of some industries by looking for marks cut into the landscape, intrusive buildings, waste heaps, emissions into waterways or air, effects of grime or corrosive substances on buildings, or the efficient and sensitive management of all these.

Design and Technology

The wheels, axels, joints and gearing mechanisms of steam and water powered machinery can be used to illustrate forces and motion. Problem-solving and generating ideas can also be discussed by looking at the needs of the industry and the design ideas developed to accomplish the task. A visit to an industrial site can help pupils to understand the practical application of simple mechanical principles.

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SECTION 05

The Curriculum

05

Science

Industrial sites and processes allow pupils to study both materials and their properties and physical processes. Students can investigate the suitability of building materials for the structures, for example kilns are made of heat-resistant materials. Many industrial processes show how the properties of materials are changed by heating or mixing. Forces in operation can be observed, like the use of gravity to move full and empty trucks along inclined planes.

Mathematics

Industrial processes can provide interesting ways to get pupils solving numerical problems. For example, pupils could use written, mental and calculator methods to calculate the number of hours a child worked per week, the number of items made by the child in that factory, the weight of the items carried or the distance walked to, from and during work. Work on site could involve taking or estimating measurements, recognising shapes and their properties, angles, number relationships and knowledge of scale.

Citizenship

A debate about the future of a local industrial building gives pupils an opportunity to take an active interest in their community. See the Industrial Heritage at Risk section [link] for more ideas on how to structure a debate.

English

The key skills of speaking and listening, reading and writing can all be utilised and developed in the study of an industrial building. Factory processes and working conditions provide rich subjects for creative writing and drama. For example, taking the roles of factory owner, child labourer and social reformer could provide a scenario for a debate, a play, a piece of creative writing such as a diary, and also the use of fiction and non-fiction texts to research the historical detail.

Art

On a visit to an industrial site the use of sketchbooks and photographs to record impressions can be encouraged and back in class the colours, textures, lines, tones and shapes of the buildings and machinery can be explored in greater detail. Buildings, now empty, which were once full of noise and activity can often illicit a strong emotional response, and this can be a good starting point for practical work. Pupils could also conduct some research into the work of contrasting artists like John Constable and William Powell Frith who painted several industrial scenes.

Music

The sounds of machinery running, wind through a sail and a turning water wheel provide good non-musical starting points for pupils to explore their own compositions and the sounds of different instruments. The cultures and traditions around each industry also produced many folk songs recounting tales of working conditions and industrial tragedies through which the concept of storytelling through song can be explored.

ENGLISH HERITAGE

SECTION 5 – CASE STUDY D

05

Gifted and Talented Animation Project

GIFTED AND TALENTED ANIMATION PROJECT, COALPORT CHINA MUSEUM

KS2 Pupils from schools in Telford spent two days at Coalport China Museum. After a tour of the site and a discussion of the processes involved they heard stories about working life in the factory. They were then split into groups and were asked to design story-boards featuring the processes involved in making a china plate.

Each group took on one process to illustrate and made the figures and props they needed from clay. After one more day of filming and editing their section, Museum Education officer Holly Jarrett put the sections together to make a complete film.

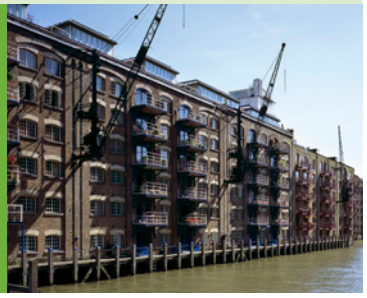
www.youtube.com/user/EnglishHeritageFilm

ENGLISH HERITAGE

SECTION 06

Industrial Heritage at Risk

06



Many of England's listed buildings, scheduled monuments, registered parks and gardens, registered battlefields, protected wreck sites and conservation areas are suffering from the effects of neglect and decay. English Heritage, who act as an advisory body to the Government and others on ways to preserve the historic environment, produce an annual Heritage at Risk Register which highlights sites in need of urgent assistance. The criteria for preservation can be a stimulating topic for debate and fits well with the Citizenship curriculum.

Reuse and regeneration

Much of Britain's industrial heritage is at risk of decay or even demolition. Finding an alternative use for functionally redundant industrial buildings presents one of the best opportunities of securing their long-term future. They can form the focus for the regeneration of an area, help to reinforce people's sense of place and are often built of robust good quality materials – their re-use cuts waste and minimises the requirements for new materials. Yet industrial sites often present a challenging set of circumstances to planners and developers. They may often be an eyesore or potentially dangerous. Industrial buildings are designed in accordance with the process which takes place within them but this can often render them difficult to adapt. The cost of acquiring, restoring, running and maintaining an industrial site may also be prohibitively expensive.

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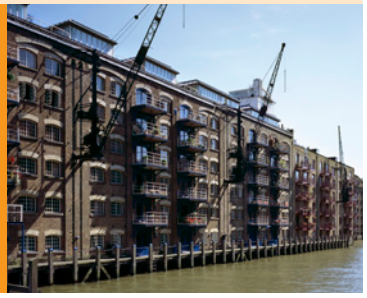
SECTION 06 – ACTIVITY F

06

Debate: why should we preserve industrial sites?



Set the scene before you start. English Heritage aims to provide advice and guidance on the future use of industrial sites and is asking students, local people, owners, developers, voluntary bodies, academics, professionals and politicians to get involved and debate the future of our industrial heritage. You have been asked to have a debate as a class (or in groups) and answer the following questions to help your students decide if and why we should preserve industrial sites.

You may wish to ask your group these questions:

- Is the site important in the history of industry and technology?
- Does it have connections to a well-known inventor, engineer or industrialist?
- Is it a well preserved or typical example of a local industry, with educational or architectural value or interest?
- Is it an integral part of the local landscape and character, which can be adapted to a new use?
- Is it an attractive landscape feature with tourist appeal?
- What future use do you imagine the building may have? Over the past 30 years developers have found new uses for a variety of former industrial sites including residential, retail, offices, business start-ups and workshops, hotels, restaurants, pubs and a variety of leisure activities.

If you've already looked at industrial sites in your area, then you can use the information you've gathered about them to help you with your debate.You could also use some of the information in these links to back up points you make in your debate. They provide further information on the reuse of industrial buildings and some examples of ongoing conservation projects:

www.english-heritage.org.uk/caring/heritage-at-risk/industrial-heritage-at-risk/

www.english-heritage.org.uk/caring/conservation-projects/ditherington-mill/

www.english-heritage.org.uk/professional/advice/conservation-principles/constructive-conservation/constructive-conservation-in-practice/snape-maltings/

You can then run your debate, with perhaps half the class arguing for preservation and half arguing against, based on the research they have done. You could present the findings of your debate in a magazine-style article, or ask students to vote for their chosen answer, recording votes using the voting function on an interactive whiteboard.