

Lesson 1: Setting the scene

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Space – <i>knowing where places are located and being able to identify patterns from the past and to see how they relate to the present.</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at change through time.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we mean by 'local history' in this context? 2. How can we find out about our local history? 3. How have others described the local area in the past? <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Define what is meant by 'local history' in this context. • Identify sources of information which can be used to find out about local history. • Analyse a piece of historical writing which describes the local area. • Complete a crossword which highlights key terms and ideas from the lesson. 	<p>STARTER <i>'Local History?' (download available)</i> This PPT asks what we mean by 'local' and what we mean by 'history' in this context. Students discuss in pairs the meanings of these words in the context of this unit.</p> <p>MAIN ACTIVITY</p> <ol style="list-style-type: none"> 1. <i>'How can we find out about our local history?' (interactive download available)</i> Students are given a selection of different tools which could be used to investigate local history. They have to select the 3 sources of information which they would put into their 'local history toolkit' and justify their choices. 2. <i>'How has our local area been described in the past?' (download available)</i> Students are given a description of their local area. They read the description and highlight different elements in different colours. The Word download explains to teachers how to access this from the Vision of Britain website, whilst the PPT download explains to students how to analyse the text. <p>PLENARY <i>'Crossword time' (download available)</i> Students complete the crossword which contains key words from the lesson.</p>	<p>Downloads Local History? (PPT) How can we find out about our local history? (interactive) How has our local area been described in the past? (Word and PPT) Crossword time (Word)</p> <p>Links The Vision of Britain website provides the information for the main activity. The BBC website on local history provides lots of useful information.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively.</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			<p><i>How can we find out about local history? interactive.</i> <i>How has our local area been described in the past? Crossword time</i></p>
				Notes
				<p>1 x 40 minute lesson. Gifted and Talented students could write an additional couple of clues for the 'Crossword time' activity.</p>

Lesson 2: Local people

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at population change through time.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> How has the local population changed over time? Why has the local population changed over time? How might people's experiences of the local area have changed over time? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Identify a number of factors and the effect they might have on population figures. Construct a graph to show population figures over time. Explain patterns of population over time. Interview and listen to a resident who has observed change in the local area over time. Identify famous local residents. Discuss changes that have been experienced personally. 	<p>STARTER <i>'Higher or lower'</i> (interactive download available) Students look at a series of factors which may affect the level of a population. They have to decide whether each factor would cause the population to rise or fall.</p> <p>MAIN ACTIVITY</p> <ol style="list-style-type: none"> <i>'Population trends'</i> (download available) Students use census data from 1801 to the present to plot a line graph to show population change over time. <i>'Being a graph!'</i> (download available) Students physically recreate the graph they have just plotted with students taking the place of plotted points and using string to join them together. They are questioned by the teacher and have to explain why the population may have changed at this time. They should use information from the starter activity and their own general knowledge to explain. <p>3a). If possible, a person who has lived in the local area for some considerable time should be invited into the lesson to provide an oral history of the local area. Students could prepare questions which they can ask about the local history.</p> <p>3b). <i>Blue plaque</i> (download available) If it is not possible to invite someone in then students could complete this activity which identifies famous people which have lived in the local area in the past.</p> <p>PLENARY Students should think about the changes to the local area which they have seen in their lifetime. They should discuss this with their neighbour before sharing ideas as a class.</p>	<p>Downloads Higher or lower (interactive) Population trends (Word) Being a graph! (PPT) Blue Plaque (PPT)</p> <p>Links The GENUKI website provides information particularly useful for this lesson. In particular, it includes population data from about 1801. The English Heritage website details the history of the blue plaques. The Plaquemap website has created a map showing the location of London's blue plaques.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Graphicacy and visual literacy – <i>using geographical data</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			<p><i>Population trends graph</i> <i>Being a graph explanation</i> <i>Changes to the local area discussion</i></p>
				Notes
				1 x 40 minute lesson. Gifted and Talented students could take one of the famous local residents and write a brief biography of their life.

Lesson 3: Mapping change

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies.</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at growth and change of settlement through time.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. What information can be shown using historical maps? 2. How can I map change over time? 3. What similarities and differences can I see between maps of the past and the present? <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Identify the origins of a settlement's name. • Analyse a series of maps to identify similarities and differences over time. • Annotate maps with information. • Analyse Google Earth images. • Recall information on mapping the past. 	<p>STARTER <i>'What's in a name?' (download available)</i> Students should find out the origins of the name of their local settlement using the Nottingham University Institute for Name Studies website. They should then study an OS map of the area from the Ordnance Survey website and see whether they can see evidence for the settlement's name. If they had to name the settlement today what might it be called?</p> <p>MAIN ACTIVITY <i>'Mapping growth' (download available)</i> Students capture a series of three maps through time from the Old Maps website. They then shade in areas of growth from one map to the next and highlight and annotate similarities and differences.</p> <p><i>'Landscape archaeology' (download available)</i> Students use Google Earth and the accompanying information sheet to carry out some basic armchair landscape archaeology. They can add this information to their maps from the previous activity.</p> <p>PLENARY <i>'A question of mapping the past' (download available)</i> Students select a number on a grid, between 0 and 9, and answer a question on mapping the past.</p>	<p>Downloads 'What's in a name?' (PPT) 'Mapping growth' (PPT and Word) 'Landscape archaeology' (Word) 'A question of mapping the past' (PPT)</p> <p>Links The Old Maps website is a useful source of old maps dating from around 1800. This article from the Economist website focuses on armchair archaeology using Google Earth. This article from the National Geographic website also focuses on armchair archaeology using Google Earth.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Graphicacy and visual literacy – <i>using geographical data</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			<p><i>Mapping growth</i> annotated maps <i>A question of mapping the past</i> quiz</p>
				Notes
				<p>1 x 40 minute lesson. Gifted and Talented students could read one of the articles from either the Economist or National Geographic (see links) on the context of landscape archaeology using Google Earth.</p>

Lesson 4: Religious buildings

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies</i></p> <p>Space – <i>knowing where places are located and being able to create 3D models from plans.</i></p>	Variety of scales both spatial and temporal.	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> How can I find local information from religious buildings What did religious buildings look like in the past? Will religious buildings be able to give us clues to our local history in the future? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Identify areas of religious buildings which contain information about local history. Create a model of the local religious building in the past using historical plans. Annotate the model to explain what it tells us about local history. Discuss the importance of religious buildings today and as a source of information in the future. 	<p>STARTER: <i>'Exploring religious buildings (interactive download available)</i> Students zoom into hotspots around a plan of a religious building to find information about how it can help find out about local history.</p> <p>MAIN ACTIVITY: <i>'Our religious building through time' (download available)</i> Students look at plans of a religious building in their local area and create a model of what it might have looked like in the past. They then annotate their model to explain what this tells them about the local history of the area. Finally, students could use the information from the British History Online website to add additional information to their models about the religious building and its place in local history.</p> <p>PLENARY: Students should discuss whether they think that religious buildings will be able to give as many clues about local history in the future. They should be able to justify their opinion.</p>	<p>Downloads: Exploring religious buildings (interactive) Our religious building through time (PPT)</p> <p>Links: Church Plans Online is a website where plans of churches over time can be viewed and analysed. British History Online is a website which is useful for much of this unit. However, information about the religious buildings in the area are discussed in detail and can be used for the main activity.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			<p><i>Model of our religious building through time</i></p>
				Notes
				1 x 40 minute lesson

Lesson 5: School History

Key concepts	Range and content	Key questions and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at change in attitudes towards education.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> 1. What was education like in Victorian England? 2. What is the history of the school? <p>Learning outcomes:</p> <ul style="list-style-type: none"> • Compare education from 1899 with education today. • Investigate the history of the school and how it has changed since it opened. • Interview teachers to illustrate how the school has changed over time. • Evaluate creative work. 	<p>STARTER: Students should look at this image on Channel 4's Victorian Children website. What similarities and difference can they spot between the picture taken at the end of the 19th century and their experience of school today? They should then look at the school timetable from 1899 (click on the 'timetable' link). How does this compare to their timetable? More can be found out about the subjects by clicking on each one.</p> <p>Students could carry out a series of 'drill' activities or 'dictation' to give them an idea of what it might have been like to be at school in the late 19th century.</p> <p>MAIN ACTIVITY: <i>'Anniversary front page'</i> (download available) Students could interview teachers to find out how the school has changed since they started teaching at the school. They can interview a variety of teachers and support staff at different stages of their careers to look at change over time.</p> <p>They use this information (plus any information that the school may have in its archive) to produce an anniversary newspaper front page.</p> <p>PLENARY: <i>'My front page'</i> (download available) Students complete a card with a photo of themselves and responses to how they feel they have completed the anniversary front cover. These can be used for display.</p>	<p>Downloads: Anniversary front page (Word) My front page (Word)</p> <p>Links: Channel 4 has a Victorian Children – Victorian Schools website which is useful for the starter activity. By clicking on the photo, information about Victorian education is revealed.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			Notes
				1 x 40 minute lesson

Our Place in History

Lesson 6: Going into the field

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at how the local area has changed over time.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> How are we going to use fieldwork to investigate our local history? What were the limitations of our fieldwork? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Explore the environment using a human camera. Identify street names which give a clue to their past. Compare photographs taken in the field with those taken in the past. Explore the local museum to find out information about the area's history. Recall information used in the lesson and apply it in the field. Identify limitations and improvements which could be made to the fieldwork. 	<p>STARTER: <i>'The human camera'</i> (download available) Students work in pairs with one of them being a human camera and the other being the photographer. After a 'photograph' is taken (the camera is lead – eyes shut – to a particular location and then opens their eyes for 5 seconds to 'capture' the image) the human camera describes the image of the location and adds description as to how it sounds, smells and feels.</p> <p>MAIN ACTIVITY: <i>'Going into the field'</i> (download available) 1. Street name search – Students map street names which may give an insight into the local history. 2. Life through the lens – students take photographs in their modern setting and compare them with old photographs taken from the same spot. 3. The local museum – students visit the local museum in order to find out more about the local area in both the recent and more distant past. 4. Local detective – students walk around a small part of the local area photographing and making notes about interesting things which might tell them about their local history. 5. The blue plaque trail – As an extension of the activity in lesson 2, students could walk the trail of blue plaques to see where famous people lived in the past. 6. In religious buildings – Students can visit the local religious building which can provide a vast array of information about the past.</p> <p>PLENARY: <i>'Plenary triangle'</i> (download available) Students complete a plenary triangle highlighting 3 interesting things which they have discovered, 2 limitations with their fieldwork and 1 thing which they could do to extend their fieldwork.</p>	<p>Downloads 'The human camera' (PPT) 'Going into the field' (Word) 'Plenary triangle' (Word)</p> <p>Links The Researching Historic Buildings website is an excellent directory highlighting weblinks to old photographs which can be used for this fieldwork. This article from the BBC News website highlights the fact that local history can be gleaned from the analysis of street names.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Fieldwork and out of classroom learning – <i>select and use fieldwork techniques appropriately, safely and efficiently.</i></p> <p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p> <p><i>Undertake fieldwork investigations in different locations outside the classroom.</i></p>			<p><i>Going into the field activities</i> <i>Plenary triangle</i></p>
				Notes
				<p>This is the fieldwork which accompanies the unit and therefore not a lesson as such. The fieldwork is flexible and can be covered in as little as 2 hours (by selecting some of the menu of activities) or can be extended to take the whole day.</p>

Lesson 7: My place

Key concepts	Range and content	Key question and ideas	Teaching and learning activities	Resources
<p>Place - <i>The human characteristics of real places both now and in the past.</i></p> <p>Human processes - <i>understanding how sequences of events and activities in the human world lead to change in places and societies</i></p>	<p>Variety of scales both spatial and temporal.</p> <p>Human Geography looking at students place within the area in space and time.</p>	<p>Pupils should be able to answer the following questions:</p> <ol style="list-style-type: none"> Where is my place in our local history? What have I learnt about our local history? <p>Learning outcomes:</p> <ul style="list-style-type: none"> Locate their surname on a map and describe its distribution. Create a mural illustrating the local history. Select items which inform about the local history both in the past and the present. 	<p>STARTER: <i>'Is this my place?'</i> (download available) Students could logon to the National Trust's names website and enter their surname. A map is then produced showing the distribution of people with the same surname in both 1881 and 1998. They could think about where their 'family' comes from and their feelings about this.</p> <p>MAIN ACTIVITY: <i>'Designing a mural'</i> (download available) Students could design a mural which illustrates the local history. If possible, one of the designs could be selected to produce a large piece of artwork for either the school or the community.</p> <p>PLENARY: <i>'Time capsule'</i> (download available) Students suggest up to 5 items which they might expect to find in a time capsule buried in the past. This encourages them to think of the most important things which they have learnt in the unit. They should then suggest up to 5 items which they would put in a time capsule to inform people from the future what the local area is like now.</p>	<p>Downloads 'Is this my place?' (PPT) 'Designing a mural' (PPT) 'Time capsule' (PPT)</p> <p>Links The National Trust's names website generates maps for 1881 and 1998 showing the distribution of surnames.</p>
Key processes	Curriculum opportunities			Assessment opportunities
<p>Geographical communication – <i>communicate knowledge and understanding using geographical vocabulary.</i></p> <p>Geographical enquiry – <i>ask geographical questions, thinking critically, constructively and creatively, analyse and evaluate evidence, find ways of applying geographical understanding to create new interpretations of places and spaces.</i></p>	<p><i>Explore real and relevant historical contexts.</i></p> <p><i>Make decisions and think creatively.</i></p> <p><i>Make links between geography and work in other subjects and areas of the curriculum.</i></p>			<p><i>Designing a mural</i> <i>Time capsule</i></p>
				Notes
				1 x 40 minute lesson

Our Place in History