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| **THE IAN COULSON BURSARY FOR LOCAL HISTORY/ARCHAEOLOGY IN KENT SCHOOLS KAS logo.bmp** | **Title of project / overall enquiry question :**How much of Sittingbourne’s past remains in the present?  | **Target year group :**Year 3 |
| **Key question :** | **Learning objectives :** | **Key concepts and terms :** | **Learning activities :**NOTE: **PP1** etc refers to slides in the PowerPoint presentation | **Resources :** | **Assessment :** |
| **L1****LO:**  **To ask historical questions about the local area**Q: What makes a good historical question?  | * With support, ask questions and find answers about the past
* Identify different ways in which the past is represented
* Observe small details, for example in artefacts or pictures
* Identify and give reasons for different ways the past is represent
* Distinguish between different sources and rate their usefulness
* Begin to use the library and e-learning for research
 | RemainsPastPresent | **PP1** Show children old photographs of the local area. Ask children to study the photos and look at the small details. Where do they think they were taken and what clues give it away? When do they think the photographs were taken and why? Discuss their responses. If children, cannot locate the pictures reveal where they are from (**PP2**).**PP3** Introduce the topic and discuss the ‘big’ question. Suggested questions:*What do you need to know to answer this question? As historians what knowledge do you need? What does* ***remain*** *mean? What is the* ***past*** *and* ***present****?* *Differentiation – pre-teach Big question/vocabulary* **PP4** Explain they need to know what currently is in Sittingbourne to answer the question. In pairs children should discuss **‘What do you know about Sittingbourne already?’** Collect ideas for the class working wall/KWL grid. Use sample questions (**PP4**) to aid their discussion. Print screen for children who may need it. **PP5 Introduce today’s question and learning objective** Discuss why do historians need to ask questions? *Historians ask questions about the past in order to understand the present.* **PP6** Discuss what makes a good question ? **Short discussion task: g**ive children time to create a question they would like to ask their teacher; draw attention to the 5 W question words on the screen. Once children have had enough time to think of their question start the timer. During this time, support staff should write down the children’s questions. Once time is up, the teacher should answer the questions. Then children should discuss which questions got the most detailed answers. Were they happy with the answers they got? How could they rephrase their questions to get a better answer? Today, their job as historians is to generate questions about Sittingbourne’s past. Explain that they are going to meet local experts who can answer their questions. **PP7** Now tell the children they have 5 minutes to study the old photographs of Sittingbourne (they could be arranged around the classroom/hall/corridor). Tell them to look carefully at each one. Is there anything they recognise? What is the same as today? What is different? **PP8** **Introduce task**: on the screen, show the children the question starters. These are good starting points for creating their own questions. Discuss how to formulate appropriate questions for an historian to answer. Show example questions to help them create their own. **Task:*** Around the room, place question starter mats. Children should create questions which use those headings. Who is…. etc
* Children to write their question a post-it note and stick it around the appropriate heading.

**Lower Ability** – select questions from the word mat – cut them out and stick under the right heading **MA** – use sentence starters on posters to help structure questions**HA** – use 5W’s headings to create their own questions After children have generated their questions, give groups of children one of the question sheets and the post-it notes. Each group should pick the best three questions.. They can be added to the working wall and used in the walk with a local historian (see Lesson 2).  | * L1 – Questions Lesson PowerPoint
* Questions posters
* Question word mat
* Sample questions
* Post – it notes
* Physical copies of old photographs (digital copies are in the ‘Digital Copies’ folder )
* Vocabulary for working wall
 | * **KWL** (what I know, what I want to learn, what I have learnt) grids
* Teacher assessment
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| **L2****LO: To find answers to historical questions about the local area****Q:**  What remains of Sittingbourne’s past are visible in the local area? | • With support, ask questions and find answers about the pastFind out about the everyday lives of people in the time studied and compare with our lives today • Identify similarities and differences between ways of life at different times• Make observations about different types of people, events and beliefs within a society. | RemainsPastPresentTown centreSemi-detached house Terraced housesDetached housesChurchSchoolShopsBankFactoryLibrary Flats | Guided walk with a local historian down the High Street. For this walk, children to need to bring the questions they created in Lesson 1 and a local walk observation sheet. HA- write down facts and answers to their questions.  | * Local walk observation sheet
* Questions from lesson 1
* Clipboard
* Pen/ pencils
 | Discussion  |
| **L3** **LO: To place historical events in chronological order**Q: What is the earliest historical event in Sittingbourne’s history?  | * Use a timeline to place historical events or artefacts in chronological order
* Use dates and order significant events from the period studied
* Identify different ways in which the past is represented
* Observe small details, for example in artefacts or pictures
* Identify and give reasons for different ways the past is represented
* Distinguish between different sources and rate their usefulness
* Begin to use the library and e-learning for research
 | Chronological orderAD Anno DominiBC Before ChristCE Common EraBCE Before Common Era | **PP1** **Introduce LO.** What does the word chronological mean? Discuss with children - *Why is it important as historians to understand and know when events happen and the order they happened?* **PP2 Introduce question**. What information do the children already know/remember from their walk? **PP3** **What happened on this date?** This slide looks at one of the pieces of information in more detail. Model as a class how to pick it apart as an historical source. You could refer back to the first lesson on history questions (Who/When/Where/ Why / What)**Important**: Discuss the language commonly used for dates (see the key concepts column) The Timeline vocabulary list pdf could be displayed on the classroom wall.  **PP4** Introduce task: children should investigate the sources to find out information about key events in Sittingbourne’s history. Guide them to the key events on the screen. **Differentiated task**: investigate and place the key events in chronological order on a timeline. Ranked in stars ( 1 star LA – 4 star HA) **Lower Ability**- should order the ‘date and information boxes’ and stick them into their books. This is for children who struggle with literacy skills. **Lower Ability/ Middle Ability** – should use the sources to fill in the gaps in their ‘date and information boxes’. They have key information in their box and have **to find dates.** Once the boxes are filled, children should then place them in chronological order.**Middle Ability/ Higher Ability**  - should use the sources to fill in the gaps in their ‘date and information boxes’. They have key dates in their boxes and have to find out what happened and fill in their box. Once the boxes are completed, they should then place them in chronological order.**Higher Ability**  - Using the sources they should find information and the dates for key events and complete the blank ‘information boxes’. Once the boxes are filled, they should then place them in chronological order. **Extension (if needed):** Find out from the head teacher / deputy head teacher when the school was built and add it to the timeline.**Plenary**: On the History working wall, children should create a timeline of events using the key information they have used in this lesson. They should place the events on the timeline to show the difference in time periods between each event. Extended discussion: What else was happening at the time on the class world timeline?**Differentiated extension task (based on literacy skills):**Children could extend their thinking to consider which event might have been the most important: Which event do you think was the most important in Sittingbourne’s history and why? **Lower Ability (LA)** – tick the event and explain their reason(s) to the teacher**Middle Ability (MA)-** answer the question (provided with sentence opener)**Higher Ability (HA)** – answer the question without support | * Timeline PowerPoint
* Timeline task cards pdf
* Differentiated tasks pdf
* Timeline working wall
* Timeline vocabulary list pdf
 | Class discussion Book work |
| **L4** **LO: To describe the main changes to the local area**Q: How has Sittingbourne changed over time?  | * Describe main events, situations and **changes** within a time period.
* Find out about the everyday lives of people in the time studied and compare with our lives today
* Identify **similarities** and **differences** between ways of life at different times
 | HouseFieldRoadFactoryFarmHigh-streetTrain stationShop | Open this  link at the start of the lesson: <https://www.georeferencer.com/compare> Recap the big question and discuss what the children have learnt so far **PP1****PP2** Introduce today’s question *‘How has Sittingbourne changed over time’* Discuss that changes can be seen through lots of different sources, such as photographs/ paintings/ buildings/ community records. Today’s focus is to investigate changes through maps.**PP3** Look at the map on the screen. Get children to discuss what they notice, feedback and share their ideas. Then answer the questions on the screen. Children can discuss out how old they think the map is.Then set up Sittingbourne map on the website Explore the different layouts as a class. Zoom into Sittingbourne. Click on ‘All Maps’. Select ‘Sittingbourne, Kent’ This will bring up an old map. You can then view this and current map in different ways. By selecting from the menu at the top (see below) Spend time exploring the map. Use the Spy glass function to investigate particular areas in close-up. While on the website, children should try to find familiar places like their school, the train station and their homes. What is the row of buildings on the old map now? Discuss, what changes have happened and possible reasons why. **PPT4 Differentiated Tasks:** Children should look at the two different maps and identify changes over the period of time between them: **Lower Ability**  – children should sort the statements and stick them onto the table. This is for children who struggle with literacy skills.**Lower Ability / Middle Ability-**  children should use the table to create their own statements about the two different maps. **Middle Ability / Higher Ability** – children should investigate the maps in more detail by looking at each square to see what it contains and how it has changed. For example, if it is mostly fields the children colour in the whole square green. Then they should write a few sentences on how Sittingbourne has changed.  | EAL maps vocabulary sheetLESSON 4 PowerpointLesson 4 differentiated tasks | HA- shading of maps and written description of how Sittingbourne has changed. LA/ MA - sorting the written statements correctly and writing sentences comparing them |
| **L5** **LO: To observe similarities and differences between way of life at different times** Q: Were all buildings in the High Street built at the same time? | * Find out about the everyday lives of people in the time studied and compare with our lives today
* Identify **similarities** and **differences** between ways of life at different times
* Make observations about **different** types of people, events and beliefs within a society.
 | GlassDoorsChimneysMedieval, Tudor or Stuart period 1400- 1713Early Georgian 1714 – 1794Late Georgian (Regency Style) 1795 – 1837 Victorian and Modern 1837 - now | **PP1** Present the statement to the children. Do they agree or disagree? Relate back to the big history question. How can houses tell us what still remains?**PP2** Show children the pictures of two houses- ask them to discuss which one is older and why? **PP3** Discuss how we can tell how old a house is by looking at: design, windows, doors, chimneys etc Show examples of different categories on the screen.**PP4** **Differentiated Task:** Children will walk down the High Street to examine different buildings: * The George Pub 1500 (Medieval/Tudor)
* Barclays Bank1700 (Georgian)
* White curved building is late 1700s/1800 (Regency)
* NatWest Bank (modern)
* Milton Regis Court Hall (Medieval)

**Lower Ability (LA) – Can you find a building with these features?** Children should use the word/ photo mat to find old and new buildings. They should show their understanding by standing in front of old and new buildings holding laminated paper with old and new signs. Take photo evidence for books.**Middle Ability (MA) – Identify and give a reason for that age.** (SHEET) Give them a photograph of the building. Using a help sheet, they should tick off the age they think it is. In the book they should explain a reason by drawing a feature they think links it to that time or write a short sentence. Eg ‘It has sash windows’**Higher Ability (HA) -** **Find a building for each age category.**  (SHEET) Children should look at the features on their clue sheet and find a building from each category. They should take a photograph and explain why they have selected that particular building. Can they explain the features? Can they locate it on the map?**Follow up discussion at school:** Ask children to discuss what they found: which building did they think was the oldest and why?Add children’s drawings and photos to the class working wall.  | Lesson 5 PowerPointClue Sheet- buildings Clue Sheet LA – buildingsHA- taskHA Map of Sittingbourne showing HighstreetMA-task.doc**For walk:**ClipboardsPencils IpadsAbove sheets  | Class discussion during the walk Photos takenCompleted walk sheets |
| **L6** **LO: To observe detail from sources**Q: What did archaeologists discover at the Meads? | * Talk about who was **important** in a simple historical account
* Identify **similarities** and **differences** between ways of life at different times
* Identify different ways in which the past is represented
* Observe small details, for example in artefacts or pictures
* Identify and give reasons for different ways the past is represented
* Distinguish between different sources and rate their usefulness
* Begin to use the library and e-learning for research
 | Artefacts Archaeology Glass beaker Grave Prehistoric Roman Anglo-SaxonModern  | **Preparation before lesson: Ask another teacher to deliver a copy of the letter and resources at the beginning of the lesson.** **PP1** Start by recapping the knowledge children have gained so far this topic. What have we learned so far? **PP2** Delivery of the letter and resources by another teacher. This will give the children the task of discovering what did archaeologists discover at the Meads. An archaeologist will also explain that they have sent you some slides and resources for them. **PP3** Introduce the key question: *What did archaeologists discover at The Meads?* **PP4/5** What is an archaeologist? What job do they do? Watch video.**PP 4** Explain that we need to look at the finds for a place called the Meads. Where is this? **PP6** provides an aerial view of the site- do the children recognise it ? **PP7** is a Google Map of the site. Do the children know what it is now? (a housing estate, the Jenny Wren pub).**PP8** Remind children of their task ‘To help the archaeologist discover what was at the Meads.’ Look at some of the questions on the screen. Why might these be helpful? When did they come up with questions like this already? Get them to think back to analysing photographs. Explain that the archaeologist has sent them a series of clues made up of photographs, sketches and artefacts from the site. Remind them of what artefacts are from the previous topic. **Activity: Examining the finds**For this activity, children should work in small groups. Each group will need copies of the finds **(Clue sheets)** **PP9** – show children C**lue 1** and give them time to look at the photograph**.**  What do they think this could be? What can they see? **PP10** – Show children **Clue 2**. Explain that this is a sketch drawing of what they have seen in Clue 1. Is this easier to look at? Why? Do any of the items look clearer? Can they compare Clues 1 & 2? What do they think the archaeologist found and why? **PP 11** – Show children **Clue 3,** give them time to examine it**.** What do they notice about this image? What do they think the archaeologist found and why? Has this changed their view?**PP 12.** – **Clues 4 -5.** There arephotographs and replicas from the CAT box. Explain that these were also found at the site. What do children think they are?How do they support their theories about what was found at The Meads?**PP13** – **Clue 6** -This is a list of items found in one of the Graves (**Clues 1 & 2**). Give them time to examine them and discuss.**PP 14** - Now the children have looked at all the clues, they may have worked out that the Meads was an Anglo-Saxon burial site. Can children justify why they think this? **Lower Ability (LA) /Middle Ability (MA) –** might be able to share that items were buried and looked like graves**. Higher Ability (HA) –** might be able to share their reasons from Clue 3 using the key at the bottom of the page – lots of green Anglo - Saxon graves.Point out that there is no skeleton in this grave (clue 1 &2 ) why might this be? Later discuss, how bones were found in some of the other graves, but because of soil conditions lots of the bones had disintegrated. **PP15** – children should justify their reasons on their task sheets: There are differentiated tasks based on writing ability**:** **LLA –** are provided withpictures of the grave and artefacts children to match up the photographs to sketch drawing.**Lower Ability (LA) –** have a word bank to support their explanation. **Middle Ability (MA)** – are provided withstructured sentence**s Higher Ability (HA) –** unsupported writing**.** **Extension work: PP 16 – 17** contain news reports on The Meads. There is also a PPT simulation of the burial in the Resources folder. Further information about the Meads excavation can be found in the Teachers’ Notes  | Letter to children Clue sheetsTask sheetsL6 PowerPoint The MeadsReplica beads Replica glass cup(Extension work: Simulation of the Burial, Teachers’ notes) | Teacher assessment through class discussion. Written responses on Task sheets.  |
| **L7****LO: To find out about similarities and differences in and across a time period** Q: Which industry was most important to Sittingbourne?  | * Identify reasons for and results of people’s actions
* Identify different ways in which the past is represented
* Observe small details, for example in artefacts or pictures
* Identify and give reasons for different ways the past is represented
* Distinguish between different sources and rate their usefulness
* Begin to use the library and e-learning for research
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EmployeesIndustry Produced Transport CensusTrade directory | **PP1** – Present the key question: *‘Which industry was most important to Sittingbourne?’* Discuss with your children what the word industry means, what different jobs can they think of and what does ‘most important’ mean?**PP2** –As a class discuss the variety of jobs that their families do now. Do they think it would have been the same 100 years ago?**PP3** – *What jobs did people do in Sittingbourne in the past*? Tell the children that they are going to find out what jobs people in Sittingbourne had about 100 years ago. Explain to them what trade directories and census returns are. Divide the class into two. Working in pairs on different pages/sections, the first group should make a list of (or count up) all the different jobs mentioned in the census returns, the second group should do the same for the trade directories. Each pair should report their findings back to their group and then each group should report their overall findings back to the rest of the class. The findings could be presented as totals for each job, percentages, graphs or pie charts.**PP4** - *Which industry was most important to Sittingbourne?* As brick and papermaking both played an important part in Sittingbourne’s history the children are going to discuss which one was the most important. *Can they remember when these industries came to Sittingbourne?* Look at the timeline in their book. **PP5** -  **Task**: children should collect information to debate whether brick or paper was most important to Sittingbourne. Split the class in half and give partners a fact from the Fact Sheets. Get the children to read **in mixed ability pairs** through their fact and discuss any unknown vocabulary as a class (for example employees, industry, produced, transport) Once children have understood their fact, they should share it with the children in their team. After they have had enough time to listen to their team and gathered information about the paper mill or brick factory, they should debate as a class *which one was the most important?* Childrencould share their fact and give a reason why it is important. If they think it may not support their argument they can explain why. **PP8**- After the class have debated which one they think was the most important, they should vote using slide **PP8** and stick a whole class copy into their books. Then they could write a short paragraph explaining whether or not they agree with the class decision. | PowerPoint presentationFacts SheetSimplified Facts SheetTrade directory and Census extracts | Class discussion Written explanation  |
| **L8** **LO: To review learning and communicate findings**Q: How much of Sittingbourne’s past remains in the present?  | * To review their learning
* To communicate their main findings about the past in different ways
 | EmployeesIndustry Produced Transport CensusDirectoryArtefacts Archaeology Glass beaker Grave Prehistoric Roman Anglo-SaxonModern | PP1 – Remind children of the big question for this topic: How much of Sittingbourne’s **past** **remains** in the **present**? Recap: what do these words mean: remains/ past/ present? **PP2** – Review their learning so far using the spider diagram, as each point appears children can review their learning using work in their books. What can they remember? What did they find interesting? What did they **learn**?**PP3** – Provide children with a sheet of A1 paper with the question in the middle. They need to show their understanding of an aspect of the question through either drawing or writing. For example, they could draw a medieval window and explain where they saw one in the High Street. Discuss why children have picked their topic. Take a photograph for the children’s books.  | L8 PowerPoint A1 paperPaper for drawing Lined paper for writing. | Drawings / written work |