

### Year 3

#### **HISTORY - Investigating a range of sources**

Use a range of sources to make connections to the past, ask questions and find similarities and difference to our lives.

#### **Lesson 1 - INVESTIGATE ARTEFACTS**

WALT: Investigate a range of artefacts from the past.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Investigate
- Artefacts
- Observe

#### **OBSERVING AND HANDLING ARTEFACTS**

Have a range of artefacts from the recent past that children might be unfamiliar with to observe and handle. Explain that this is a **PRIMARY SOURCE** because it comes from a period in the past. Explain that an artefact made later, such as copies of Iron Age brooches, are called **FACSIMILES**. Explain how to look carefully, noting what the artefact is made of, how heavy it is, whether it is waterproof and other questions.

#### **HYPOTHESISING AND DISCUSSING**

Ask the children to make a suggestion about what the artefact may have been used for. Why do they think this? Discuss ideas

#### **Lesson 2 - HISTORICAL ENQUIRY**

WALT: Ask questions about the purpose of an artefact.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Historical
- Enquiry

#### **DEVISING HISTORICALLY VALID QUESTIONS**

Look back at the artefacts observed and handled in the previous lesson. What sort of questions did we ask about them? Select questions based on historical enquiry:

- What was this artefact used for?
- How old is this artefact?
- Who would have used this artefact?
- Which artefact is the oldest/most recent?

#### **FINDING ANSWERS**

Discuss ways we could find the answers to our questions:

- Books
- Internet
- Asking someone

#### **Lesson 3 - PRINTED RESOURCES**

WALT: Investigate a range of printed resources about the past.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Resources
- Printed

#### **LOOKING AT AND READING PRIMARY SOURCES**

Provide examples of written primary resources from the recent past.

These might include:

- Newspapers
- Magazines
- Photographs
- Census data

Remind children that these are **PRIMARY SOURCES** because they were written at the time, as in the same way as the artefacts were made at the time.

**FACSIMILES** may also be read, because, although they were not printed at the time, they still have the original words.

Give the children time to investigate the primary sources.

and highlight suggestions based on good observation and handling.

### **RECORDING**

Model how to record the artefact. Draw a diagram and label its characteristics. Then, write an explanation of what we think it was used for and why we came to that conclusion.

Provide information about the artefacts for the children to read and look at in order to answer their questions.

### **RECORDING**

Model how to record their findings, noting the questions and writing the answers, explaining where their information came from. Order the artefacts along a timeline to show when they were used. Extend their writing by adding what we use today to do the same or a similar task.

### **LOOKING AT AND READING SECONDARY SOURCES**

Provide examples of secondary resources. These might include:

- Textbooks
- Magazine articles
- Reference books
- Websites

Explain that these are **SECONDARY SOURCES** as they are written **about** the past and **not** at the time. They are someone else's research and opinion. However, they can be useful for our own research and to save time when finding things out as long as we bear in mind that they will contain opinions as well as facts. Give the children time to investigate the secondary sources.

### **RECORDING**

Model how to take notes from both types of written source, noting points of interest and recording where the information came from.

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#### **HISTORY - Investigating a range of sources**

Use a range of sources to make connections to the past, ask questions and find similarities and difference to our lives.

#### **Lesson 4 - CONNECTING TO THE PAST**

WALT: Make connections to the past to our own lives.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Connection

#### **DEVISING ENQUIRIES**

Look back at the notes of information that was of interest from the previous lesson. Discuss how this might connect to our lives today. Collect examples of questions we could ask:

- How does the *(building of the A12)* connect to my life today?
- How does the *(London clearance in the 1960s)* connect to my life?
- How do the photos of the *(1970s in Witham)* connect to my life?

#### **RECORDING**

Model how to choose a question about a connection and how to answer it drawing on the primary or secondary source and connecting it to our lives in the present.

#### **Lesson 5 - ORAL HISTORY**

WALT: Listen to accounts of life in the past.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Oral

#### **LISTENING TO ORAL HISTORY**

Invite an older person to come into the classroom to talk about their experiences and memories as a child. Children can also ask the questions they had asked their relative or friend.

- What was *(school)* like?
- Was your life different to today?
- How was your life different?
- What has happened to change your life?

If an interviewee is not available, collect the memories obtained by the children and share. Watch a TV report or listen to an audio recording from the past.

#### **Lesson 6 - FINDING SIMILARITIES AND DIFFERENCE WITH THE PAST**

WALT: Identify similarities and difference in the way people used to live to today.

#### **EXPLAIN VOCABULARY**

Ensure children understand:

- Similarity
- Difference

#### **USING RESEARCH TO IDENTIFY SIMILARITIES AND DIFFERENCES**

Listen again to the oral history or look at notes taken and discuss how life was similar or the same as today. Note examples :

- Going to school,
- Wearing uniform

Then, note differences from today. Examples:

- No internet
- No supermarkets

#### **RECORDING**

Choose an area of life mentioned in the oral history. Ask children to say what happens in their lives today in this area. Then, ask them to find information about what happened in the past. This

<p><b>HOMEWORK</b> Ask children to ask an older relative or friend about stories from when they were younger. Write down the sorts of things you would like to find out about. Make some notes to share with the class.</p>	<p><b>RECORDING</b> The interview could be recorded, if the interviewee agrees. If not, make notes about the replies. This might be difficult for the children to do and off-putting for the interviewee, so could be done by the LSA.</p>	<p>initially comes from the oral history, but children can also draw on the written sources and artefacts from previous lessons. Model how to write a report about similarities and differences with the past.</p>
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### Application of Skill

#### Task Sheet

*Use a range of sources to make connections to the past, ask questions and find similarities and difference to our lives.*

1. Investigate a range of artefacts, written sources and oral history from the past.
2. Devise an historical question based on the sources.
3. Make a connection to your own life from one of the sources.
4. Note similarities and differences from what you have found out to your life today.

**Resources: (2 sets needed)** Artefacts from recent history that may be unfamiliar to children: typewriter, floppy disc, mangle.

Information about the artefacts.

Examples of primary and secondary written sources from recent history:

Newspapers, magazines, photographs, census data, textbooks, magazine articles, reference books, websites

An older person to be interviewed about their childhood

TV/film/audio recordings from the past