

Year 4

HISTORY - Local History

Use a local place to ask and answer questions about change and cause and change and continuity.

Lesson 1 - VISITING A LOCAL PLACE

WALT: Investigate and ask historical questions about a local place.

LOCAL VISIT

For the first lesson in this unit, the children will visit the area of study, investigating buildings, roads, parks, agriculture or whatever is relevant. They will make drawings, take photos and make notes about things they are curious about and any historical questions they want to ask.

PLEASE ORGANISE THIS FIELDWORK IN ADVANCE AND COMPLETE A RISK ASSESSMENT. LET PARENTS/CARERS KNOW YOU ARE GOING.

Lesson 2 - CHOOSING AN ENQUIRY BASED ON THE VISIT

WALT: Use the information gathered during our visit to choose an area of enquiry.

SHARING INFORMATION

Ask children to bring together all the notes, drawings and photos they collected during the visit. What questions did they have about the place? Did they see anything that they wanted to find out more about? What made them curious? What 'historical' things did they see that they would like to know about?

Collect suggestions.

THE ENQUIRY

(For this part you will need to choose a relevant area of enquiry to model and for the children to practise and rehearse. This could come from a child's suggestion or chosen in advance.)

Explain that for this part of the unit we will be working together to research a particular enquiry.

Lesson 3 - RESEARCHING THE HISTORY OF THE PLACE CONNECTED TO THE ENQUIRY

WALT: Find out the answers to our questions.

RESEARCHING

Using a range of resources, children find the answers to their questions and record them.

As they find answers, this should lead to further lines of enquiry.

(For example, when visiting Silver End, the children might be curious about the houses.)

ASKING QUESTIONS

Collect and model the type of questions that you ask about the enquiry.

When?

Why?

Who?

How?

What?

(When were these houses built? Why were these houses built/why are they a unusual shape? Who built these houses/who were they built for?)

Discuss how we could find out the answers to these questions.

Revise primary/secondary sources, including oral history.

PLANNING FOR RESEARCH

Model and ask children to record what resources they will use and the information they want to find out.

A visitor could be arranged to come in and answer questions about the enquiry. If this is the case, children can record questions they would like to ask.

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Lesson 4 - CHANGE AND CAUSE

WALT: Identify changes that have occurred in our area of enquiry and consider the cause.

EXPLAIN VOCABULARY

Ensure children understand:

- Change
- Cause

EXPLAINING CHANGE

Ask children to refer to their research and find examples where there has been change. (*Different types of houses, houses that are not there anymore, new houses*).

Model how change can be shown along a timeline. Children create their own.

EXPLAINING CAUSE

Next, ask children to consider why these changes have occurred. They can use reason and draw on the research. (*They might have found out that some of the houses in Silver End were built for workers at the factory that is not there now.*)

Look at the starting point on the timeline and then think about the cause of the changes.

Lesson 5 - CHANGE AND CONTINUITY

WALT: Identify areas of change and areas of continuity.

EXPLAIN VOCABULARY

Ensure children understand:

- Continuity

COMPARING CHANGE AND CONTINUITY

Ask children to look back at their timeline about change and cause.

Thinking about their research, is there anything that has stayed the same over the period covered by the timeline?

Collect suggestions and discuss. (*People still live in the same houses.*)

Why is this the case? (*Because, although the factory has closed, people still work in the area and still need somewhere to live.*)

Model how to write a paragraph answering the question. Children write their own.

Lesson 6 - PRESENTING THE FINDINGS FROM THE ENQUIRY

WALT: Present the findings from our enquiry.

METHODS OF PRESENTATION

Discuss the different types of information we have gathered from our research. How can we use this when we present our work? What would we need to include?

A range of presentation methods could be used:

- Written document
- PowerPoint presentation
- Video
- Display
- Lecture

We could include:

- Timeline
- Photos
- Drawings
- Old pictures
- Old maps
- Quotes
- Diagrams

However, the presentation must:

- Explain the reason behind the enquiry - what made you ask the original question?

<p><i>(The original houses were built especially for Crittall's workers, but when the factory closed other people moved in, and newer houses were built.)</i></p> <p>Model how to explain cause. Children add their own explanations to timelines.</p> <p>It may be that the cause of the change is unclear, and this may involve further research, although we can offer our own hypothesis.</p>		<ul style="list-style-type: none"> • The facts you found out. • Answering when, why, who, where, what, how? • Commenting on change and cause. • Commenting on change and continuity. <p>Children organise and complete their presentation.</p> <p>SHARING PRESENTATIONS</p> <p>Share the presentations and discuss further lines of enquiry about the area.</p>
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Application of Skill

Task Sheet

Use a local place to ask and answer questions about change and cause and change and continuity.

1. Using notes, drawings and photos from the local visit, choose an area for an enquiry.
2. Do research for your enquiry, answering your questions.
3. Comment on changes and their causes.
4. Comment on continuity across time.
5. Present your enquiry.

