

Year 5

HISTORY - History Detectives

Use a local graveyard or cemetery to find connections to the past, note contrasts and trends and interpret the sources we are using.

Lesson 1 - PREPARING HISTORICAL FIELDWORK

WALT: Create an agenda for a visit to a graveyard with an historical focus.

EXPLAIN VOCABULARY

Ensure children understand:

- Graveyard
- Cemetery
- Agenda
- Data

HISTORICAL FIELDWORK

Explain that for this unit we are going to be History Detectives, collecting clues about the past and making our own deductions from information and data we will collect.

To do this we are going to visit a local graveyard or cemetery. This is a **PRIMARY SOURCE**.

Why would this be a good place to study history?

What could you find out about the past in a graveyard?

How could you collect information and data from a graveyard?

BUILDING AN AGENDA

Lesson 2 - HISTORICAL FIELDWORK

WALT: Carry out historical fieldwork.

BEFORE THIS LESSON, YOU MUST OBTAIN PERMISSION TO VISIT THE GRAVEYARD/CEMETERY YOU ARE VISITING AND CARRY OUT A RISK ASSESSMENT. BE AWARE OF ANY CHILDREN WITH RECENT BEREAVEMENTS AND SEND A LETTER HOME BEFORE THE VISIT. ALSO BE AWARE OF CHILDREN OF DIFFERENT BELIEFS WHERE BURIAL IS NOT THE NORMAL PRACTICE.

ETHICAL CONCERNS

Remind children about the code of conduct for visiting the graveyard and any possible risks.

HISTORICAL FIELDWORK

Carry out the fieldwork, using the plans written in the previous lesson.

Lesson 3 - GENERATING AN HISTORICAL ENQUIRY

WALT: Generate a valid historical enquiry based on our fieldwork.

EXPLAIN VOCABULARY

Ensure children understand:

- Valid

DECIDING ON AN HISTORICAL ENQUIRY

What kinds of clues, information and data did we collect during our fieldwork?

- Written
- Numerical
- Pictorial

Explain that as we have so much different information we will need to choose a focus for our enquiry.

Discuss possible options.

In this case, we will focus on forenames.

What questions could we ask and what clues have we got to help us answer our question?

- What is the most popular name for men?
- What is the most popular name for women?
- How do names change over time?

Select some of the ideas of what to collect/observe in the graveyard. Also the type of equipment we could use.

Possible things to collect:

- Names - related surnames, frequency of forenames, Biblical forenames, foreign names linked to migration
- Ages
- Types of graves
- Inscriptions
- Symbolism on graves - anchor and chain
- Occupations
- Family groups
- War history
- Other monuments in the graveyard

Possible equipment to use:

- Pens/pencils for writing/drawing
- Paper for drawing/collecting data
- iPads for taking photos/recording
- Tape measures
- Clipboards
- Cameras
- Crayons and paper for rubbings (you need permission for this)

Decide together, which information and data each group/pair/child will collect and how they will do this. Also put together a code of conduct for the visit and discuss possible risks.

- How do names relate to names today?
- Why were certain names so popular in different periods?

SORTING

INFORMATION

Model how to sort the information and data about forenames. Ways of categorising could be:

- Frequency of name
- Chronology of names (timeline)
- Change in the popularity of names over time
- Frequency of forenames in the same family

RECORDING

Children record the information as modelled, for use in subsequent lessons.

RECORDING

Model how to write a plan of what to do when you go to the graveyard, listing information and data to collect, resources needed and a time scheme.

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Lesson 4 - CONTRASTS AND TRENDS

WALT: Use our information and data to note contrasts and trends from the past.

EXPLAIN VOCABULARY

Ensure children understand:

- Contrast
- Trend

USING DATA TO FIND CONTRASTS

Ask children to look again at their data about forenames and to find any contrasts.

- What are the differences between names over time?
- How do these names compare with our names?
- Which names are not used today?
- Which names are familiar today?

USING DATA TO FIND TRENDS

Ask children to look at their data and this time to find trends.

- Which names appear throughout the graveyard?

Lesson 5 - INTERPRETING FINDINGS

WALT: Interpret our findings and use research to inform our deductions.

EXPLAIN VOCABULARY

Ensure children understand:

- Interpret
- Deduction
- Inform

INTERPRETING FINDINGS

Now we have organised our data and found patterns, we now need to think about why there are contrasts and trends.

- Why do names change over time?
- Why have some names become obsolete?
- Why have some old names come back into use?
- Why do some names appear in all periods and today?

RESEARCH

We may make our own deductions to the answers to the questions, but we must be sure we have evidence to back these up.

Lesson 6 -PROVIDING AN INFORMED RESPONSE

WALT: Produce an informed report drawing on our fieldwork, research and interpretation.

PRODUCING AN HISTORICAL REPORT

Model how to write an historical report. Explain that detectives need to explain their process at the end of an investigation (think of crime dramas, where the detective explains at length what she/he has done before unmasking the villain). We must now do this with our historical detective work.

The report should be written with the following paragraphs:

- 1) Overview of fieldwork and reason it was carried out.
- 2) Data collected - this can be in numerical form.
- 3) Description of contrasts and trends.
- 4) Deductions with reference to research to produce informed responses.
- 5) Reflection on how findings impact on further study.

- Are some names more popular at certain times?
- Do family groups have the same forenames?

RECORDING

Model how to answer questions related to the data.

To inform our deductions, we must do some research into what is already known. For an example, model how to research the popularity of the name 'Elizabeth'.

- What is its origin?
- Examples of famous people called 'Elizabeth' over time.
- Websites showing the popularity of 'Elizabeth' in the whole of the UK over time. How does this relate to our findings?

Ask children to choose a name of their choice, make their own deductions about contrasts and trends and then back up their deductions with research.

RECORDING

Children make notes from their research to use for the subsequent lesson.

Children then write their report about the name they choose to study.

Application of Skill

Task Sheet

Use a local graveyard or cemetery to find connections to the past, note contrasts and trends and interpret the sources we are using.

1. Use data from initial graveyard fieldwork carried out in week 1 to select an area of study.
2. Identify contrasts and trends from the data and information.
3. Deduce why these contrasts and trends appear.
4. Research area of study further to ensure deductions are informed.
5. Produce a report about your study.

Resources: Equipment for historical fieldwork, internet for research, books.