

KS2 History (Cycle 4, Autumn Term) – A History of Rishworth

Lesson 1	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>...to recognise some features in the local area, and to locate them on a map.</i>	<i>...to recognise some features in the local area, and to locate them on a map.</i>	<i>...to use maps to describe some of the characteristic features of the past.</i>	<i>...to use maps to describe some of the characteristic features of the past and present.</i>
Key Question: <i>What is Rishworth like today and what was it like in the past?</i>	Prepare a large map of the area, with a picture of the school as its central point, and collect photographs of nearby buildings or features that the children will recognise. Ask the children what they know about the area and mark on street names. Put the photographs in their correct places on the map. Use the pictures as a basis for an introductory discussion about how the buildings are used and who uses them. Ask the children to sort the buildings into 'old' or 'new', giving reasons for their choice. Use this as an opportunity to discuss what is meant by 'old'. Give children census returns from 1891. Ask them to record the name and one other field of data (age, occupation, place of origin, size of family). Discuss with the children their findings, helping them to identify patterns and draw conclusions about the area in 1891.			
Cross Curricular links: History Geography ICT	Children choose one of the photographs of Rishworth – they have a choice of media to draw or paint a picture and annotate with some of the period features (<i>stone, brick, windows, etc</i>).	Children use a simplified map of Rishworth – they add on names of roads and locations identified.	Children compare past and present maps to identify changes made in local area. They write a report about the different ways in which the area has changed over time.	Children compare past and present maps to identify changes made in local area. They write a report about the different ways in which the area has changed over time.

Lesson 2	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>... about industry and transport in Victorian times</i>	<i>... about industry and transport in Victorian times</i>	<i>... to identify the characteristic features of Victorian transport and industry</i>	<i>... to identify characteristic features of Victorian transport and industry</i>
Key Question: <i>What impact did transport and industry have on Rishworth?</i>	Show children pictures of transport and industry in the local area in the Victorian period, e.g. railway stations, canals, mills, factories. Discuss with the children whether changes in transport or changes to industry were the most important in the local area. Make comparisons to how the buildings/areas look now. Explain to children that they need to think of some key questions to answer in their report: <i>When was the first canal built and what changes did it bring? When was the railway opened and how did it change the way people travelled? What were the mills producing and what was it like to work in them? What was it like to travel by road and how did the roads change?</i> Give children handouts photocopied from 'Ripponden and the Ryburn Valley' book by David Cliff. They research in pairs or groups using the key questions they have generated. Also see useful website for Victorians, e.g. http://www.woodlands-junior.kent.sch.uk/Homework/victorians.html			
Cross Curricular links: History Geography ICT	Children produce a mini-booklet or PowerPoint presentation entitled: <i>The changing face of industry and transport in Victorian times.</i>	Children produce a mini-booklet or PowerPoint presentation entitled: <i>The changing face of industry and transport in Victorian times.</i>	Children produce a mini-booklet or PowerPoint presentation entitled: <i>The changing face of industry and transport in Victorian times.</i>	Children produce a mini-booklet or PowerPoint presentation entitled: <i>The changing face of industry and transport in Victorian times.</i>

Lesson 3	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>... to identify the features of Victorian architecture</i>	<i>... to identify the features of Victorian architecture</i>	<i>... to identify the characteristic features of Victorian buildings</i>	<i>... to identify the characteristic features of Victorian buildings</i>
Key Question: <i>What can we find out about early and late Victorian architecture?</i>	Show children LCP flipbook pg.5 Point to photograph 1 and explain to children that at the beginning of the Victorian period this style of architecture was popular, particularly in towns in affluent areas. This was called neo-classical style. Architects copied the style of the ancient Greeks – houses were usually four storeys high with Greek-style pillars at the front. Refer to LCP p.94 for a list of the characteristics and references. Show children two photocopied and enlarged photographs of local buildings and select one or two children to point out some of the key features. ASK CHILDREN TO BRING IN PHOTOS OF THEIR OWN HOME IF (A) Victorian (B) Possible!			
Cross Curricular links: History Geography ICT	Children complete Activity Sheet 6.1a from LCP. They can also paint or draw a Victorian house and annotate the key features.	Children complete Activity Sheet 6.1a from LCP. They can also paint or draw a Victorian house and annotate the key features.	Children complete Activity Sheet 6.1b from LCP. They can also paint or draw a Victorian house and annotate the key features.	Children complete Activity Sheet 6.1c from LCP. They can also paint or draw a Victorian house and annotate the key features.

Lesson 4	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>... to observe Victorian architecture</i>	<i>... to observe Victorian architecture</i>	<i>... to study primary evidence in the locality by observing Victorian architecture</i>	<i>... to study primary evidence in the locality by observing Victorian architecture</i>
Key Question: <i>What can we find out about early and late Victorian architecture?</i>	Arrange a visit to a local building(s). Ask the children to observe and record information to help answer questions such as: What does it look like? How big is it? What is it made of? What is it used for now? What was it used for in the past? Has it always been used for this? Is there anything unusual about it? What are the surroundings like? Why do you think it was built here? Lead a discussion on what sort of people the children think might have lived/worked/visited here. Ask them to look at size, number of rooms, decorative features and layout as clues to its use. Encourage them to ask questions about the place as it was in the past - even if it is not possible to find the answers! Whilst out on the trip, take photographs and ask children to sketch and record key features of one or two buildings.			
Cross Curricular links: History Geography ICT	Whilst out on the trip, take photographs and ask children to sketch and record key features of one or two buildings.	Whilst out on the trip, take photographs and ask children to sketch and record key features of one or two buildings.	Whilst out on the trip, take photographs and ask children to sketch and record key features of one or two buildings.	Whilst out on the trip, take photographs and ask children to sketch and record key features of one or two buildings.

Lesson 5	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>... to think about questions based on the local area</i>	<i>... to think about questions based on the local area</i>	<i>... to generate questions and make notes from a speaker</i>	<i>... to generate questions, make notes and report detailed findings</i>
Key Question: What is Rishworth like today? Understanding of places: to identify and describe what places are like.	ARRANGE FOR LOCAL HISTORIAN FROM LOCAL HISTORY SOCIETY TO COME INTO SCHOOL. S/HE SHOULD TALK TO CHILDREN ABOUT THE HISTORIC BUILDINGS IN RISHWORTH TODAY			
Cross Curricular links: History Geography ICT	Children think of questions they would like to ask a local historian about the area. They take simple notes from the responses to use in their writing.	Children think of questions they would like to ask a local historian about the area. They take simple notes from the responses to use in their writing.	Children will work together in groups and/or pairs to generate relevant questions on the local area (railway, roads, housing, etc). They then ask the questions to a local historian and make notes to inform their writing at a later date.	Children will work together in groups and/or pairs to generate relevant questions on the local area (railway, roads, housing, etc). They then ask the questions to a local historian and make notes to inform their writing at a later date.

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Lesson 6	Year 3	Year 4	Year 5	Year 6
<i>I am learning . . .</i>	<i>... to use first-hand historical information to help my writing</i>	<i>... to use first-hand historical information to help my writing</i>	<i>... to use local historical information to inform my writing</i>	<i>... to use local historical information to inform my writing</i>
Key Question: What is an accurate comparison of past and present in the local area? Understanding of places: to identify and describe what places are like.	Using the notes and information from the local speaker, in addition to old and new photographs of the area; discuss how to present findings for other people. Y6 linked in to the 'flashbacks' unit from Literacy framework. Look at report genre – <i>would this be an appropriate way of presenting findings?</i>			
Cross Curricular links: History Geography ICT	Children make a collage of photographs from past and present. They label the photographs with information taken from the Q&A session with local historian.	Children produce a non-chronological report using pictures and information from the Q&A session. It can hand-written or word-processed.	Children produce a non-chronological report using pictures and information from the Q&A session. It can hand-written or word-processed.	Children write their short story based around the railway station/line at Rishworth. They should begin in present tense and then regress to a previous memory using a flashback device.