

Year 6. Local History - Jubilee Theatre at St Nicholas Hospital, Listed Building

In this unit we will engage with our local heritage by...

- To use historic maps aerial photographs to learn about changes within our local area.
- To use available sources to learn about significant buildings in the locality - The National Heritage List for England (NHLE)
- To take part in a site visit and interview experts about the site
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Whole Class Work	Independent/Group Tasks	Plenary
LO: To use historic maps, aerial photographs and the National Heritage List for England (NHLE) to learn about our local area. TPs: Allow children to study historical maps and aerial photographs of the local area. • Can they locate the school? • Why is the school not in some maps? • What do they notice about the area in different maps? • How has the area changed? • What landmarks can you see? • Is there any interesting vocabulary that you notice? Lead discussion to the 'lunatic asylum' and 'asylum farm', that can be seen on a range of the maps. Share map and images of St. Nicholas' hospital on the screen. • Does anyone know where this building is? • Has anyone heard that word before? • What do you think it means?		Children will record questions that they have about the building. Discuss questions in talk partners. <u>Address any challenging vocabulary that has been flagged within session – either as mini-plenary or in main plenary depending on context and word.</u>

LO: To produce painted tiles inspired by William James Neatby's 1899 Royal Doulton tiles at the Jubilee Theatre LO: To create an accurate artwork that reflects a theme or idea. TPs: Why is the Jubilee Theatre listed on the NHLE? Lead discussion using TPs to the tiles designed by William James Neatby What are key motifs of his designs? (birds, flowers curved trees, instruments) Model the planning/design phase followed by the printing process using white, ceramic tiles.	Children will plan their design in Art Books. The design must include at least 2 of Neatby's key motifs. Children will then paint their design onto ceramic tiles using tile paint. Explain that the tiles will be put together and displayed in the school.	Children will review theirs' and their peers' tiles against the criteria. Go round each child and ask the class for things that they like about the designs.
Why do you think that it has a different name now? Share the listed building index from the National Heritage List for England (NHLE) and briefly explain the purpose of the list. Shared Reading: Children to read through the Heritage Open Day booklet about the Jubilee Theatre at the hospital.		
LO: To visit the Jubilee Theatre at St. Nicholas' hospital: Class visit to the Jubilee Theatre		
LO: To construct informed responses that involve thoughtful selection and organisation of relevant historical information. TPs: - What was your favourite part of the trip? - What was the most interesting thing you learned? - Why was there a theatre at the hospital? - Who was it for? Remind children of the range of text types that they are familiar with. Explain that they will be writing a response to their trip and that they can write in any style or format that they like. TPs: How might they do it? Example ideas: Diary, story, newspaper article, poem, playscript etc. Model a diary entry.	Children to plan and produce their own writing in response to their trip to the Jubilee Theatre at St. Nicholas' Hospital. Encourage them to include some of the key historical information that they have learned. TA to support LA children with mental & oral rehearsal of their writing to ensure cohesion and fluency.	Address any challenging vocabulary that has been flagged within session – either as mini-plenary or in main plenary depending on context and word. Mini-plenaries will be taken throughout to share good ideas. Children to share their writing at the end of the session. Peer assessment: What did we like about the writing.

