

Subject: History	Year group: Year 2	Topic: Local History- What was it like to live on a street near our school in 1911?		Initiation & activation activities: Go on a walk around the village looking at the different styles of houses. Locate the house on Harttburn Road
Prior knowledge required: Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.		Key Vocabulary: before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, succeed/succession, recent history	Challenging Vocabulary: locality, democracy, eye-witness account	
			Topic Specific Vocabulary: Holywell, local area, where I live, difference, change House, date, census, map	
Programme of Study Pupils should be taught about: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality.				
Implementation:	Lesson sequence:			
Chronological understanding • Can they use words and phrases like: before I was born, when I was younger? • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’,	Lesson 1: I am learning to locate places which are on a present and old map Intro: Intro the key question: What was it like to live on a street near our school in 1911? Discuss the question with the class and how long ago this was. What are their starting ideas? What do they think it would have been like? Record class ideas on a concept map			

'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • GD – Can they sequence a set of objects in chronological order and give reasons for their order? Knowledge and interpretation • Can they explain how their local area was different in the past? • Can they give examples of things that are different in their life from that of their grandparents when they were young? • GD - Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? • Can they explain why someone in the past acted in the way they did? • Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? Historical enquiry • Can they find out something about the past by talking to an older person? • Can they answer questions by using a specific source, such as an information book? • Can they research the life of someone who used to live in their area using	Main Teaching: Locate the school on a present map of Holywell. Then locate this on a map from 1897. Look at a close up current map of Holywell and one from 1920. What streets can they see on both? Independent work: Highlight streets which are on both on the present and 1920 map Challenge: Can they locate this street on another map <u>Lesson 2:</u> Intro: Recap on prior learning. What did we find out last lesson? Which streets were on both maps? Main Activity: Explain that today we are going to think about what clues there are that a street and houses might be old and from a long time ago. Discuss how we can look for these clues: • for terraces • chimney pots • windows and doors • bows and bays Using street view, look at houses and see if we can spot these e.g windows, chimney pots Look carefully at examples such as Hartburn and Westbourne terrace and discuss what features they can see. Independent work – Draw pictures of some features which show a house is from long ago <u>Lesson 3:</u> Take the children out on a short walk around the village. Take pictures of the houses that we find and the features that help us to date the houses and buildings.
--	--

the Internet and other sources to find out about them?

- GD - Can they say at least two ways they can find out about the past, for example using books and the internet?
- Can they explain why eye-witness accounts may vary?

Independent work – using the photos, label the features we can see that show the houses on a street are old

Lesson 4:

Intro: Recap on prior learning and what we found out. Look at photos of the streets and houses we took on our walk and the features that we found.

Main teaching: Display our question: **What was it like to live on a street near our school 1911?** Discuss how we've looked at maps, go on a walk and identified some possible houses and ask what else could we use to find out about the history of a house? Introduce using a street directory to help. Look at Kelly's Directory from 1914. From this identify that John Richardson is registered as living on 38 Hartburn Terrace. Look at the information in the directory about who lived with John, what his occupation was etc.

Locate the house on a map and then street view. What features are there that this is an old house? Use knowledge from lesson 2

As homework, ask children to visit 38 Hartburn Terrace, take a picture or draw what the house and the two houses next to it are like.

Lesson 5:

Intro: Look at homework and what they found out about Hartburn Terrace. How do we know that it is old?

Main Teaching: Look again at the directory for 38 Hartburn Directory. What do we know about the person and family who lived there in 1911?

It says that John was a Cab Proprietor. What do you think this is? Discuss what kinds of jobs would have been needed in 1911.

	Look at pictures of cab proprietors. What do you think they did? Discuss how he hired out horse drawn vehicles, and may drive the vehicle himself. He also carried out the duties of a livery stable manager. Look at photos. Independent work: Around a picture of 38 Hartburn Terrace, create a mind map of what we have found out about it.
--	--