



Burton Road Primary School

History: Local History Study: Our Changing School

NC Content: Changes within living memory, aspects of change in national life, significant historical events, people and places in their own locality

Enquiry Question:

How was our schools different in the past?

Phase: KS1

Term: Autumn

Key Objectives:

- To know my school building has changed over time.
- To use primary sources to explain how my school has changed over time.
- To know what a timeline is and use it to order in chronological order

Key Themes:

- Historical sources and evidence
- Autocracy link – strict rules comparison

Chronology/Significant Historical Figures:

Edward VII (1901 – 1910) School built in the Edwardian period
 Queen Victoria (1837 – 1901) The school would have still held Victorian values in terms of its organisation, lessons and rules.

Key Vocabulary:

Key Skills:

Knowledge	Skills
<p>Y1</p> <p>Old/new/modern Timeline Before/after 'living memory' sources</p>	<ul style="list-style-type: none"> Develop an awareness of the past, use common words and phrases relating to the passing of time. Begin to understand chronological order Develop a curiosity about changes within living memory Know the ways in which we can find out about these changes (using sources)
<p>Y2</p> <p>Chronological order Primary source Timeline Past/present 'living memory' Edwardian period Victorian</p>	

Knowledge Acquisition

What do you want the children to know?



Enhancement of knowledge

Make links to the key themes and ensure a deeper understanding of the knowledge.



Application of Skills

What key questions will you ask the children to give them opportunity to apply their knowledge to skills?

		Explain, Summarise, Reason, Reflect, Challenge, Evaluate, Think Critically
Assess prior knowledge and outline the knowledge the children will gain throughout the topic – identify images of our school.		
<p>1. To know my school building has changed over time.</p>	<p>Children compare photos of different parts of Burton Road School (primary source). Children discuss the differences they see between the school, discussing the parts which are old or modern/new. Introduce the Vocabulary. Y1 - Old and New Y2- Before and After</p> <p>Children become ‘doorstep detectives’, walking around school building to observe changes discussed in the classroom, photograph the building- modern and old. Record with photographs. Encourage close observation skills – engraved girls and boys sign on the gate posts, shape of windows, windows at the top of the building that we can’t see in the hall (false ceiling)</p> <p>Encourage ch to ask questions about the building using 5 ‘w’, e.g.: Who used it in the past? When do you think it was built? Why What Where</p>	<p>Reflect on and explain some of the changes made to our school over time.</p> <p>Think critically about which parts of the building are old or new.</p>
<p>2. To understand how my school has changed over time using primary sources.</p>	<p>Share the photographs taken in the last lesson. Introduce the term Primary Source and explain that a Primary source is a first hand account or direct evidence of a time in history we are looking at. State the photographs we took are from the present. Discuss if they are parts of the new building or old?</p> <p>What has changed? Model labelling the changes to the exterior. New windows, new entrance,(boys and girls together) new building built on, roof top playground, fencing, playground markings.</p>	<p>To explain how my school has changed over time.</p>

	<p>Share the photographs of the past from inside the building. Explain these photos are of BR from long ago. What has changed within the inside of our school?</p>	
<p>3. <u>To know what a timeline is and use it to order in chronological order.</u></p>	<p>Explain what a time line is and what we can use it for. Identify the past, present and future sections. Explain that when we sequence we always start with the present day(now) and work backwards in time.</p> <p>Share the 4 photos of our school over time. Model sequencing in chronological order starting with the present day. Share the term chronological with Y2 and 'living memory'. Y1 use the terms past and present.</p> <p>Share the timeline that shows the years and explain that sometimes timelines have the dates that things happened. Model working backwards putting the dates into order. – now and then if appropriate for Y1.</p> <p>Discuss the Primary Sources and share the admissions primary source. Identify Mr Harris in the admissions book and place on the timeline – discuss he too was a pupil at our school for a short time. Model placing the sources on the timeline.</p>	<p>To reflect on the changes of school life through the history of time.</p> <p>To explain a source they have used to find out about the past – admission book, old photo</p> <p>Extn: know it is a primary source (made in the past from the time studied)</p>
<p>4. <u>To compare school life in 1978 to the present day.</u></p>	<p>Share a quote from a child in the class about school life today.</p> <p>Share the primary source quotes from ex pupil of BR in 1978.</p> <p>Discuss and compare – what is different?</p> <p>Model highlighting important information from the source to use to compare school life then and now.</p> <p>Model recording in our past and present / now and then table.</p>	<p>To summarise the differences between the past and present at BR.</p>
<p>5. <u>To know the school and school life has changed -the building</u></p>	<p>Discuss the date when the school was built (1909) and refer to the timeline from the previous lesson. Discuss how this is over 100</p>	<p>To evaluate the differences between life at Burton Road</p>

<p><u>-lessons taught</u> <u>-what the children wore</u> <u>How they were allowed to act</u></p>	<p>years old and relate to ages of parents, grandparents (and teachers) to support the concept of 'then', or 'past'.</p> <p>Opportunities for children to speak to an older person to compare school and ask questions about what it was like and how it os different now, or use film clips.</p> <p>Children use their source material and compare: Class size, classrooms, lessons, teachers, uniforms (brought in at BR in late 80's) equipment, boards, rules/discipline – discuss the strict teaches would be (autocratic link)</p>	<p>Primary school in the past and present</p> <p>Reason about the differences – were they big or small?</p>
<p>0Assess knowledge gains against the key questions and themes from the topic.</p>		