

National Curriculum

History:

- Carry out a local history study.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.

Geography:

- Interpret a range of sources of geographical information, including maps, diagrams and aerial photographs.
- Use maps and digital/computer mapping to locate places and describe features.
- Understand subject specific vocabulary relating to human and physical geography, including first hand observation to enhance their local awareness.

Learning Objective

L.O. To compare how the landscape of Gainsborough has changed over time.

Resources

Google Maps.

www.google.co.uk/maps/@53.3970915,-0.7669648,15z

Lesson 1 photo pack.

Lesson 1 Powerpoint.

Whole class

Introduce the local area study and explain that we will be learning about Gainsborough and the landscape with a particular focus on Market Place in the centre of town. Explain that over the next 5-6 weeks we will be studying this area in detail and finding out lots about it.

Slide 1

Explain that the unit is called 'Gainsborough Through Time and Change'. What do they think this means? What does 'time' mean? Explain that they will be seeing how Gainsborough has changed over time.

You could generate some questions that the students may have about this unit and put on display. These can then be referred to throughout the lessons.

Slide 2

Introduce the LO for the lesson and discuss key success criteria and steps to achieve the LO in this lesson. Highlight any new/subject specific vocabulary and discuss the meaning. E.g. landscape etc.

Slide 3

What does modern Gainsborough have to offer. Give students time to think about this and share ideas. Write their ideas and answers on a flip chart so it can be used to compare to at the end of the unit.

Go through some of their answers and highlight what they have said. It is anticipated that they might say (depending on age) that Gainsborough has particular shops, schools, parks, places to eat etc. This can then be added to when they have completed this unit and have a much more in depth knowledge of what Gainsborough has to offer.

It is key here to reinforce yes Gainsborough does have a McDonalds and a KFC but as we progress through we will see it has much more to offer, especially with regards to the history of the town (particularly Market Place).

Slide 4

Display the google map of Gainsborough. Students could also have a printed version/digital version to look at. They will also need to use the map link but to start with give them the snap shot of the image to look at.

Ask key questions – what can we see in the picture? Are there any key landmarks that we can see? Can they point to/locate the river? What do the different symbols mean? Talk about how roads are represented and how it looks different if we zoom in.

Model how to do this so that they know how to navigate and find different places? Explain that if they have zoomed in too far and can't find where they are – zooming out will help them to regain perspective. Explain that in order to be able to find smaller places e.g. specific streets and houses etc – they will need to zoom in and move around.

Model how to zoom in to find a specific place that is well known to everyone but that is not on the list of places for them to find. E.g. the leisure centre could be one, or the school. Students to use a digital device and use the website to have access to the map via Google Maps. You may need to give some students some guidance on where to zoom in (age/ability dependent).

Slide 5

Go through what you would like the students to locate. G. Old Hall, the bridge, Parish Church, Market Place. You could extend or amend this list dependent on the needs of your children and what is familiar to them.

Challenge: Can they find their own house? Can they track their own route from home to school? What do they pass along the way?

Slide 6

Discuss how this is a different type of map (Map p.1) – do they know what it is called. How does it look different to the previous map that they were looking at? Explain that this is a modern ordinance survey base map of Gainsborough. It has no names or symbols added yet. Ask pupils to suggest some data that would be useful to add to the map.

Can they find 5 things that they recognise – what are they – why are they able to recognise them?

Challenge them to see if they can locate the area that their house is in.

Explain that even though it is a recent OS map but new areas that have been very recently built might not necessarily be on there. Can they give reasons for this?

Locate where the school is and other key important areas you would like to draw their attention to. Ensure everyone is able to find different places.

Slide 7

Look at the map from 1853 (Map p.2). Give this context of time and discuss how long ago 1853 was? Is there anyone alive who was born then? Why not – how old would they be now? Link to another period in history that are familiar with to give further context of when in history this map is from. (Queen Victoria, Crimea War, British Empire)

How does this map look different to the previous one – what do they notice that is different? Why do they think it is different?

(Again have digitally, printed or use the version for whole class teaching).

Can they find 5 things on this map that they recognise? A real challenge this time – can they find the area where their house is? Explain that this map has been zoomed in to highlight the area around the Market Place and Lord Street.

Slide 8

Compare both maps (Map p.3). Can they find 3 things that are the same in both? Discuss what they find? How do we know it is the same? What clues are there to ensure we know it is the same?

Can they find 3 things that are different in the two maps? What do they notice – discuss reasons why it might be different/only in one of the maps.

Older/more able children could use additional maps from other periods and compare all of them to see how the landscape has changed over time. What could the reasons behind these changes be? What do they notice that is a constant and doesn't change across the different maps? Why is this – what explanation could they give?

Slide 9

Display the aerial images of Gainsborough taken in 1926 (Map p.4). Explain it is hard to find one taken from the same angle at a different time in order to make comparisons.

Can they locate anything on these images that they recognise? Is it easier to compare Gainsborough over time using these pictures instead of maps or diagrams? Why/why not?

Slide 10

Look at the town centre close-ups (Map p.5) from the two different time stamps to compare. How can they tell they are the same location? What is consistent in both? How has the area changed over time? Are they surprised by this – what factors might have caused this change? Locate key buildings – Gainsborough Old Hall – shape and location the same. Explain that the 'Hall' is the town hall. Locate key roads etc.

Slide 11

Introduce activity. Model how to do this verbally so that students can complete independently/paired or in small groups.

If using a digital platform, students could add voice notes or type. They could have the maps printed and enlarged so they can see it clearly and then add post it notes with their ideas.

Children to:

Find as many things as they can that are the same.

Find as many things as they can that are different.

Model how to create a key to represent what is shown on the two maps.

Students to then create their own.

Suggested ideas for display – to support learning.

Enlarged maps/photos of Gainsborough - in different styles and from different time periods (Map p.6 and p.7).

Post it notes showing what has been identified as the same/different. Extra enlarged copies of Market Place – past and present. Key representing the different parts of the map.

Student's ideas (post it notes are a great way of adding these to the maps).

Explain that next lesson will be our walk around town, which will be mainly focused on Market Place today. What are they expecting to see there? Is there anything on the old map that they might still be able to see in the town? How do they know it will still be there?

Outcomes

Students will

- Locate Gainsborough on a variety of maps.
- Locate key important landmarks in Gainsborough.
- Identify how Gainsborough has changed over time.
- Compare the landscape of Gainsborough at different points in time.