

National Curriculum

History:

- Carry out a local history study.
- Understand historical concepts such as continuity and change, cause and consequence, similarity and difference.
- Explore significant historical events, people and places in their own locality.

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.

English:

- Ask relevant questions to enhance their understanding and knowledge.

Learning Objective

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

Resources

- Google maps on PowerPoint (print out or have digitally).
- Guide to town centre worksheet.
- Pictures of key places.
- Town centre worksheet (for students to complete on walk).
- Risk assessment (amend to ensure relevant to your setting).
- Paper for students to draw buildings.

Whole class

- Before the lesson – explain to the children that they are going on a walk around the local area and will be looking at the buildings in and around market place.

Start a discussion – what types of things are they expecting to see? What can they recall about the buildings from their own experiences of seeing them? Make a flipchart/digital list of what they recall – they can then refer to this later so they can see how much more the buildings of Gainsborough have to offer than what they first thought.

Explain that hopefully they will notice things they have never seen before as we will be looking closer at the buildings and their history.

Ensure a risk assessment is submitted for the walk – see example as a model and amend to suit your setting and children.

Dependent on location of school – if close enough walk to Lord Street or organise transport into the town. Ensure the risk assessment reflects this.

Students to be given a copy of the worksheet prior to leaving (this can be in pairs or independently) – you may want to go through it with them depending on age. I would suggest pairs as when on the walk the other partner can have the iPad/other photography device to take photos. The pairs can then interchange their jobs throughout the walk.

Students to have a copy of the map of the town – dependent on age will depend on if you want them to take it with them or not. I would recommend each pair having a copy so they can compare the map to what they are actually seeing. Dependent on age of children, how much information you want to share about the map prior to the trip will vary.

See separate information sheet to assist with walk – this will guide you around the walk and specific areas you need to focus on.

Outcomes

Children will

- Locate key historical buildings in and around Market Place.
- Use a map to navigate around.
- Observe buildings and note key features.
- Compare old and new buildings.
- Understand how some of the buildings had a different purpose in the past.