

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.
- 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.
- Articulate and justify answers, arguments and opinions.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussion, presentations, role play and debates.

Learning Objective

L.O. To compare buildings from past to present.

Resources

Pictures taken from walk.

Pictures from the past PP.

PP for lesson.

Information about buildings – linked to pictures.

Whole class

(Students to upload their pictures to Showbie and or print the pictures taken from their walk prior to the lesson.)

Recap – what we have learnt so far. Students to reflect on the first lesson and how the landscape in Gainsborough has changed and what they found out in lesson 1.

Children to briefly reflect on the walk around the town and what they discovered then.

Encourage them to think more deeply about their walk and what they saw.

Display slide with pictures on (replace with own pictures taken if you would like to) and ask the students to look at their own photos digitally or have them printed out.

Students to talk about what they saw – what they can remember about the walk. Did they have a favourite building which was it and why?

Was there any area that they really didn't like – why? What would they change about Market Place if they could?

Work through images that show how Gainsborough looked at different times in the past.

Ask q's – do they recognise any of the buildings, what can they see that is still there? Do they have a modern picture of that building? Is it taken from the same spot – how can they tell what position the photo was possibly taken from?

Do they think Gainsborough Market Place has changed much over time? What evidence can they see to support their opinion?

Slide 5 – earlier picture of MP late 1800's.

Slide 6 – later picture of similar view early 1900's Boots had moved to no 30 on here. Previously Henry Dawber's in 1881 who was a dress maker.

Give the children the rest of the images (from picture PowerPoint) – print out so they can see and handle them. Information for each picture is alongside it – this will give them some background information on the picture. Give them time to look at the different pictures.

Model how to do this – using slide 7. Encourage them to use key features (specific roof top for example) to help them figure out which building is which so that they can compare.

Dependent on age/level of the students – you might want to give them few/more pictures. Older/more able students could have all of the pictures. Or you could allocate different pictures for different students so they have fewer to look at.

Students to use post it notes to write their answers on for the different pictures. You could rotate the students around if they are looking at less pictures. This would give them all the chance to be able to look at the different pictures.

Students to then compare the old and new images and answer the key q's – they can do this verbally. What is similar what is different? New images could be ones supplied but would be better for students to use their own if possible.

Model how to do this.

Students to choose 2-3 images or it could be individual building to compare old and new to. Students to discuss in their tables or with a partner.

Students to research a particular building. They can choose one they are interested in (ensure there is a range of buildings being researched to ensure not everyone does the same one).

You may want to put students in pairs/threes depending on age/ability.

Information is available for students with some instructions. Have this printed or electronically available.

They can also use the internet to find out extra information. Older students can go into more depth research to see if their building has had many different uses over time etc.

Go through key questions that they need to find the answers to. Students to attempt the challenge questions if possible. If they find out anything about the families who have lived there – can they make any ancestry links to that family name?

Support the students with this. Explain they will need to be specific when searching for a family name and put as much information as possible into the internet to be able to find ancestry links.

Ensure students understand that they will be feeding back about their building at the end of the lesson (You might want to do this in a separate lesson – time dependent). Explain that students can create a speech, poster or digital document for their presentation. They need to ensure they have the necessary information to be able to share it with the rest of the class and inform them about their particular building.

Depending on how much experience they have with presenting – you will need to model this accordingly.

Outcomes

Children will

- Compare pictures of Gainsborough buildings from the past to present day.
- Research a specific building to find out further information.
- Create a presentation about the specific building.
- Present their findings to the rest of the class.