



# Local Study: Southville Then and Now – Term 5

Southville Primary School

Year 4

Local Anchor Point	Visit/ Visitor	Key People	Key Outcome
Local field study of North Street	Local walk around Southville Visit by local theatre company - Show of Strength	Princess Caraboo -AKA Mary Baker; Sarah Jane Seymour; Henry Larcombe; Thomas Rendell Alfred Dawes Collard; Joseph Kiddle Derek Knapman; Mary Clark	- Create a <b>local heritage trail map</b> of area around and near North Street in Southville - collaborative outcome with contributions from all the children - <b>Showcase</b> in the MUGA of simulated ' <b>North Street</b> ' where children role play characters who used to live locally
Diversity, Equity and Inclusion		Linked Learning	
Key local women from history -- see key people		The 2 drivers, Geography and History, are linked with this topic Local Study (Year 1: My School) Diary of the Kingswood 5 child miners (recount)	
Driver 1: Geography <i>What was Southville like in the past and how can we find out?</i>		Driver 2: History <i>What was Southville like in the past and how can we find out?</i>	
Driver 1 Objectives		Driver 2 Objectives	
<b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"> <li>• <b>Locational Knowledge:</b> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• <b>Place Knowledge:</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</li> <li>• <b>Geographical Skills and Fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies</li> <li>• <b>Geographical Skills and Fieldwork:</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>		<b>Local History Study</b> <ul style="list-style-type: none"> <li>• study a significant aspect of local history, such as a historical event, person, or place, to understand the history of the area in which they live.</li> <li>• explore how local history connects to broader national and international historical themes and events.</li> <li>• use primary and secondary sources to investigate and develop a deeper understanding of the local area's past.</li> </ul> <p><b>Substantive Historical Concept:</b> Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> <li>• Community and culture</li> <li>• Conflict and disaster</li> <li>• Exploration and invention</li> <li>• Hierarchy and power</li> </ul>	

### Driver 1 Geography: Disciplinary Knowledge and Skills

The use of knowledge and how children become a little more 'expert' as a geographer.

- **Asks geographical questions:** Where is this place? What is it like? Why is it here and not there? How did it get like this? How is it changing?
- **Builds knowledge** of a places, people, environments and processes and makes connections between them
- **Considers the impact** of human and geography on the environment, including the climate sustainability
- **Looks at and interprets a range of sources:** maps, diagrams, aerial photographs
- **Communicates geographical information:** creating maps, graphs, presenting, writing

### Driver 1 Geography: Key Vocabulary

**Tier 2:** map, data, evidence, feature, observe, compare, measure, sketch, change, similarity, difference, question, location, record, present, trail, notice, compare, planning, landmark

**Tier 3:** aerial photo, compass, street directory, fieldwork, colliery, tannery, brewery, mill, human features, physical features, North Street, heritage trail, base map, historical map, modern map, scale, grid reference, sketch map, land use, Ordnance Survey

### Driver 2 History: Disciplinary Knowledge and Skills

This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.

- **Chronology** – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied
- **Sources and Evidence** – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability
- **Change and Continuity** – how key people, places and events changed or stayed the same over time
- **Similarity and Difference** – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?
- **Historical significance** – why people, events and ideas are important in our studies

### Driver 2 History: Key Vocabulary

**Tier 2:** heritage, evidence, culture, compare, contrast, time period, observe, identity, question, community, change, continuity, role, investigate, order, research, modern, historical, record, feature

**Tier 3:** idiot, imbecile, lunatic, cripple, dumb, deaf, blind, Victorian, archive, primary source, secondary source, census, Street Directory, 1901 Census, photograph analysis, occupation, shopkeeper, servant, clerk, historian, social class, North Street

### Driver 1 Sequence

1. **WALT:** ask geographical questions.
2. **WALT:** generate investigable questions to help us build knowledge of places and people.
3. **WALT:** study a significant aspect of local history, such as a historical event, person, or place, to understand the history of the area in which they live; use primary and secondary sources to investigate and develop a deeper understanding of the local area's past.
4. **WALT:** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
5. **WALT:** reflect on our fieldwork.
6. **WALT:** use sketching to record and present the human and physical features in the local area.
7. **WALT:** reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area?
8. **WALT:** reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area?

### Driver 2 Sequence

1. **WALT:** use primary and secondary sources to investigate and develop a deeper understanding of the local area's past.
2. **WALT:** use primary sources.
3. **WALT:** use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
4. **WALT:** use a census to find out who lived on North Street in 1901.
5. **WALT:** reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area?
6. **WALT:** reflect on our learning. What is a heritage trail? What have you found out about North Street and the local area?