

**Know  
Your  
Place**

**West of England**



**KNOW**

**YOUR**

**PLACE**



**LOTTERY FUNDED**

# Learning Pack

An educational resource for key stages 2, 3 and 4 designed to support **Know Your Place** as a tool for local history and local heritage learning

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# Introduction



# Introduction

▶ This learning pack has been designed to provide resources and activity ideas that can be used with *Know Your Place* to support local history and heritage learning.

We want to encourage you to use *Know Your Place* to discover your local history, get involved with your local community and start conversations about local heritage. Most importantly, we want to inspire you to upload your own content onto the community layer of *Know Your Place*, and in doing so to help us grow this rich local heritage community resource for everyone.


This learning pack comprises a range of class discussions, individual tasks, group work, pair work, fieldwork, research, pupil presentations, activity sheets and links to further resources that will help you to develop lessons further.

It offers many opportunities for cross curricular work and opportunities to develop skills and learning experiences from research, problem solving, teamwork, debate, discussions, creativity and map reading skills which can be adapted across different educational platforms and facilitators.

▶ A basic awareness of maps or map skills are required but activities and resources on recognising features and working with digital maps are available in lesson 1. For further assistance look at the Ordnance Survey website, the link to which is in lesson 1.

▶ Although the pack is suited to study of Key Stage 2 and Key Stage 3 local history learning and the history curriculum, there are links to the national curriculum across Key Stages 2, 3 and 4. Related other subjects are listed at the beginning of each lesson.

## + RESOURCES REQUIRED

 <https://www.ordnancesurvey.co.uk/resources/maps-and-geographic-resources/index.html>



# How do I use this pack?

**?** There are 6 thematic lessons in this pack and each lesson has an introduction, a choice of activities that can be used to support each lesson and accompanying resources and worksheets.






The lessons and activities have been designed for you to 'pick and choose' relevant content for your intended outcomes, and not to be necessarily completed in order of how they appear although they can be worked through in order if you wish.

**⚙️** There are also case studies at the end of this pack with examples of how *Know Your Place* has been used to support learning in the classroom and in community groups.

If you want more information, support or wish to develop your lessons further, there are supporting resources and links throughout the pack, in particular lesson 6.

**▶** **We hope you enjoy using this pack and are inspired by what you discover on Know Your Place.**

You will find that most of the activities have symbols or icons associated with certain tasks for quick reference. They are as follows:

-  **Writing activity**
-  **Online activity**
-  **Discussion/group work activity**
-  **Homework/extension activity**
-  **Questions**

# Links to the national curriculum

## **KS2 and KS3 Art**

- ▶ Drawing ▶ Sketching and Colouring

## **KS2 and KS3 Computing**

- ▶ Using the internet ▶ Search technologies ▶ Using and combining a variety of software
- ▶ Undertaking creative projects.

## **KS2 and KS3 Design and technology**

- ▶ Designing planning developments ▶ Annotated sketches ▶ Making small-scale 3D models ▶ Evaluation

## **KS2 and KS3 English**

- ▶ Creating settings ▶ Characters and plot ▶ Discussion ▶ Note taking ▶ Debate ▶ Scripts
- ▶ Imaginative writing ▶ Presentations ▶ Arguments ▶ Formal letters ▶ Instructions ▶ Viewpoints
- ▶ Persuasive writing ▶ Research

## **KS2, KS3 and KS4 Geography**

- ▶ Identifying human and physical characteristics ▶ Land-use patterns
- ▶ How aspects have changed over time ▶ Interpreting a range of sources of geographical information
- ▶ Map skills ▶ Human geography ▶ Using maps and digital/computer mapping
- ▶ Using fieldwork to observe and record ▶ Sketch maps ▶ Plans ▶ The use of a range of maps
- ▶ Collection of primary data ▶ Written and digital sources ▶ Changing economy and society
- ▶ Processes and change ▶ Cities and urban society ▶ Scale and distance
- ▶ Fieldwork collection sheets ▶ Collecting data ▶ Landmarks ▶ Aerial photography

## **KS2, KS3 and KS4 History**

- ▶ Local history study ▶ Continuity and change ▶ Similarity ▶ Difference and significance
- ▶ Contrasts and trends ▶ Development of place over time ▶ Historical sites ▶ Pre-history
- ▶ Iron Age ▶ Regional history ▶ Listed buildings ▶ Monuments ▶ Understanding chronology
- ▶ Differencing between different time periods

## **KS2 Science**

- ▶ Gathering ▶ Recording data ▶ Evaluation ▶ Classification keys ▶ Investigation.

# Testimonials

## ? What do teachers and staff say about Know Your Place?

"KYP is a marvellous resource and I think it's important we let our members know it's out there!"

- Liz Caldwell, Leader of Somerset Young Archaeologists' Club

"Understanding their local place study will definitely be enhanced with Know Your Place!"

- Amy Goldsmith, Teacher Sheldon School

"A very extensive website which is easy to use."

- Caroline Smart, Head teacher Welton Primary School

"It will be a very powerful tool for enabling pupils to see how the local landscape has changed over time... this is an excellent resource to support geography and history in schools."

- Jon Barr, Head teacher of Meadowbrook Primary School

"I used Know Your Place for a local study of the Oldbury Court Council estate... we then went out on a walk of the local area and it was on this walk we used the photos uploaded to the Know Your Place site to see if we could find those images and whether they had changed. It sparked interesting comments about where the photographer had been standing to take the photograph, whether or not the image had changed... and contributed greatly to the children's learning."

- Karen Clark, Class Teacher, Frome Vale Academy



# Lesson 1

# Introduction to digital maps on **Know Your Place**



# Lesson 1

## Introduction to digital maps

### ▶ **LEARNING OBJECTIVES**

To develop pre-existing map skills and become familiar with digital maps and the idea of layering maps.

### ⚙️ **ACTIVITIES**

- ▶ Reading a map
- ▶ Layers of place
- ▶ Map Bingo
- ▶ Delivering directions
- ▶ Class map
- ▶ What have I learnt?

### 📎 **RESOURCES**

#### ▶ **RESOURCES PROVIDED**

- ▶ Reading a map worksheet
- ▶ Layers of place PowerPoint
- ▶ Map bingo sheets x 3
- ▶ Map bingo words – teacher resource
- ▶ What have I learnt worksheet

#### + **RESOURCES REQUIRED**

- ▶ Online access to *Know Your Place* at [www.kypwest.org.uk](http://www.kypwest.org.uk)
- ▶ Flash Player is required for 'Class map' activity
- ▶ Ordnance Survey <https://www.ordnancesurvey.co.uk/resources/maps-and-geographic-resources/index.html>

### ▶ **OUTCOMES**

- ▶ Pupils will have used paper maps and *Know Your Place* to understand the concept of scale on digital maps and map layering using the different base maps.
- ▶ Pupils should be able to recognise features on a digital map at different scales.

### ▶ **OUTPUTS**

- ▶ Completed worksheets from activities 1 and 3 which demonstrate recognition of features and symbols on a digital map (2016 modern OS map on KYP).
- ▶ A series of written instructions from each pupil, demonstrating map navigation.
- ▶ A large floor map, contributed to by everyone in the group including local sites and locations important to the pupils.
- ▶ Recorded evaluation of their learning.

### ▶ **OTHER SUBJECTS**

- ▶ Geography ▶ ICT ▶ Art

# Lesson 1

## Introduction to digital maps

### ▶ Key things to consider

**Q** The colours, symbolism and layout of the 2016 Modern OS map change depending on the zoom and scale of the map. This is because it adjusts to scale and shows you further detail when you zoom in. Try it and see for yourself!

The base maps on *Know Your Place* before this date are the original paper maps that have been scanned, digitised and loaded onto *Know Your Place* from archives. They are as they appear and do not change colour or layout when viewed at different scales.

**Q** Date range relates to when the map was surveyed and when it was published. For example the 1898-1939 OS 25" 3rd Edition map would have been surveyed in 1898 and published in 1939.

### ▶ Map availability

**Q** Each region has a different availability of maps and information layers, some with limited coverage. Lack of cover is indicated by blank white screen where map information is missing.

- ▶ **Modern mapping** is available in all areas
- ▶ **Ordnance Survey 25"** 1st, 2nd and 3rd edition maps are available in all areas
- ▶ **Tithe maps** (c.1840s) are available in all areas
- ▶ **National Grid maps** (post-war – 1965) are available in all areas with limited coverage
- ▶ **OS 25"** Revised maps are available in all areas with limited coverage
- ▶ **Enclosure maps** (c. 18th – 19th century) in all areas, excluding Wiltshire
- ▶ **Goad Insurance plans** (late 19th century) are available in Bath and North East Somerset, Bristol and Gloucestershire with limited coverage
- ▶ **Selection of 'other' maps** from the 18th – 19th century have limited availability
- ▶ You can find more information about the individual maps by clicking on the map title in the **base layers** menu and further information on available maps can be found here:

 [www.kypwest.org.uk/about-the-project/maps/](http://www.kypwest.org.uk/about-the-project/maps/)

# Lesson 1

## Introduction to digital maps

### ▶ Maps not included

**Q** **Where there are gaps in coverage**, this can be caused by a number of different reasons, including where maps for that area in that particular map series either:

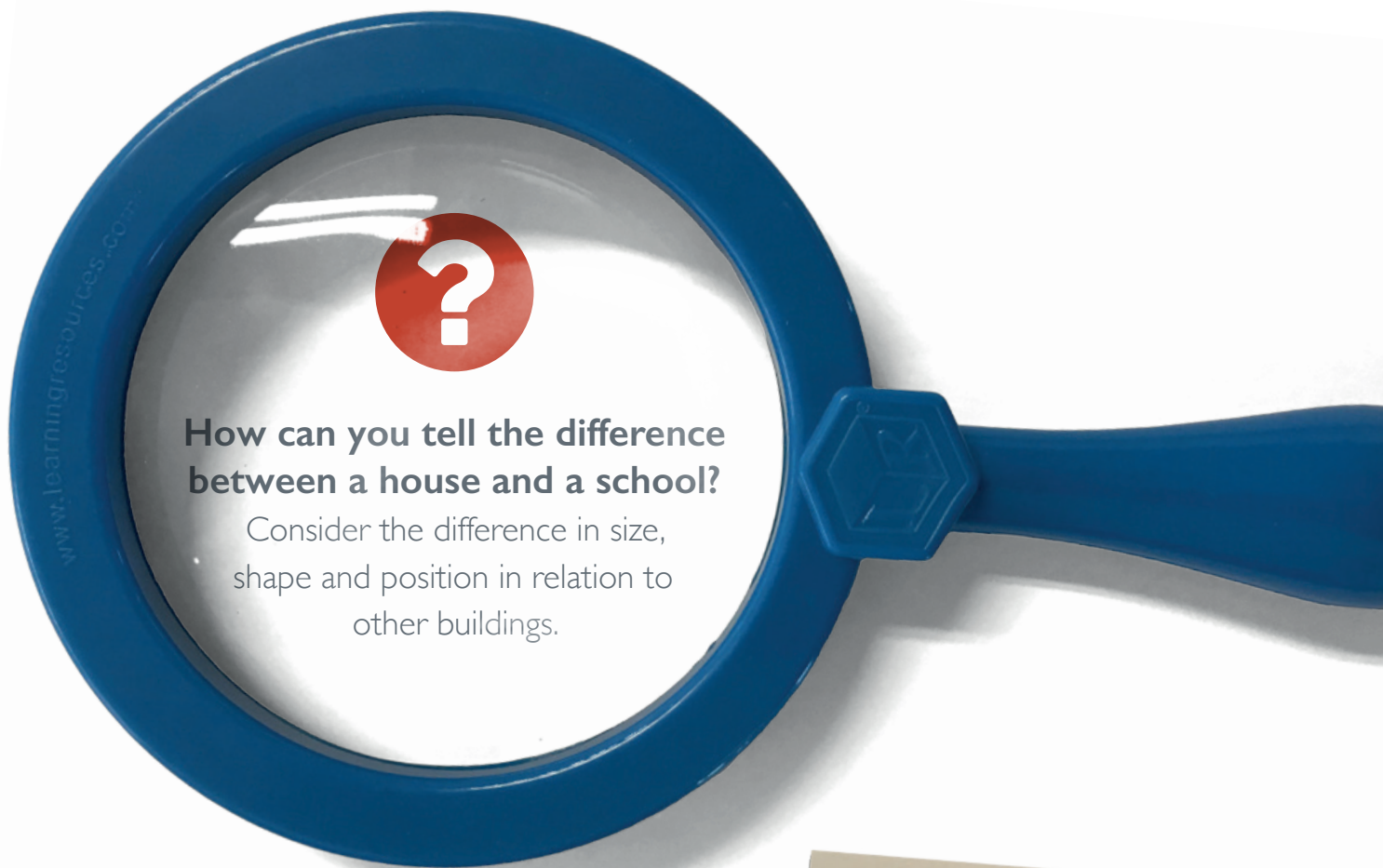
- ▶ do not exist
- ▶ are still in copyright
- ▶ we do not have permission to use
- ▶ they are the wrong scale for the project,
- ▶ they do not consistently cover the West of England area and so have not been selected for this project.



# Lesson 1 Activity 1

## Reading a map

- Match the feature to its label on **Reading a map worksheets 1 and 2**. Each one focuses on either physical or human characteristics. This can be done individually or in pairs. Discuss the answers as a group.



- The **3rd worksheet** is designed to test their knowledge with pupils writing the names themselves and deciding whether the feature is a physical or human characteristic.

This could also be completed as a class discussion.

# Lesson 1 Activities 2 and 3

## Layers of place and Map Bingo

### Layers of place

 Put the list of words in ascending order using **Layers of place Worksheet 1**.

This can be done individually or in pairs, or the words could also be cut out and used as a table group activity.



 **Discuss the answers as a group.**

### Map Bingo

 This is a whole class activity as a follow-on from activities 1 and 2.

- ▶ Give each pupil a bingo sheet and read out words from the bingo words resource. Pupils should cross off the corresponding word or image on their sheet.
- ▶ You could play for a line of 3 or a full house and the winner could shout **'I Know My Maps!'** or make up your own.
- ▶ Check the winning answers.

# Lesson 1 Activity 4


## Delivering directions


### Delivering directions

 Using *Know Your Place* find a built up area with a series of streets.


- ▶ Identify 4 separate points on the map and label them 1, 2, 3 and 4 or A, B, C and D.
- ▶ Write them on screen or create a screenshot of the map as a worksheet for the class to use.
- ▶ These will be different starting and finishing points.


### **KEY STAGE 3**

 The postman is trying to deliver his letters but has taken a wrong turning and got lost! Can you help him?

 Write out instructions for him to get from point X to Y.

- ▶ Use phrases like "go forward," "take the 1st left" and "pass the post office."

 Use the points to give pupils different starting and finishing points, i.e. point 1 to 3 or D to B and so on.

 Pupils could work in pairs with tablets to do this or discuss as table groups using an on screen projection in the classroom.

▶ The KYP lorry company is delivering a collection of ordnance survey maps from the local archives to a secondary school in your area. The driver also has to stop at the museum to pick up some more resources.


- ▶ Using *Know Your Place*, plan the route from your nearest archive store to a local secondary school.
- ▶ Don't forget it must be suitable for a lorry (so ideally not narrow lanes!)

# Lesson 1 Activity 5


## Class map


 Watch this 1:38 minute long clip on The Island by Stephen Walker:

[www.bbc.co.uk/education/clips/zh2g9j6](http://www.bbc.co.uk/education/clips/zh2g9j6)


 Create your own map with sites that are very important to you.

Put where **you** live in the middle of a piece of paper and label or draw sites around it that are important to you.

 It could be the park, school, train station, grandparents' house, where you walk the dog or play football etc.

 Don't forget to draw it like a map and include streets and roads!

 To make this into a larger class project use *Know Your Place* to draw the main roads, streets, rivers and features of your local area on a large piece of paper, sugar paper or A1. Ask pupils to add something from their own maps to the class map as geographically accurate as they can!

 Take a look at further examples of Stephen Walker's work here: [stephenwalter.co.uk](http://stephenwalter.co.uk)





# Lesson 1 Activity 6

What have I learnt?



I have learnt...



I have enjoyed...

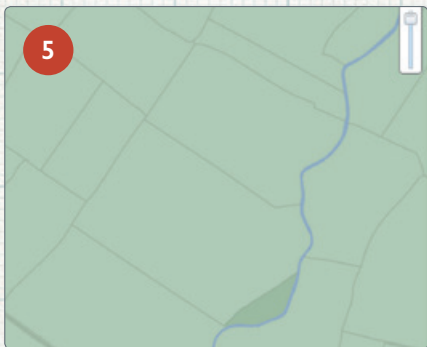


What would you do differently next time?

# Lesson 1 Activity 1

## Reading a map - Worksheet 1

### Physical Characteristics



POND/LAKE

PARK/GREEN LAND

RIVER

FOOTPATH

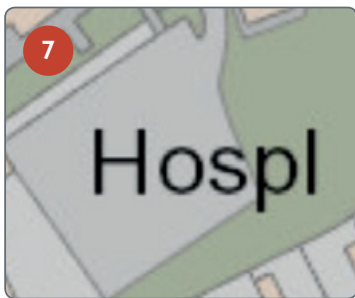
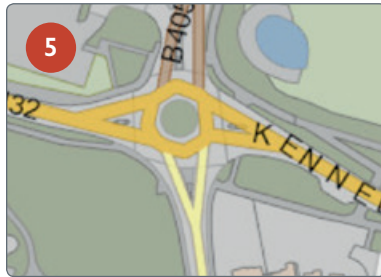
FIELD BOUNDARIES

COAST

# Lesson 1 Activity 1

## Reading a map - Worksheet 2

### Human Characteristics



RAILWAY



ROAD



RELIGIOUS SITE



HOUSE



MUSEUM



POST OFFICE



HOSPITAL



ROAD



POLICE STATION




LIBRARY

# Lesson 1 Activity 1

## Reading a map - Worksheet 3

 Write the labels next to each symbol and whether they are human or physical characteristics.

LABEL:



HUMAN  PHYSICAL


Pol  
Sta



HUMAN  PHYSICAL



HUMAN  PHYSICAL




HUMAN  PHYSICAL

St Mary's  
Church




HUMAN  PHYSICAL




HUMAN  PHYSICAL

Hospl



HUMAN  PHYSICAL

Path



HUMAN  PHYSICAL



HUMAN  PHYSICAL

# Lesson 1 Activity 1


## Reading a map - Worksheet 4

 Write the labels next to each symbol and whether they are human or physical characteristics.

LABEL:




HUMAN  PHYSICAL




HUMAN  PHYSICAL




HUMAN  PHYSICAL



HUMAN  PHYSICAL



HUMAN  PHYSICAL



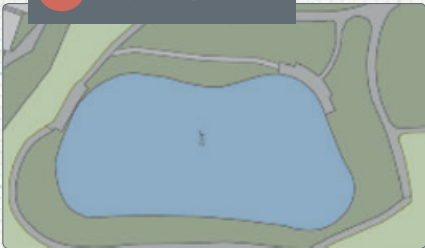
HUMAN  PHYSICAL

# Lesson 1 Activity 1

## Reading a map - Worksheet 1

### Physical Characteristics Answers

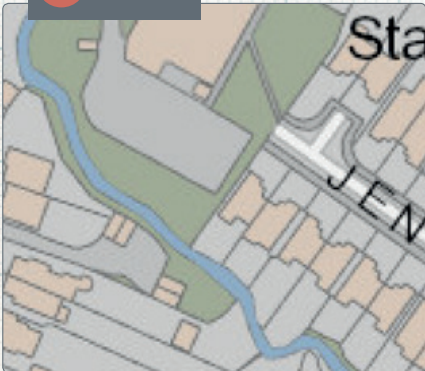
 **POND/LAKE**



 **COAST**



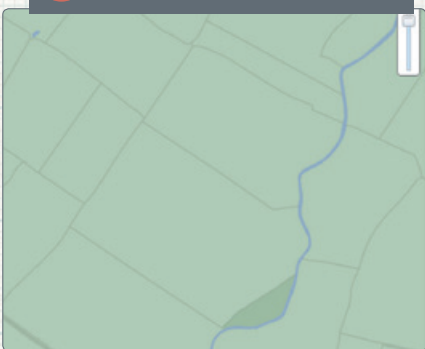
 **RIVER**



 **PARK/GREEN LAND**



 **FIELD BOUNDARIES**



 **FOOTPATH**



# Lesson 1 Activity 1

## Reading a map - Worksheet 2

### Human Characteristics Answers

MUSEUM



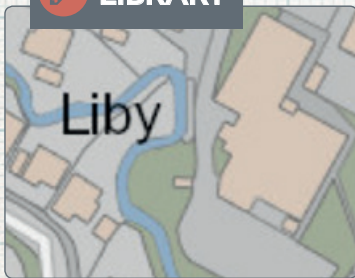
POLICE STATION



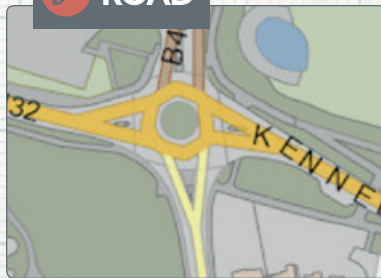
POST OFFICE



LIBRARY



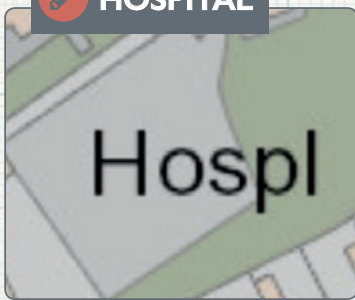
ROAD



RAILWAY



HOSPITAL



RELIGIOUS SITE



HOUSE



# Lesson 1 Activity 2

## Layers of place - Worksheet 1

Put these in size order starting with the smallest

SMALLEST



LARGEST

Country

Town

County

Village

Street



# Lesson 1 Activity 3

## Map Bingo - Worksheet 1



# Lesson 1 Activity 3

## Map Bingo - Worksheet 2



# Lesson 1 Activity 3

## Map Bingo - Worksheet 3



# Lesson 1 Activity 3

## Map Bingo - Teachers Resource



## Lesson 2

# How to use Know Your Place



# Lesson 2

## How to use *Know Your Place*

### ▶ LEARNING OBJECTIVES

To learn how to navigate around the *Know Your Place* website with confidence and how to upload content onto the community layer.

### ⚙️ ACTIVITIES

- ▶ Class timeline
- ▶ How well do you *Know Your Place*?
- ▶ Creative writing with *KYPexplore*
- ▶ Changing places
- ▶ Understanding copyright

### ▶ OUTCOMES

- ▶ Pupils will have searched for and found a location on the map, select and compare different maps, select and search on the information layers and used the community layer to find information that other people have shared.

### ▶ OUTPUTS

- ▶ Better understanding of chronology of the local area
- ▶ Class produced historical timeline
- ▶ Piece of creative writing or storyboard
- ▶ Basic understanding of copyright

### 📎 RESOURCES

#### ▶ RESOURCES PROVIDED

- ▶ Pupil instruction sheet
- ▶ Teacher's and adults instruction sheet
- ▶ A Georgian Facelift – Westgate Street, Bath
- ▶ High Street, Chippenham 1930s

#### + RESOURCES REQUIRED

- ▶ Online access to *Know Your Place*
- ▶ Coloured pens, pencils

### ▶ OTHER SUBJECTS

- ▶ Geography
- ▶ ICT
- ▶ English

# Lesson 2

## How to use Know Your Place

### ? What is Know Your Place?

**i** *Know Your Place West of England* is the online mapping resource that is putting your neighbourhood's heritage on the map.

You can explore your neighbourhood's heritage online through old maps, historic images and historical data and contribute to the published information yourself.

### ? How do I use Know Your Place?

**🖥️** Go to *Know Your Place* by opening [www.kypwest.org.uk](http://www.kypwest.org.uk)

Open the maps from your local region by scrolling down and clicking on the corresponding link.

**🔗** You can also access each location directly through the following URL's:

- ▶ **Bath and North East Somerset**  
[maps.bristol.gov.uk/kyp/?edition=banes](http://maps.bristol.gov.uk/kyp/?edition=banes)
- ▶ **Bristol**  
[maps.bristol.gov.uk/kyp/?edition=](http://maps.bristol.gov.uk/kyp/?edition=)
- ▶ **Gloucestershire**  
[maps.bristol.gov.uk/kyp/?edition=glos](http://maps.bristol.gov.uk/kyp/?edition=glos)
- ▶ **North Somerset**  
[maps.bristol.gov.uk/kyp/?edition=nsom](http://maps.bristol.gov.uk/kyp/?edition=nsom)
- ▶ **Somerset**  
[maps.bristol.gov.uk/kyp/?edition=som](http://maps.bristol.gov.uk/kyp/?edition=som)
- ▶ **South Gloucestershire**  
[maps.bristol.gov.uk/kyp/?edition=southglos](http://maps.bristol.gov.uk/kyp/?edition=southglos)
- ▶ **Wiltshire**  
[maps.bristol.gov.uk/kyp/?edition=wilts](http://maps.bristol.gov.uk/kyp/?edition=wilts)

# Lesson 2

## How to use Know Your Place

### + Other resources and useful links



#### Explore the map:

[www.kypwest.org.uk/explore-the-map](http://www.kypwest.org.uk/explore-the-map)

- ▶ Useful posts, advice, news and updates from the project over the past 2 years are available on our blog: [www.kypwest.org.uk/blog](http://www.kypwest.org.uk/blog)

- ▶ Exhibition KYPExplore:  
[www.kypwest.org.uk/exhibition](http://www.kypwest.org.uk/exhibition)

*KYPExplore* is an online exhibition about the rich heritage of the West of England region.

It incorporates some of the stories that have been added onto *Know Your Place*, alongside collections from museums and archives across the region, to show common themes in the history of the West of England.

You may want to explore *KYPExplore* separately as part of an activity to tell stories about the heritage around you.



The exhibition is available online using any smartphone or connected device at [www.KYPExplore.com](http://www.KYPExplore.com)



#### Next are two sets of step by step instructions which go through how to use *Know Your Place* and how to choose, prepare and share records onto the site.

You may like to teach it to the class or allow the pupils to have a go themselves by printing it off as a handout.

Anybody using these resources should be aware of how to use *Know Your Place* and be familiar with, guidance or independently, uploading information onto the community layer of *Know Your Place*.



# Lesson 2 Activities

## How to use Know Your Place

### ⚙️ Class timeline

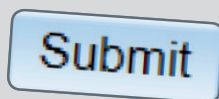
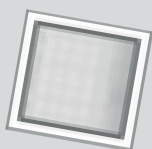
- ▶ Using dates from the basemaps on *Know Your Place*, devise a class timeline on a whiteboard or by clipping paper or card to string.

▶ Look at the maps to reveal major building developments in your area, the growth of your hometown...

or the appearance of local buildings or landmarks and add them to the timeline.

### ⚙️ How well do you Know Your Place?

- ▶ Test the class on the buttons, symbols and features on *Know Your Place*. This could be a simple question and answer session or pupils could demonstrate on tablets. For example, where is the 'search' button? How do I find listed buildings? What do the green diamonds represent? Find a community contribution etc.



### ⚙️ Creative writing with KYP explore

- ▶ Look at the resource below called **A Georgian Facelift** or you could choose another photograph from the KYP explore site ([www.kypexplore.com](http://www.kypexplore.com)).

Pick an individual from the photograph and draw a storyboard or write a diary entry from the perspective of this person.


Are you making a delivery? Going to visit a friend? Is it your first day on the job or are you shopping for groceries?



# Lesson 2 Activities

## How to use Know Your Place

### Changing places


-  In pairs or table groups, look at the photograph of High Street, Chippenham in the 1930s from the resources below.

Look at the shops, clothes people are wearing, and the transportation they are using. What differences are there between then and now? Discuss as a class.

Are there any old photographs of a street you know on *Know Your Place*? What buildings have stayed the same? What has changed? Would a time-traveller from the past recognise it now?




### Understanding copyright

-  Copyright is a rule that protects a piece of work from being edited, copied or used without the owner's permission. It can be applied to written work, books, music, images, photos and more.

### For Example

If you took a photograph of your pet, the copyright would belong to you as the author. The same would apply if you wrote a poem or a story.

Copyright protects you from other people copying your work, issuing copies of your work to other people or displaying it publically without your permission. However as the copyright holder, you also have the right to let people do this to your work if you want to. It is illegal for anyone to do any of these things with your permission.

When you see this symbol , it means that that person or organisations owns the copyright to that product. Look in 3 different books. Who owns the copyright? What do you need to do to get permission to publish or copy from the book? Refer to the projects copyright page for guidance: [www.kypwest.org.uk/explore-the-map/copyright-guidance](http://www.kypwest.org.uk/explore-the-map/copyright-guidance)

# Lesson 2 Activities

## How to use Know Your Place

### Understanding copyright Continued

 **Present these copyright scenarios to the class and discuss.**

#### **Amar**

Amar's mum shows him a photo of her as child sitting outside an old mining cottage where she used to live. Amar thinks it would be a great photo to put onto *Know Your Place*.

Amar's mum isn't sure whether she wants it to be put online.

**Should he go ahead and upload it anyway?**

#### **Heidi**

Heidi is looking through Twitter and sees a photo somebody else has taken of Weston Pier.

She saves it on her phone with the intention of putting it on *Know Your Place* without crediting the person who took it.

**What should she do?**

#### **Karolina**

Karolina finds a couple of photos in a family album that her grandmother had from the Second World War.

She tells her grandmother about *Know Your Place* and asks her if she can scan the photos and upload them onto the site. Her grandmother says yes.

**Does she have permission to put the photos on *Know Your Place*?**

**What other information does Karolina need?**

#### **Dan**

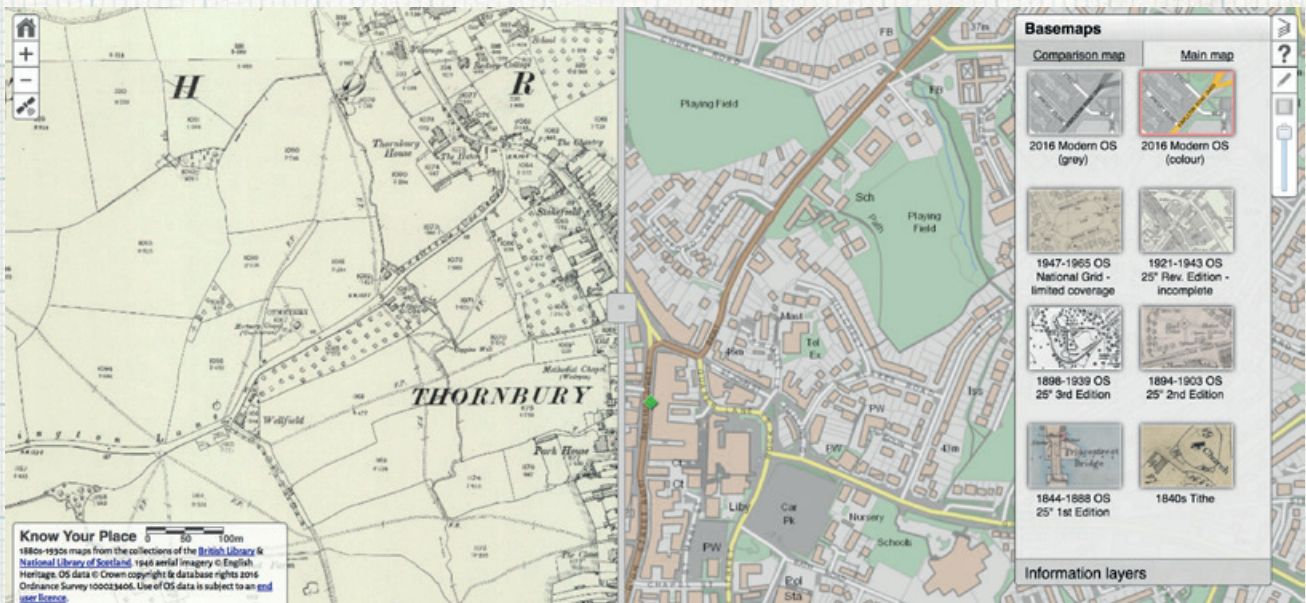
Dan has taken a photo of his local war memorial for a history project. Phoebe likes the photo Dan has taken and wants to upload it onto *Know Your Place*.

**What should Phoebe do next?**










# Lesson 2

## Pupils: Getting started on Know Your Place

### 1 Find your location



#### Key

-  Find my House
-  Zoom in/out
-  Zoom in/out
-  Set Location
-  Basemaps
-  Explore the Map
-  Contribute
-  Magnifying Glass
-  Screen Slider

#### Open Know Your Place.

- ▶ Can you see a **House** button  in the top left corner?  
Click here and type in a postcode, street name, village or town
- ▶ When you see it in the drop down menu, click on it!
- ▶ What do the **+** and **-** buttons do?
- ▶ Click and hold the mouse and drag it across the screen. Where have you moved to on the map?
- ▶ Now try finding your house by using your postcode or first line of your address!



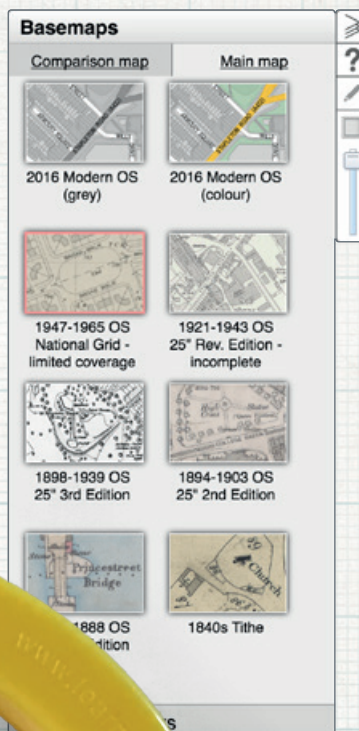
# Lesson 2 Pupils

## Getting started on Know Your Place

### 2 Let's look at other maps!

▶ Click on the tab that says Basemaps.

- ▶ Look at all the historic maps you can examine!
- ▶ Click on **comparison map**.
- ▶ Can you find the 1844-1888 or the 1898-1939 map? Choose one of these maps and click on its image.



- ▶ Have a go at changing the **comparison map** and **main map** layers and see what happens. Which is your favourite map and why?

- ▶ Can you see the grey slider bar in the middle of the screen? Drag it across the screen.
- ▶ What do you notice?
- ▶ Remember the + and - buttons?
- ▶ Try zooming in and out and moving around the area.

#### Your very own spyglass!

Now you can focus on a particular place on the map by dragging it over:

Have a go! Below the grey square is a slider. Drag it down slowly. What happens to the map in the spyglass?

To change back to the slider, click the grey square again

? **Which is your favourite map and why?**

# Lesson 2 Pupils

## Instruction Sheet - Putting content on the community layer

**+** Sharing your information with Know Your Place takes just a few simple steps, but it's really important to prepare your information! Always ask your teacher, leader, parent or guardian to check it first!

### **I** First things first!

▶ Look at the information you have and think of a few things first:

**?** Has it been digitised and put onto the computer?

**?** Does it have a location that it can be linked to on the map?

**?** Is it suitable?

**?** Have you chosen the best example to show off your work and research?

**?** Are you prepared to publish an image of it so members of the public can see it?

**?** Do you have permission to upload it?  
Is it your image or do you have the permission of the person whose image it is to upload it?

**?** If you have answered yes to all of these and have checked with an adult, you're ready to move on! Keep adding to the map!

# Lesson 2 Pupils

## Instruction Sheet - Putting content on the community layer

### 2 Picking and choosing information

▶ **Now you can start preparing to add records!**  
**First, you will need the following information:**

- ▶ **Name of Object** - Give your record a title! i.e. Church Farm 1954
- ▶ **Type of Object** - What is it you're adding? A photo? Information? Memory? Oral history?
- ▶ **Description** - This is your chance to show off your knowledge! Write some information about the record, a description, where it came from, it's history, date etc. If you want to link it to a website, put the web address in here as well.
- ▶ **Condition of Object** - How well preserved is your object? Excellent, good, fair, poor?
- ▶ **Your Name** - an obvious one! We need to make sure the right person is credited for uploading this object!
- ▶ **Your Organisation** - this is whoever holds the item or has undertaken the research. If it is a project or homework activity then write your school, group or club.
- ▶ **Your contact details** - put your teacher, leader, parent or guardian's contact details. This doesn't get published, it's just in case the person moderating the site needs to ask a question about your object!
- ▶ **Any attachments** e.g. jpeg - if you have a photo, video, file or audio file make sure its digitised, on the computer and ready to go!
- ▶ Have an address or location to search for.

? Why don't you create a table or word document to put your information in?

You might find it useful if you have lots of information to upload!

# Lesson 2 Pupils

## Instruction Sheet - Putting content on the community layer

### 3 Finding your location on the map!

▶ Once you have your information ready, it's time to upload it!

▶ **Step 1 - Go to [www.kypwest.org.uk](http://www.kypwest.org.uk) and click on your county name to open the map.**

▶ **Step 2 - Search for the location.**

Can you remember how to look at the different maps? Find the map that's date is closest to your relevant information. For example if you have a voice recording of somebody talking about your area during the Second World War this would fit best on the 1921 – 1943 OS map, but if you had a photo of an object from your school during the Victorian period, put in it on the 1844 – 1888 or 1894 – 1903 OS map.

▶ **Step 3 - Make sure it's the right location!**

Check and check again until you are happy that you have the right place!

▶ **Step 4 - Is there any other information from the community layer in that area?**

Have a look at what's already there to make sure you're not repeating it!

### 4 Ready, steady, load!

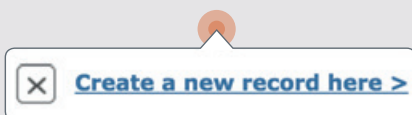
▶ Once you have your information ready, it's time to upload it!

▶ **Step 1 - Zoom right into the location you are going to add information to.**

▶ **Step 2 - Pick up the Pencil** 

Click on it - what colour does it change to? This activates the **contribute** function!

▶ **Step 3 - Click on the location where you would like to add your information.**



You should see a pop-up box! Click on the blue text.



# Lesson 2 Pupils

## Instruction Sheet - Putting content on the community layer

### 5 Fill in the Record form

▶ Now you'll see the same titles that you prepared information for earlier - this bit should be easy as you've already done the hard work!

- ▶ Hover over each box to see more information on what goes in each section.
- ▶ When you're confident with what information goes where, type your information into the relevant fields.
- ▶ Don't forget to add your attachments! Perhaps a photo you took, a film you made, an interview you recorded?
- ▶ Click on the **Browse** button and select the material from your computer.

The screenshot shows a form with the following fields: Edition (with 'southglos' entered), Name of object, Type of object, Description, Condition of object, Your name, Your organisation, Your contact details, and Image copyright (if applicable?). Below these is an 'Attachments:' section with a 'None' option and an 'Add:' field with a 'Browse...' button. At the bottom are 'Cancel' and 'Submit' buttons.

### 6 Confirm your copyright! - This is really important!

**i** By ticking this box, you confirm you have the permission of the person who owns the image or file you are uploading, to publish it on *Know Your Place*.

- ▶ If it was a photograph a friend took for example, you need to ask their permission to put it onto *Know Your Place*.
- ▶ If it was a photo or recording that you took yourself then yes, you do have copyright because the image or file belongs to you.
- ▶ However if you are copying a historic document from the archives or an illustration from a book, you do not have copyright. The document is owned by the archives and the illustrator owns that image.
- ▶ **Ask an adult if you are unsure. You need to make sure you have permission before you submit anything.**

**!** Remember  
If in doubt,  
leave it out!

# Lesson 2 Pupils

## Instruction Sheet - Putting content on the community layer

### 7 Submit your entry

- ▶ When you are happy that your information is ready to be published, you have permission and have checked it again and again, click on the **Submit** button.
- ▶ If you want to delete your entry click **Cancel** instead.
- ▶ When you click **Submit**, a message will pop up to tell you when your record will appear on *Know Your Place*.
- i** First of all it needs to be checked by one of our moderators for *Know Your Place* behind the scenes to make sure there isn't anything inappropriate going onto the website and that every record has copyright permission to be uploaded.

Submit

**Once they check it, they will publish it online!**

**? Well done, you've submitted a record!  
Keep adding to the map!**



# Lesson 2 Adults and Teachers

## Getting started on Know Your Place


### 1 Find your location

#### 1 Set your Location


When you open *Know Your Place* for the first time, it will give you the option to set your location as the area which appears on the map.



#### TOP TIP

If you want to do this manually, you can click on the **Satellite icon**  which will say **location found** and a blue dot will appear at your location on the map.

#### 2 Search for an address

If you have specific address or postcode you would like to find, click on the **House icon**  and type your search into the text box that appears.

- ▶ Click on the **looking glass**  to search.

#### 3 Zoom In and Out

Click on the **+** or **-** buttons at the top left of the screen to zoom in and out of the map.

#### TOP TIP

If you have a mouse with a scrolling wheel, you can use this to zoom in and out instead


#### 4 Move around

Click and hold the mouse button down while moving the mouse, to move the map around your screen.

### ▶ Try it yourself!

#### Exercise 1

Finding Locations

- ▶ Open up *South Gloucestershire KYP* by clicking on the link at [www.kypwest.org.uk](http://www.kypwest.org.uk)
- ▶ Find your current location using the Satellite icon.
- ▶ **Note: this feature does not work on Google Chrome.**
- ▶ Find Yate using the **House icon** 
- ▶ **Zoom in** to Yate Railway Station
- ▶ Move the map across to show the Shopping centre and Firgrove Crescent, Yate.

#### TOP TIP

If you have a mouse with a scrolling wheel, you can use this to zoom in and out instead.

# Lesson 2 Adults and Teachers

## Getting started on Know Your Place

### 2 Use the Basemaps

#### 1 Select your maps

Click on **Basemaps** to open the menu of maps available to look at in your area. This will bring up a series of small images of each type of map, with its name and approximate date beneath the image. Directly below 'Basemaps' you will find two tabs, one for the Main Map, one for the Comparison Map.

2 Click on the **Main map tab** and select the first map you would like to look at, from the options available, by clicking on its image.

3 Click on the **Comparison map tab** and select the second map you would like to compare with the first, from the options available.



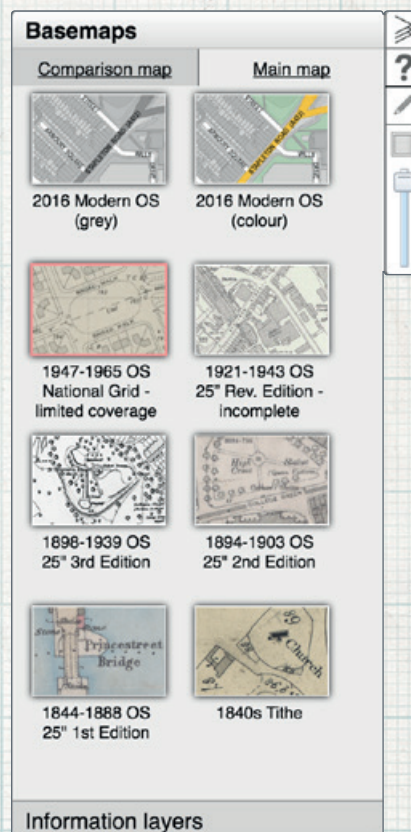
#### NOTE

Some map layers don't provide complete coverage of an area. Gaps in coverage can be caused by a number of different reasons, including:

- ▶ this map layer is still under construction during the project
- ▶ the original map no longer exists or is still in copyright so can't be published
- ▶ the original map contains holes or missing information in its fabric
- ▶ the original map was inaccurately drawn, meaning it does not correctly 'fit' to map beside it

#### 4 Select your maps

Click on **Basemaps** to open the menu of maps available to look at.



# Lesson 2 Adults and Teachers

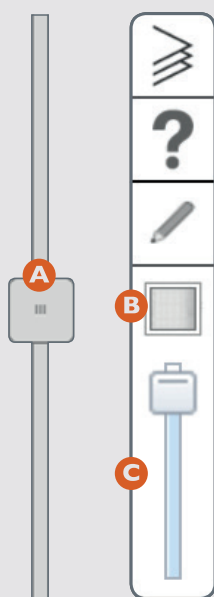
## Getting started on Know Your Place

### 5 Use the Basemaps Continued

#### I Compare maps

Once you have selected your two maps, there are three different tools you can use to compare them:

- ▶ **Screen Slider A** - Click and drag left to right on the vertical grey line on the screen, to draw one map over the other.
- ▶ **Spyglass B** - Click on the square icon at the top right of the screen to activate the spyglass. Then click and drag it around the map. To change it back to the slider, click it again.
- ▶ **Transparency Slider C** - Click and drag the slider at the top right of the screen up or down to make one map more or less visible through another.



#### TOP TIPS

- ▶ You can use the transparency slider at the same time as using the screen slider or spyglass.
- ▶ If you need further help, click on the **question mark**  which takes you to our **Explore the Map** page with additional resources and tools

### ▶ Try it yourself!

#### Exercise 2

Using the Basemaps

- ▶ Change the **Main Map** to show the **2016 grey map**.
- ▶ Change the **Comparison Map** to show the **1840s Tithes**. (If the map layer doesn't appear, why might this be? Move around / zoom out of the map to find the answer).
- ▶ Change the **Comparison Map** to show the **1898-1939 Ordnance Survey 2nd edition**.
- ▶ Use the **Screen Slider** to identify how Firgrove Crescent looked in the 1900s.
- ▶ Use the **Basemaps menu** to compare the **1898-1939 Ordnance Survey 2nd edition** and the **2016 grey map**.
- ▶ Use the **Transparency Slider** to more directly compare the two maps.
- ▶ Click on the **Spyglass** - how does this change your view?

# Lesson 2 Adults and Teachers

## Getting started on Know Your Place

### 3 Use the Information Layer

#### 1 Select your Information Layer

Click on **Information Layers** to open the menu information available to look at in your area. Directly below **Information Layers** you will find three tabs; the middle one is a **List** of the Information, the left tab is the **Key** and the right tab is the **Search** facility.

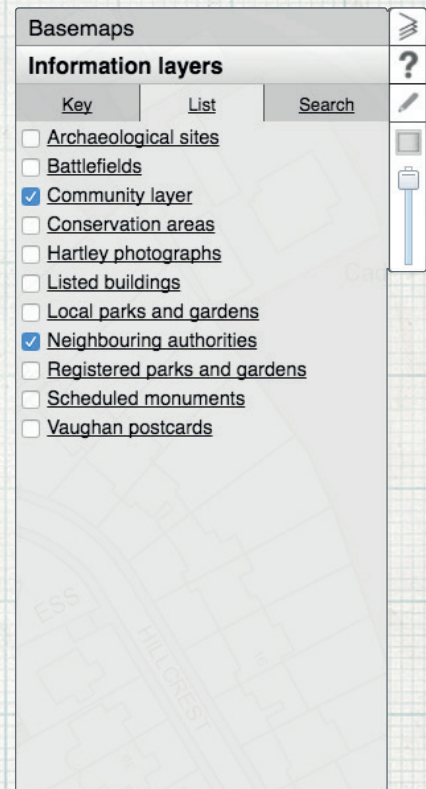
2 Click on **List**. This will bring up a list of different types of information available in your area, with a tick box to the left of each.

3 Select a layer from the list that interests you - click on the tick box to open this layer. You may see a clock timer appear in the middle of the page while this information loads.

#### 4 Point Data: opening and expanding

Once the information has loaded, you should see a number of different spots or **points** of information. You may have to zoom out to see these.

- ▶ To view what has been added, simply select a point and click on it to open. A pop-up box should appear with summary information about this record.



#### TOP TIP

If it is not the information you were looking for, click anywhere on the map to close the pop-up box, or on the **X** in the box at the top left.

# Lesson 2 Adults and Teachers

## Getting started on Know Your Place

### 3 Use the Information Layer Continued

- 5 Click on the arrow at the top right to open up the detailed entry. At the top right this will tell you if there are multiple pages of information to look at, or just a single page '1 of 1'.
- 6 If an image has been added to the record, you can click on it to open a larger picture.



#### TOP TIP

Right click on the image and select **Open link in new window** if you want to be able to compare the record and the detailed image.

- 7 To return to the map, click on the 'X' in the box at the top left or the 'down arrow' at the top right.

### ▶ Try it yourself!

#### Exercise 3

Using the Info Layers

- ▶ Open up the **Info Layers** menu.
- ▶ Notice which layers are already switched on. Zoom in and out of the map to find information relating to these.
- ▶ Switch off the **Community Layer** and switch on the **Archaeological sites layer** and explore some of the information this reveals.



#### TOP TIP

On some Information Layers, different information is represented by differing shaped or coloured points.

Click on the **Key Tab** to open up a key of different points and what they mean.



#### TOP TIP

Sometimes it can take a little while to load all the information onto Know Your Place.

You can sometimes speed up the process by switching off any information layers you don't want to look at, so there is less information being loaded.

# Lesson 2 Adults and Teachers

## Choosing, preparing and sharing records on Know Your Place

### 4 Selecting Records for Know Your Place

**i** Sharing your information with *Know Your Place* takes just a few simple steps, but deciding on what records to add and preparing the relevant information is a crucial bit of work which will take a bit more time.

**+** See template for adding records in lesson 4.

You could use the **I know my Place survey sheet** as a template and adapt.

### 5 Reviewing what you've got

**▶** Firstly, review the material you are thinking of adding to check if it is suitable. Ask yourself:

- ▶ Does it have a geographical association that can be mapped?
- ▶ Is it the best example to showcase your collections and stories?
- ▶ Has it been digitised?
- ▶ Are you prepared to publish an image of it?
- ▶ Do you hold its copyright, or do you have the copyright holder's permission?

**💡 TOP TIP**

You will find it quicker and easier for uploading records to have all this information to hand before you start, especially if you are adding more than one record in one session.

Use a table or spreadsheet as a template in which to add collection items data to the relevant fields.

### 6 Preparing information to go into the record

**▶** Once you are satisfied with the answers to these questions, you can prepare to add records. To get your material ready before you go online you will need the following:

- ▶ Object Title and Collections information
- ▶ Detailed description
- ▶ Object condition
- ▶ Contact Information
- ▶ Any attachments e.g. jpeg
- ▶ Have an address or historic location to search for



# Lesson 2 Adults and Teachers

## Choosing, preparing and sharing records on Know Your Place

### 7 Locating where it should go


- ▶ Sharing your information with *Know Your Place* takes just a few simple steps.** Now you're ready to go onto *Know Your Place*.
- 1 Go to [www.kypwest.org.uk](http://www.kypwest.org.uk) and click on the map or county name to open the map.
  - 2 Search for the location and use the Basemaps menu to select and compare historic maps nearest the object's date.
  - 3 Be sure! Check and check again until you are happy that you have the right location

#### **TOP TIP**

Before adding your new record to *Know Your Place*, it is worth reviewing the information that has already been added to the Community Layer in your area to avoid duplicating what is already there.

### 8 Contributing

#### ? Ready to add your record onto *Know Your Place*?

- 1 **Confirm that you the right location**  
Move around and zoom in on the *Know Your Place* map to find the exact location that you would like to add information about.
- 2 **Confirm that you the right location**  
Click on the **Pencil**  icon at the top right of the screen. This activates the **contribute** function on the website.



# Lesson 2 Adults and Teachers

## Choosing, preparing and sharing records on Know Your Place

### 8 Contributing Continued

#### 3 Pick the location

Click on the location where you would like to add information. This will create a pop-up box which says **Create a new record here**. Click on the words to open up the contribution form.

#### 4 Fill in the Record form

Fill in the different fields on the contribution form with the heritage information you would like to share. By hovering over each field with the mouse, you can get more instruction on what information goes where.

- ▶ Be as specific and detailed as possible, and please leave your name and an email address so we can contact you if we have any queries about your information. **(Your email address will not be shared).**
- ▶ You can add attachments, such as an image, film or audio file by clicking on the **Browse** button and selecting your material.

#### 5 Confirm you have copyright

This is really important. By ticking this box, you confirm you have the copyright of the record you are adding, or that you have the permission of the copyright holder to put this in the public domain. If not, you could be in breach of copyright and your record may not be published.

#### 6 Submit your entry

When you are happy that your contribution form is ready to be published, click on the **Submit** button. If you want to delete your draft form, click **Cancel** instead.

Once you click **Submit** an acknowledgement message appears, which will tell you when you can expect your contribution to appear on *Know Your Place*. It has been sent to your local **Historic Environment Record (HER) Officer** for checking and approval before it goes online.

You can refer back to our website about who is the responsible **HER** officer in your local area.

The image shows a user interface for creating a new record. At the top, there is a pop-up box with a close button (X) and the text "Create a new record here >". Below this is the main contribution form. The form has several input fields: "Edition" (with "southglos" entered), "Name of object", "Type of object", "Description", "Condition of object", "Your name", "Your organisation", "Your contact details", and "Image copyright (if applicable)". Below these fields is an "Attachments:" section with a "None" option and an "Add:" field with a "Browse..." button. At the bottom of the form are "Cancel" and "Submit" buttons.

**Remember**  
If in doubt,  
leave it out!

# Lesson 2 Activity 3

## Creative writing with KYPexplore

### A Georgian Facelift - Westgate Street, Bath



Copyright Bath Records Office - BRO PX515.

This image with further information is available from: [www.kypexplore.com](http://www.kypexplore.com)

# Lesson 2 Activity 4

## Changing places

 Historic photograph of the High Street, Chippenham, 1930s.



Chippenham Museum and Heritage Centre.  
**Available from** [www.southglos.gov.uk/kypchippenhamhighst](http://www.southglos.gov.uk/kypchippenhamhighst)

## Lesson 3

# History of my school: exploring the area



# Lesson 3

## History of my school: exploring the area

### ▶ LEARNING OBJECTIVES

To learn about the history of your school and how it has changed through time.

### ⚙️ ACTIVITIES

- ▶ Association game
- ▶ Before and after
- ▶ Around your school
- ▶ How do you get to school?

### ▶ OUTCOMES

- ▶ Pupils should be more aware of what's around their school and in their local area.
- ▶ Will have used *Know Your Place* to explore their area on a map and in fieldwork
- ▶ Studied a historic artefact

### ▶ OUTPUTS

- ▶ A field trip focused on the area around your school resulting in a collection of information
- ▶ Hand drawn map by each pupil demonstrating awareness of scale.

### 📎 RESOURCES

#### ▶ RESOURCES PROVIDED

- ▶ Association game worksheet
- ▶ Before and after worksheet
- ▶ How do you get to school? Eric Jenkin's route to school in 1945

#### + RESOURCES REQUIRED

- ▶ Online access to *Know Your Place*
- ▶ Printed OS maps of your local area
- ▶ Paper, coloured pens and pencils
- ▶ Online route planning software such as [www.plotaroute.com](http://www.plotaroute.com)

### ▶ OTHER SUBJECTS

- ▶ Geography
- ▶ English



# Lesson 3 Activity 1

## Association game

- Hand out the association game worksheet between pairs.  
What building or site could each image represent?



Pupils should discuss their answers between them and write them on the sheet.

Use *Know Your Place* on tablets or PC's between 2 to look for different sites around the area.

Compare the site between 2 different base maps.

### FOR EXAMPLE

- Find the nearest farm as an association with the tractor.
- Write the name of some of the sites on your worksheet, i.e. Bristol Temple Meads.

Discuss and find some examples as a class

Is the building/site still there?

What was there before?

Do you think it will be there in 10, 50 or 100 years' time? Why? Why not?


# Lesson 3 Activity 2


## Before and after


 Discuss as a class what is heritage and why is it important to learn about it?




**As a class look at the school on *Know Your Place* and discuss the history of the school, the building and area around it.**

 Move the screen slider and change the comparison map to other base maps.

 Use prompt questions to ask pupils about the changes, connections and similarities over time.

 **Key Stage 3**  
Discuss the connections and impact of these changes on society.

 Using the **Before and After** worksheet and maps of your choice, each pupil should write down:

- ▶ Three things that are different
- ▶ Three things that are the same as today
- ▶ Something that they would like to find out more about

**This could prompt a further research project.**

 Pupils can also apply the same activity to their house as homework.

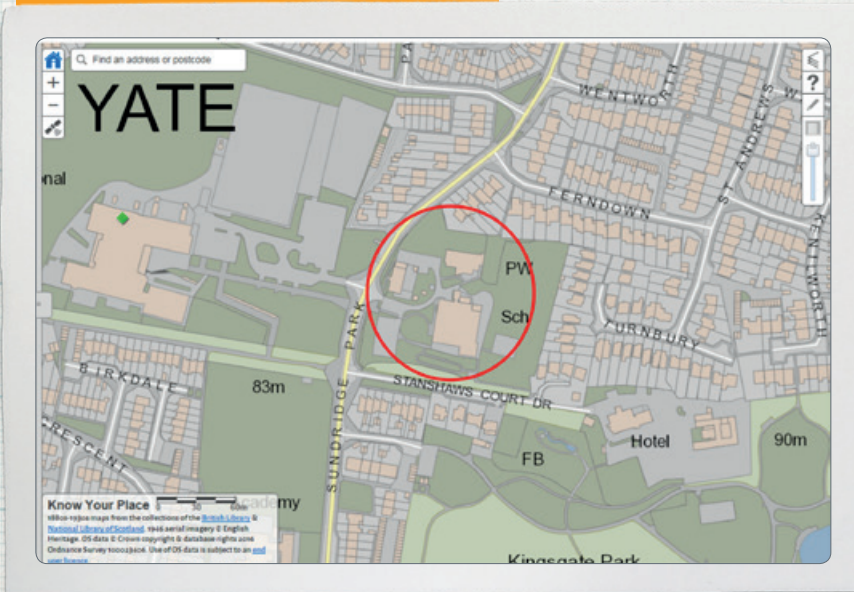


# Lesson 3 Activity 2

Before and after

## For Example

### 2016 Modern OS map



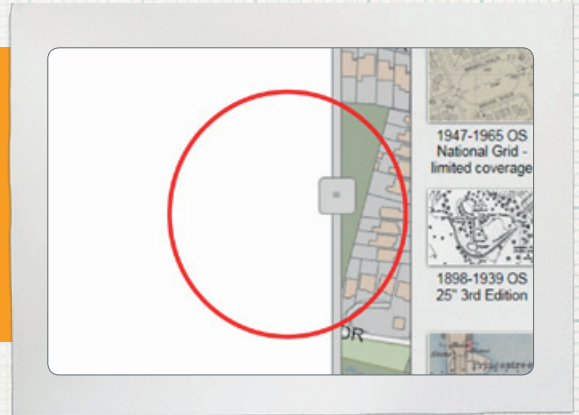
### 1947-1965 OS National Grid map:



# Lesson 3 Activity 2

## Before and after

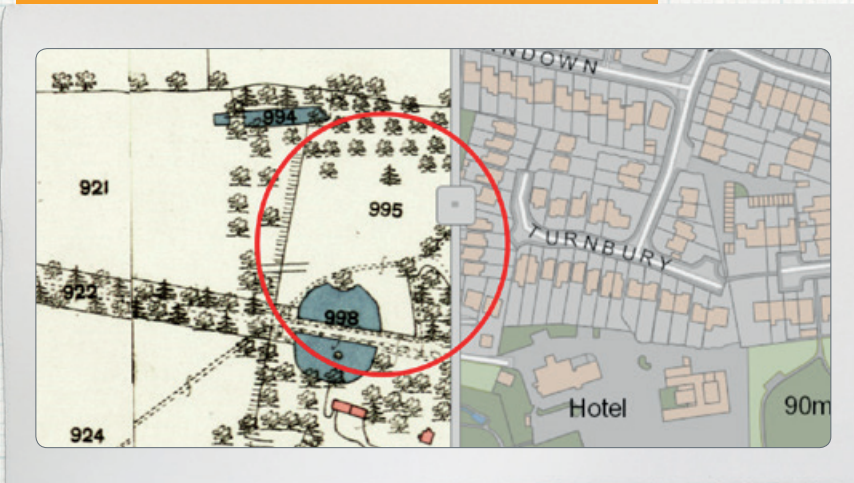
⚙ In the 1921-1943 OS 25" Rev. Edition, this area is not available so switch to another base map. Where there are not maps available for your area, the screen will appear white like this:



⚙ 1898 – 1939 OS 25" 3rd Edition:



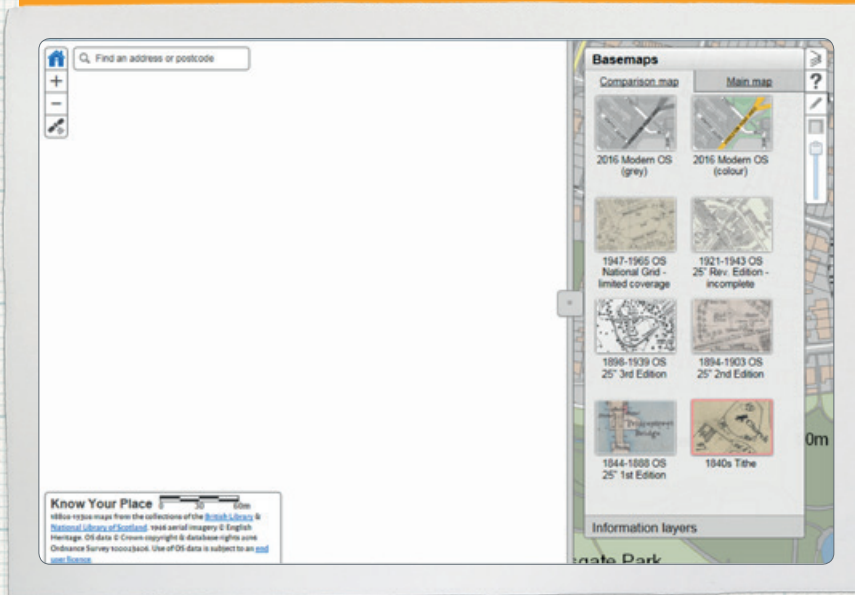
⚙ 1844 – 1888 OS 25" 1st Edition:



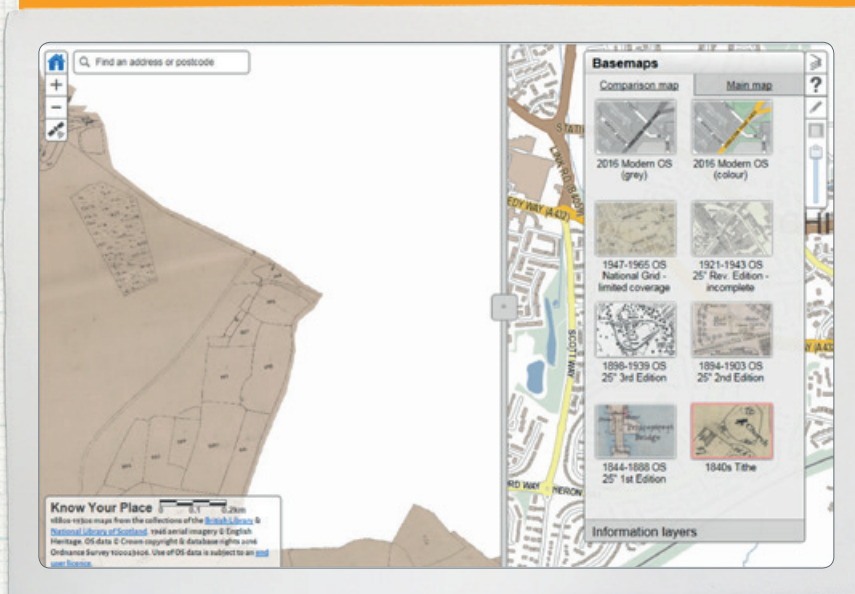
# Lesson 3 Activity 2

## Before and after

 This area is not available on the 1840s Tithe map:



 However if you zoom out you will be able to see nearby available Tithe maps:

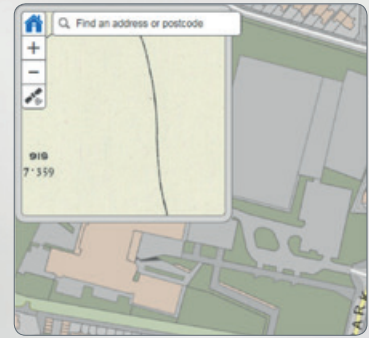


# Lesson 3 Activity 2

Before and after

Some maps may not have the school on, have similar answers or not enough features around it to compare with. In this case you may like to focus on the changes of a different building using the spyglass. **For example:**

1898 – 1939 OS 25" 3rd Edition:



? Discuss how the building has changed.

? Have sections been added or removed?


? Why do you think this is?




An alternative option instead of the spyglass is to make a list of what was on the site before the school. Features could include a footpath, field boundaries, woodland or farm buildings. Discuss both physical and human characteristics.


# Lesson 3 Activity 3


## Around your school

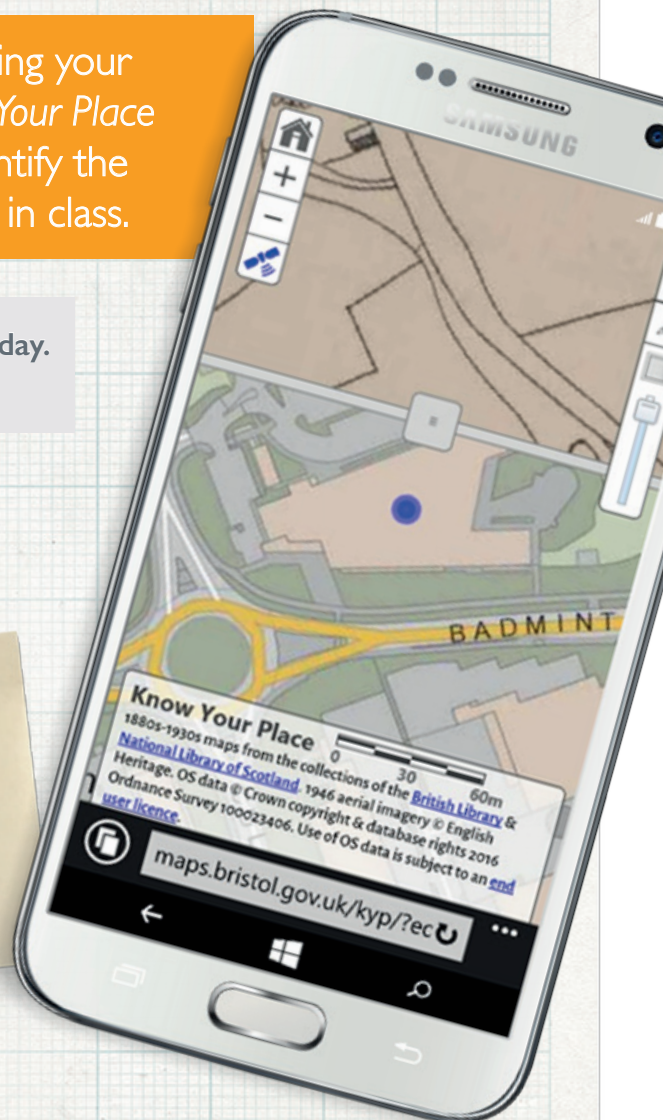
 Using *Know Your Place*, plan a route around the local area using the school as a starting and finishing point. Identify 3 to 6 points of interest or landmarks along the way.

- ▶ This could be a milestone, post office, disused railway track or bus stop etc.
- ▶ Take a record of the route and any added notes including a list of different points you are going to visit."

 Walk the pre-planned route while identifying your location on a printed paper map or *Know Your Place* (using GPS on a tablet or mobile) and identify the different check points that were discussed in class.

 Find something from an older map that isn't there today.  
This could be done in small groups.

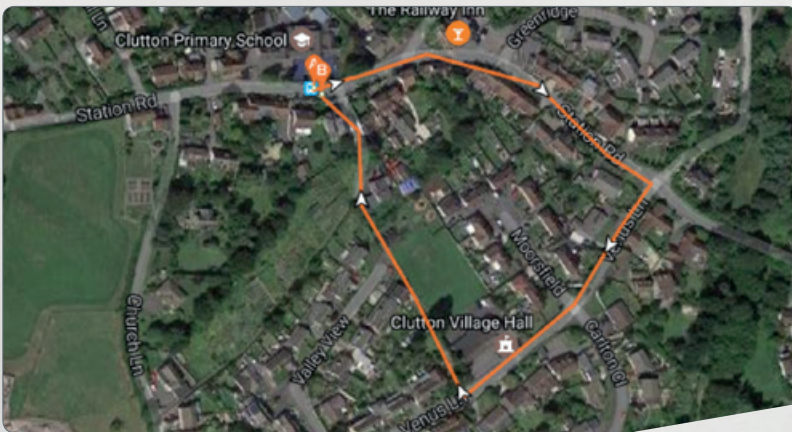
 Show how the sites have changed over time by changing the map layers on *Know Your Place*.






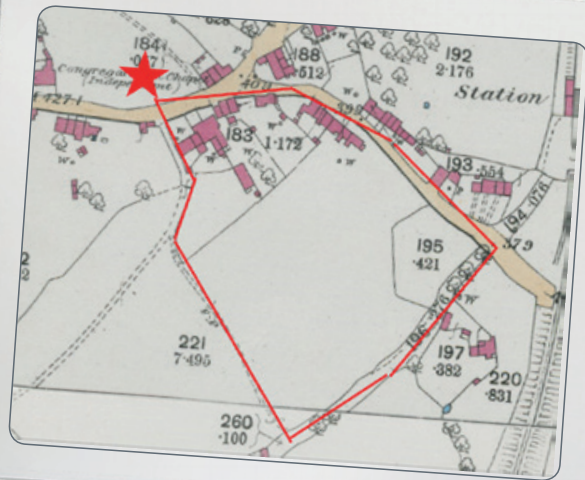
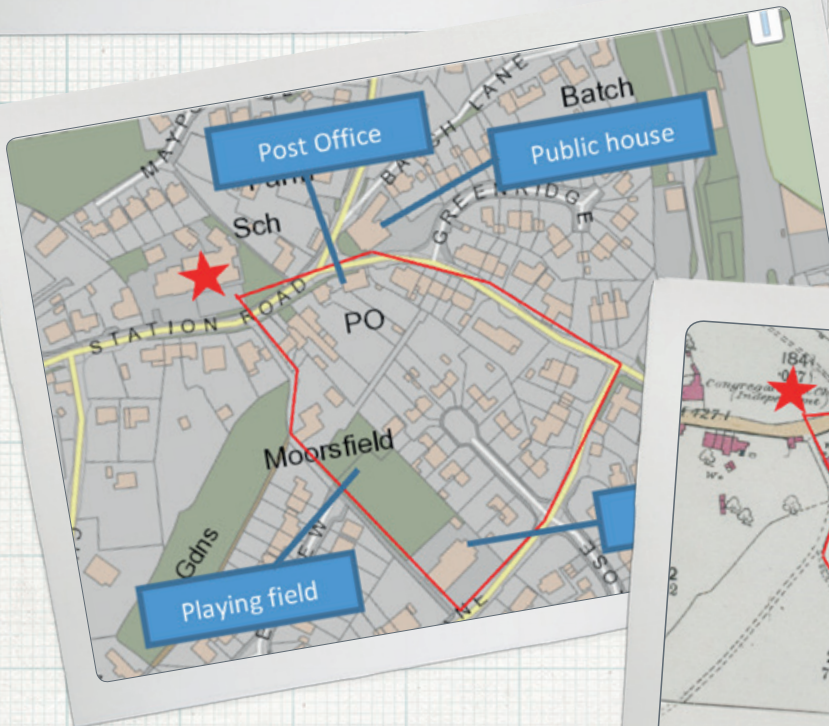
# Lesson 3 Activity 3

## Around your school

 Back in the classroom, draw out the same route on a different base map.




-  How has your route changed?
-  Could you still take the same route?
-  This example uses the 1844-1888 OS 25" 1st Edition map:



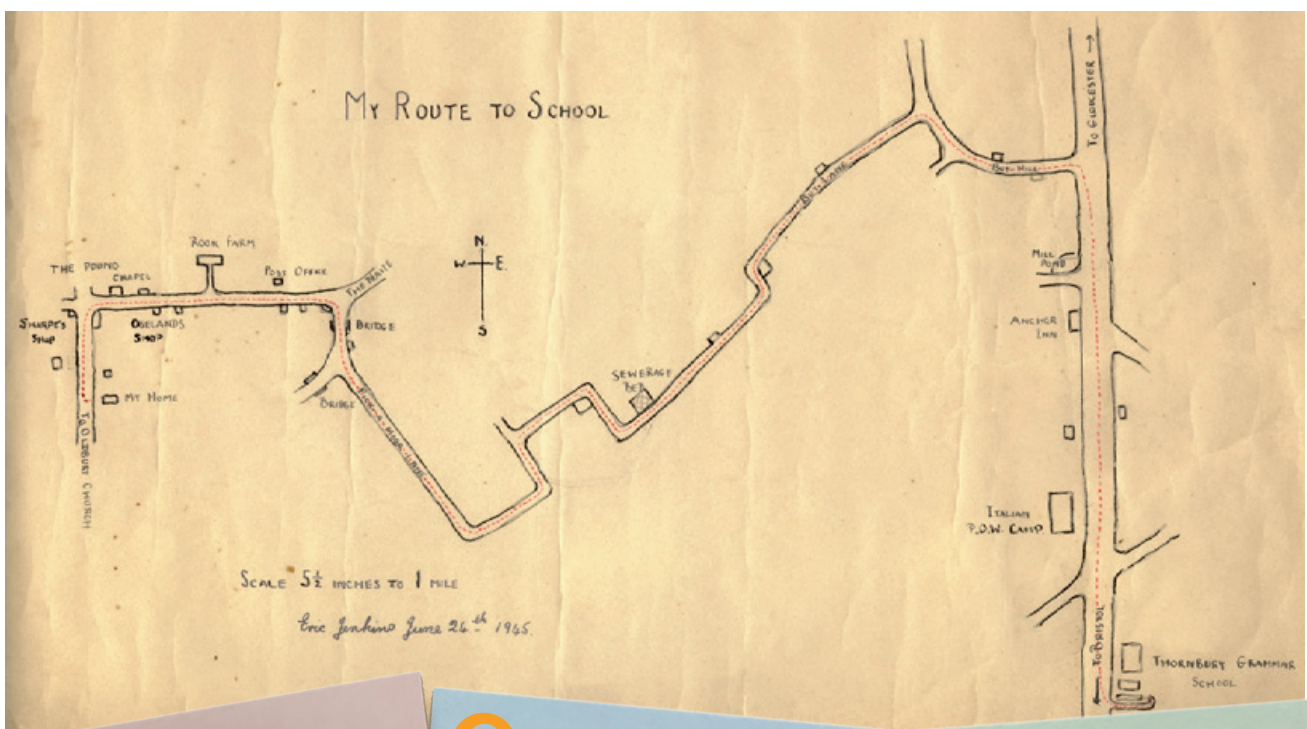
 Which site or landmark has changed the most?


# Lesson 3 Activity 4


## How do you get to school?


 In June 1940, Eric Jenkins was evacuated to Oldbury on Severn to live with Miss Mary Bruton. He was seven years old. On this map dated 24 June 1945 Eric drew the route he cycled to school in Thornbury.


 Look at Eric's map of his journey to school in 1945 included in the resources below.




 What interesting features were on his journey to school?

 How old was Eric when he drew this map?

 What other information about Eric's route to school can be found on Know Your Place?

 Using this as an example, draw your own route to school from your home and label as many buildings and roads as you can. Don't forget to include a key!

 Using your own symbols, **draw a map of your bedroom** or another room at home and don't forget to include a key! For example a circle could represent a chair or you could use a blue rectangle for a bed or table.

# Lesson 3 Activity 1

## Association game

⚙️ What building or site could each image represent?



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# Lesson 3 Activity 2

Before and after


Map Date \_\_\_\_\_ Map Type \_\_\_\_\_

 **3 things that are the same as today**

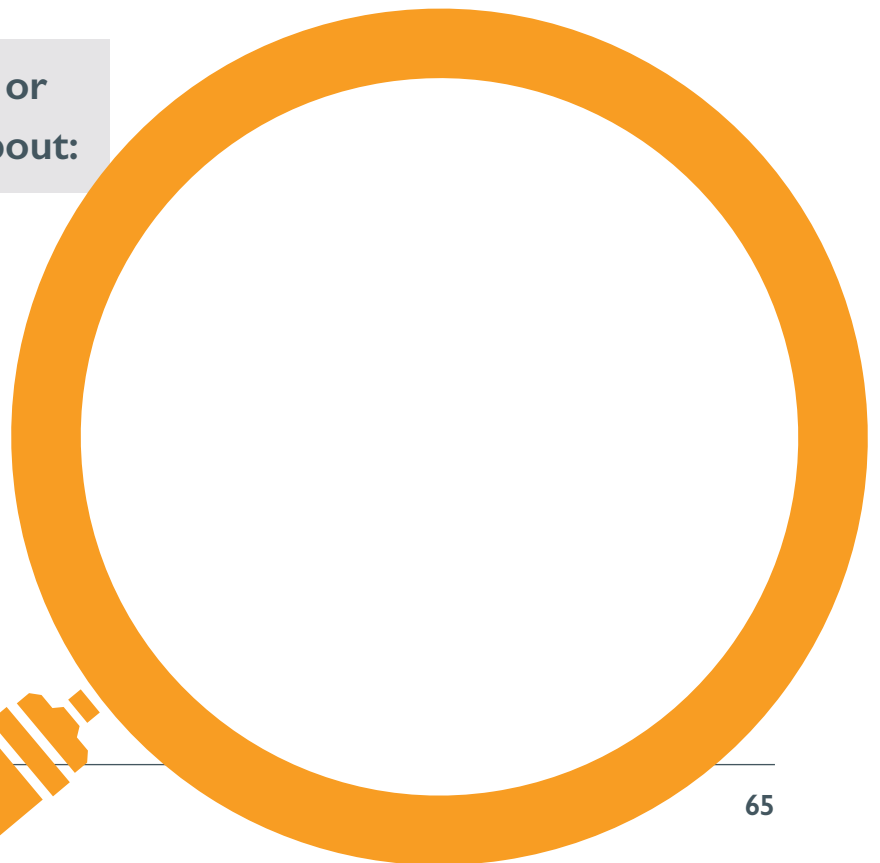
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

 **3 things that are the different to today**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

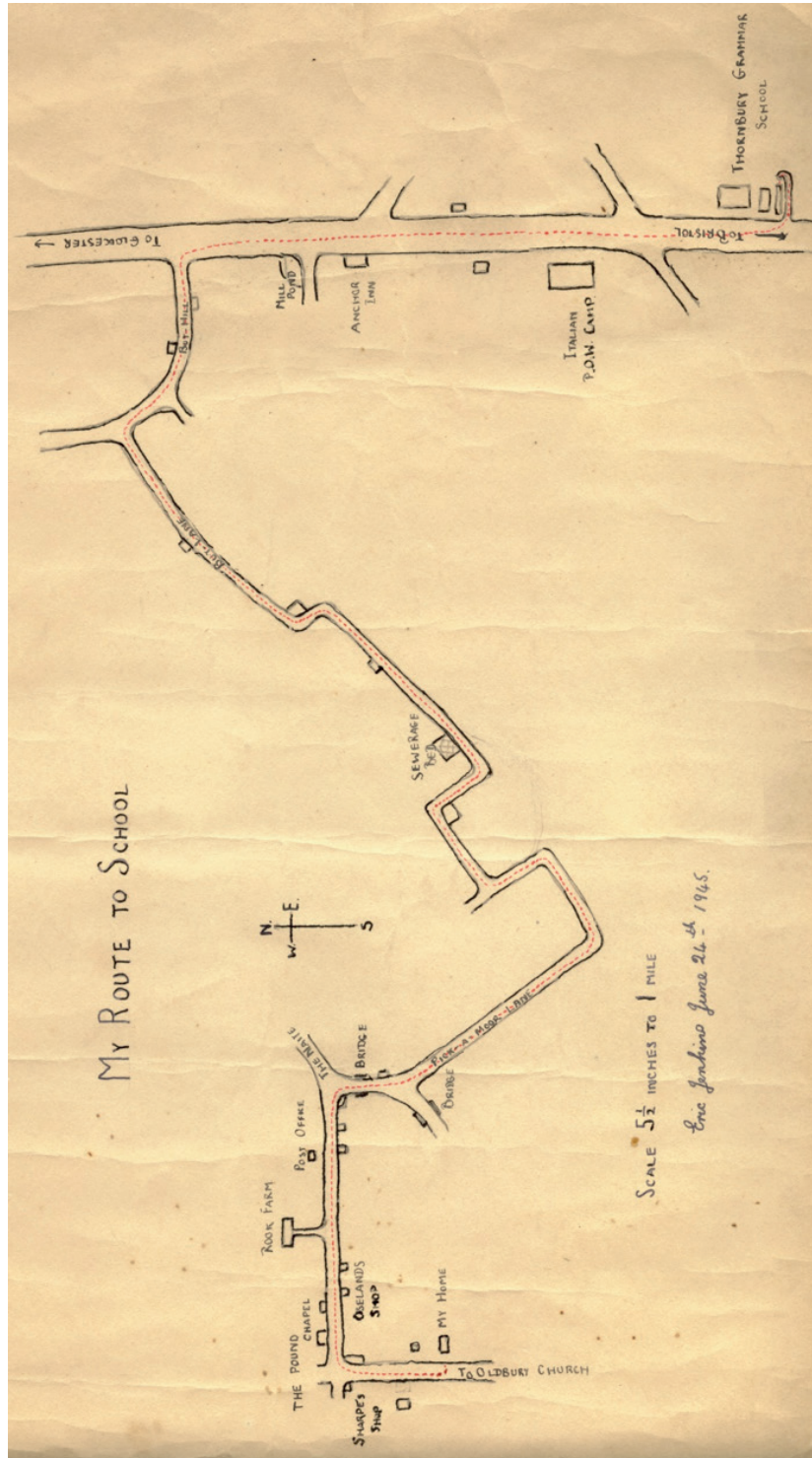
 **I thing I find interesting or would like to find out about:**

Write your answer in the magnifying glass!



# Lesson 3 Activity 4

## How do you get to school?



Copyright Thornbury and District Museum.  
Available from [www.southglos.gov.uk/kypschooloroute](http://www.southglos.gov.uk/kypschooloroute)

## Lesson 4

# Local History: exploring landmarks and place



# Lesson 4

## Local History: Exploring landmarks and place

### ▶ LEARNING OBJECTIVES

To use *Know Your Place* to support local history study within the history curriculum and study the change and continuity of a place through time.

### ⚙️ ACTIVITIES

- ▶ Creative Writing
- ▶ Learning about landmarks
- ▶ I Know my Place
- ▶ 3D Models
- ▶ Picturesque postcards
- ▶ Aerial photography

### 📎 RESOURCES

#### ▶ RESOURCES PROVIDED

- ▶ Creative writing landmarks list
- ▶ Creative writing descriptions
- ▶ Picturesque postcards resource
- ▶ I Know my Place survey sheet
- ▶ 3D model templates
- ▶ Opening ceremony
- ▶ Aerial photograph of Cannop's Colliery

#### + RESOURCES REQUIRED

- ▶ Online access to *Know Your Place* (tablets or computers)
- ▶ Clipboards ▶ Camera, Sticky Tape ▶ Glue Sticks
- ▶ Colouring Pens And/Or Pencils ▶ Clay (Not Essential)
- ▶ A1 Paper ▶ Card or Sugar Paper:

### ▶ OUTCOMES

- ▶ Pupils should be able to recognise landmarks and sites of interest on *Know Your Place*
- ▶ Pupils should have studied the continuity and changes of a particular landmark and the surrounding landscape
- ▶ Pupils should know how to identify and record information about a site

### ▶ OUTPUTS

- ▶ Research on a particular landmark
- ▶ Completed building survey
- ▶ Better understanding of sites in the local region
- ▶ 3D model
- ▶ The opportunity to develop work

### ▶ OTHER SUBJECTS

- ▶ Art
- ▶ Design and technology
- ▶ English
- ▶ Geography
- ▶ Science

# Lesson 4 Activity 1


## Creative Writing

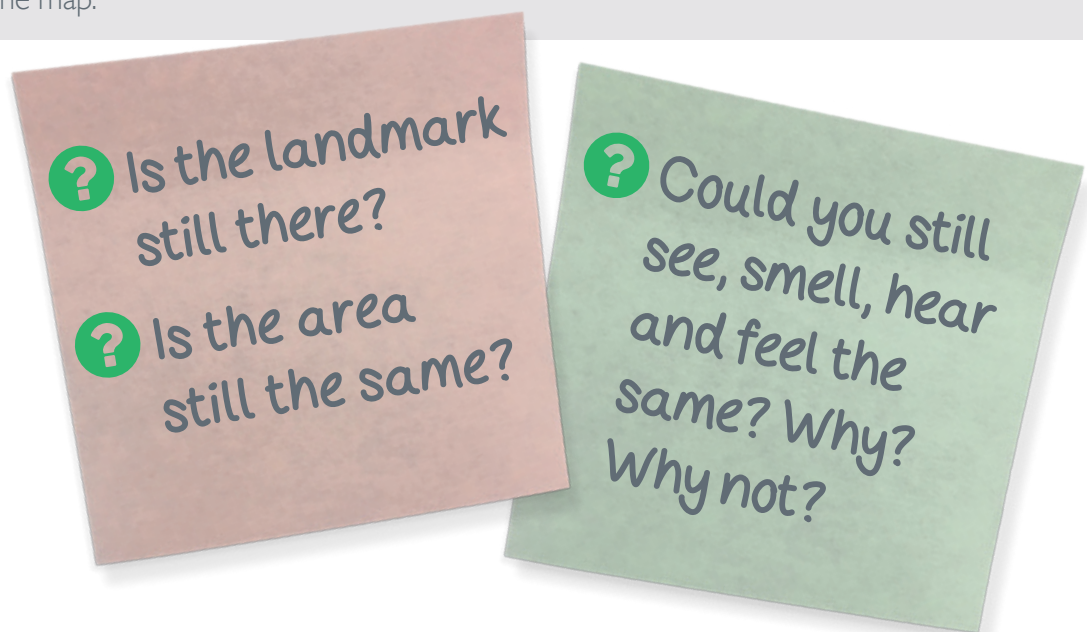
 Find a landmark in your region using **Know Your Place**.  
Pick your own or use the creative writing landmarks list in the resources.

 Imagine you are stood at the site and write down what you would see, smell, hear and feel.

- ▶ Write a piece of descriptive writing using these notes.

**You can use the creative writing descriptions resource to help you.**

 Change the comparison map to the oldest base map available for your area and move the slider bar across the map.



# Lesson 4 Activity 2

## Learning about landmarks

- ⚙️ In pairs or small groups, create and deliver a presentation on the development and changes of a landmark site and its immediate surroundings.

### ▶ Presentations should include:

- ▶ Screenshot or link to the earliest available map
- ▶ Screenshot or link to either the colour or grey 2016 Modern OS map
- ▶ Information from the community layer (if available)
- ▶ Information from other information layers (if available)

### 🏠 HOMEWORK

- ▶ Try this at home with your house or a local public building such as a library, train station or shopping centre. What was there before? How do you think it will change over the next 100 years?

### 🔑 KEY STAGE 3 AND 4


🔑 Why have these changes happened?  
Consider historical, national and other important events, population growth, World War 1 and 2 and industrial revolution for example.


🔑 What effect do you think it had on the community at the time?



# Lesson 4 Activity 3


## I Know my Place


 Choose a site or public building in walking distance from your local area and plan a group visit. It could be a place of worship, leisure centre, shop, museum or memorial for example. As a class, explore the history of the site and the landscape around it on *Know Your Place*.

 During the walk record information about the site using the **I Know my Place survey sheet**. Take a photo of the site using a tablet or camera. You could also divide the class into groups and give them each a different building to study.

### KEY STAGE 4

Collect similar information as above but also collect data on the weather, day of the week, number of people that walk past or enter the building.

 Are they couples, families, elderly people or students?

 Test this method with different buildings.  
**What is most popular and why?**  
**What could affect visitor numbers?**

### Discuss the findings as a class.

Upload the information you have collected onto the *Know Your Place* website, as a record per building or group, matching the date the building was built to the nearest corresponding base map.

# Lesson 4 Activity 4

## 3D Models

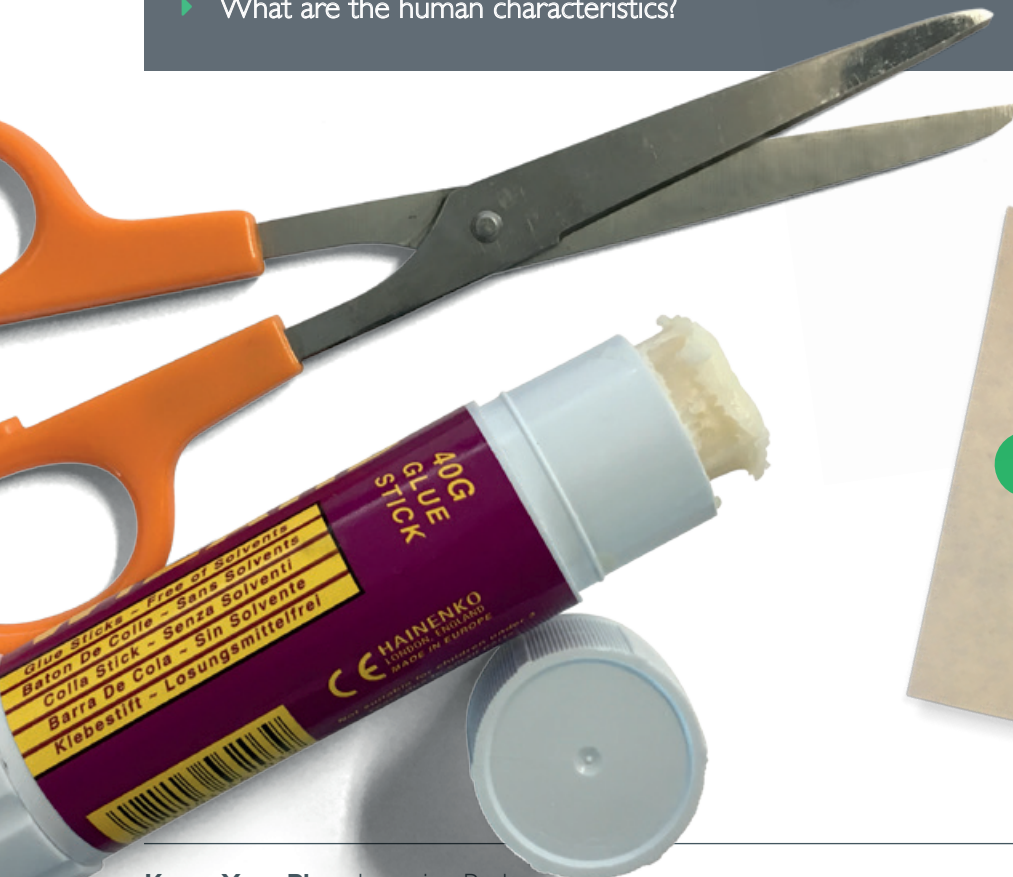
⚙️ Use *Know Your Place* to look at layouts of different communities in your area and think about how and why an area is formed the way it is.

▶ With this in mind, create an annotated plan of your local street, high street or village individually or in pairs, then build it on card or sugar paper using coloured pens, pencils, 3D paper models and other materials.

- ▶ Paper net templates are available as a resource.  
Don't forget to use colours to design your 3D buildings!

❓ What buildings/amenities do you need?

- ▶ Does it have a River?  
Field systems?  
Railway station?
- ▶ What are the physical characteristics?
- ▶ What are the human characteristics?



❓ What do you think worked well and why?

❓ What materials could you use to make your model stronger?



# Lesson 4 Activity 5

## Picturesque postcards

 Look at the resource called **Opening Ceremony** as a group.




### Key Stage 3 and 4

Write a review for TripAdvisor to encourage others to visit a landmark of your choice. Use the descriptions in the Picturesque postcards resource to help!

 This photograph was taken on 8th December, 1864 and shows the celebration to mark the opening of the Clifton Suspension Bridge. Photographs of famous landmarks like this were often made into postcards. **Do we still have postcards like this today?**

 **How did people cross the river before the bridge was built?**

Using a map that pre dates 1864, find the nearest route from one side of the Avon gorge to the other on *Know Your Place*. **Where is the nearest bridge?**

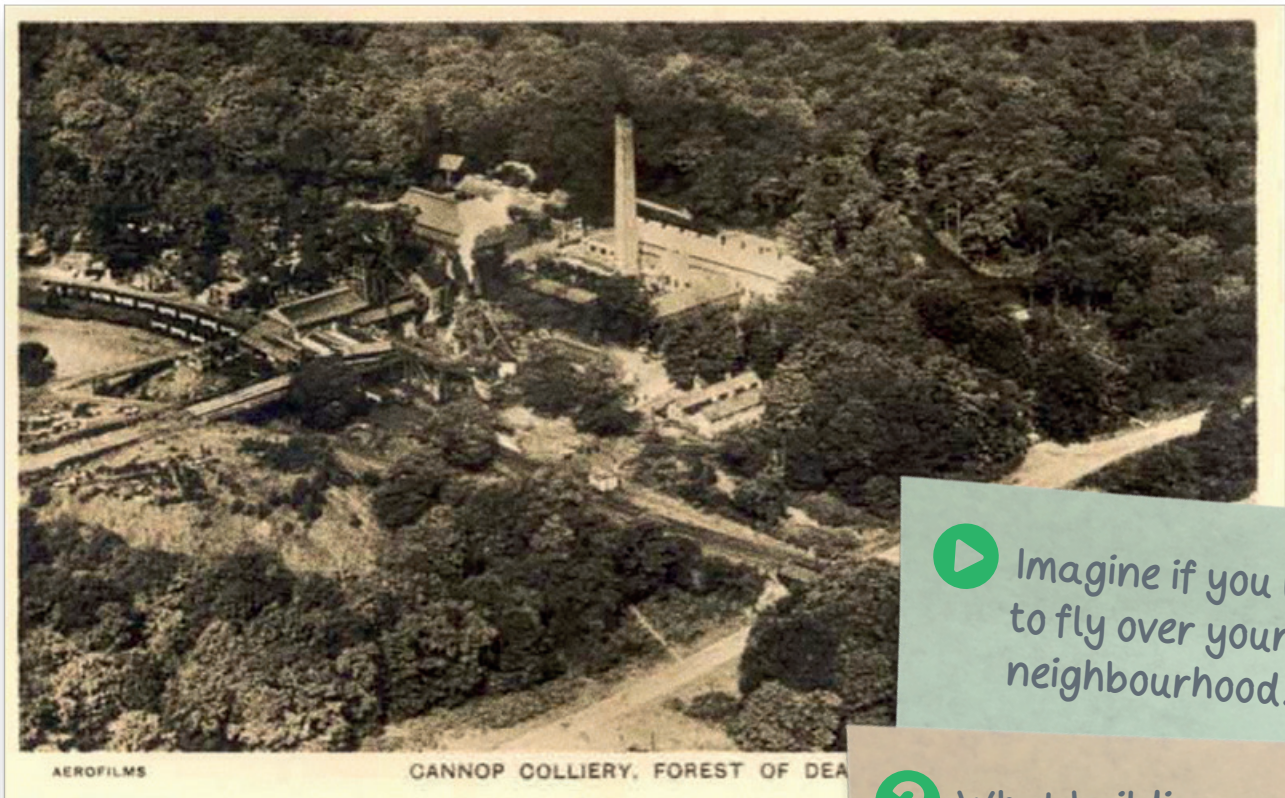
 Write a postcard home about a famous local landmark.

# Lesson 4 Activity 6

## Aerial photography

- Look at the aerial photograph of **Cannop Colliery** in the resources. Aerial photography can help us understand maps more clearly.

**? What can you see from this photo that you wouldn't be able to see from the ground?**



Imagine if you were to fly over your neighbourhood.

? What buildings would be easy to spot from the air?

? Where can you find aerial images of your neighbourhood?

- This photograph shows Cannop Colliery in the Forest of Dean. It shows how the Forest collieries were surrounded by trees which colliers could use in the mines, for example, for pit props to hold up the roof of a tunnel in the mines. Other photographs from the Dean Heritage Centre archive illustrate some of the many industries that have thrived in the Forest of Dean.

# Lesson 4 Activity 1

## Creative Writing - Landmarks list

### 📌 Bath and North East Somerset

- Royal Crescent
- Roman Baths
- Chew Valley Lake
- Somerset Coalfield Life at Radstock Museum

### 📌 Bristol

- Clifton Suspension Bridge
- M Shed
- University of Bristol
- Ashton Gate Stadium

### 📌 Gloucestershire

- Royal Forest of Dean
- Symonds Yat Rock
- Lydney Harbour
- Dean Heritage Centre

### 📌 North Somerset

- Clevedon Pier
- Bristol Airport
- North Somerset Butterfly House
- Weston-super-Mare Town Hall

### 📌 Somerset

- Farleigh Hungerford Castle
- Cheddar Reservoir
- Glastonbury Tor
- Clarks Village
- Brean Sands

### 📌 South Gloucestershire

- Thornbury Castle
- The Mall, Cribbs Causeway
- Dyrham Park
- Yate Heritage Centre

### 📌 Wiltshire

- Stonehenge
- Avebury Stone Circle
- Salisbury Cathedral
- Longleat Safari park

# Lesson 4 Activity 1

## Creative Writing - Descriptions

### Harry Potter and the Philosopher's Stone, J.K Rowling

"The narrow path had opened suddenly on to the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers(...)the fleet of little boats moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to the cliff on which it stood"

### The Hobbit, J.R.R Tolkien

"They saw a valley far below.They could hear the voice of hurrying water in the rocky bed at the bottom; the scent of trees was in the air; and there was a light on the valley-side across the water. Bilbo never forgot the way they slithered and slipped in the dusk down the steep zig-zag path into the secret valley of Rivendell."

### Alice's Adventures in Wonderland, Lewis Carroll

"Alice opened the door and found that it led into a small passage, not much larger than a rat-hole: she knelt down and looked along the passage into the loveliest garden you ever saw. How she longed to get out of that dark hall, and wander about among those beds of bright flowers and those cool fountains, but she could not even get her head through the doorway; `and even if my head would go through,' thought poor Alice, `it would be of very little use without my shoulders.'"

### Goodnight Mr Tom, Michelle Magorian

"It was a small, comfortable room with two windows.The front one looked out on to the graveyard, the other to a little garden at the side.The large black range stood solidly in an alcove in the back wall, a thick dark pipe curving its way upward through the ceiling. Stretched out beneath the side window were a few shelves filled with books, old news-papers and odds and ends and by the front window stood a heavy wooden table and two chairs.The flagstoned floor was covered in a faded crimson, green and brown rug."

# Lesson 4 Activity 5

## Picturesque postcards - Resource

 <https://visitbath.co.uk/things-to-do/attractions>

You can also explore the history behind the city's spa culture by discovering the 2,000 year old Roman Baths, filled with ancient mystical artefacts and thermal water that still steams today.

Whatever you do, don't miss taking in some (or all!) of Bath's many iconic sights: marvel at the magnificent Royal Crescent, The Circus, Pulteney Bridge and Bath Abbey and see all of those

picture-perfect postcard attractions in Bath come to life.

The city's many museums and art galleries provide a rich and fascinating insight into fashion through the ages, 19th century astronomer William Herschel, Bath's industrial heritage, the life of Bath's most famous literary resident a the Jane Austen Centre and much, much more.

 <http://www.wydeantourism.co.uk/>

Discover a host of great activities and entertainment ... for adventure-seekers, we have mountain biking, cycle tracks, zip-wires, kayaking, for explorers there's a great range of attractions, from the magical Puzzlewood to caves and steam

trains, and for something more relaxing, enjoy the Sculpture trail, our many walks, the spectacular views and our many castles, museums and cathedrals.

 <https://www.visitwiltshire.co.uk/explore>

Wiltshire is an enchanted place where you *feel* close to the earth and the ever-changing big skies. Renowned for its iconic white horses carved

into the rolling chalk downs, almost half of our landscape falls within an Area of Outstanding Natural Beauty.

 <http://www.visitcheltenham.com/>

Spring in Cheltenham sees the start of Festival Season which runs right through until the autumn, with events for all ages to enjoy at various indoor and outdoor venues across the town. With the fine weather upon us, you can also enjoy many of the fantastic outdoor spaces, which include Pittville Park and Sandford Parks Lido with their retro renaissance feel, and enjoy al fresco dining at many of our superb cafes and restaurants.

Enjoy a guided Walking Tour if you want to see Regency Cheltenham, and many of the architectural and heritage features that can still be seen today, or experience the more modern redevelopments which have seen a new generation of visitors to Cheltenham.

Cheltenham is also known for its excellent High Street shops and independent shopping quarters such as Montpellier and The Suffolks

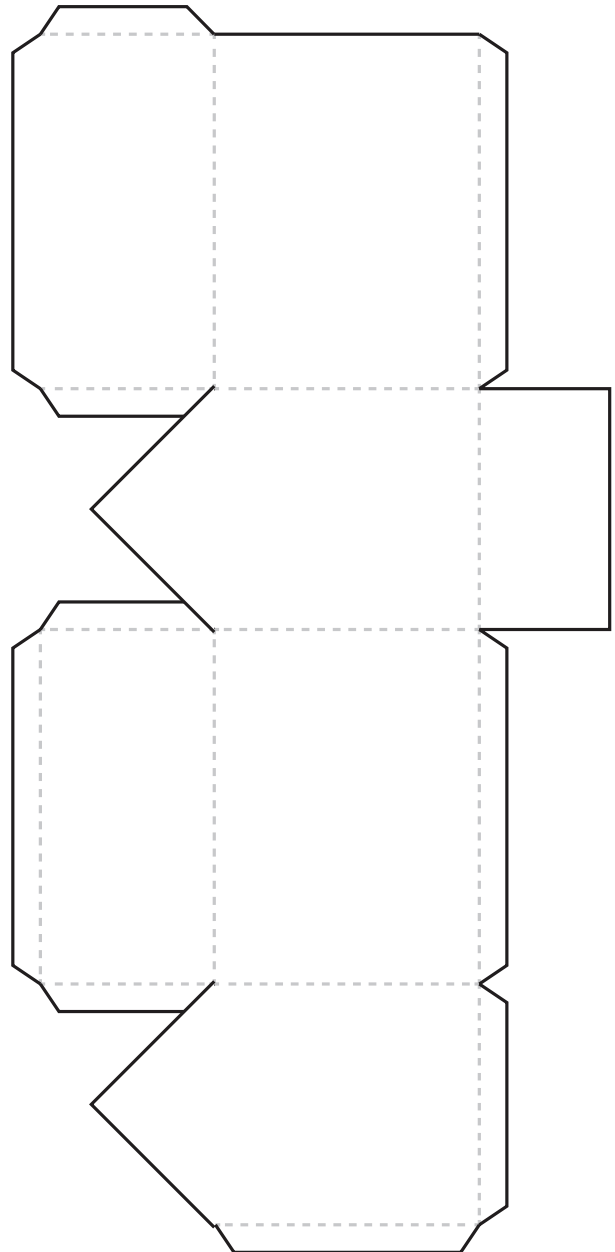
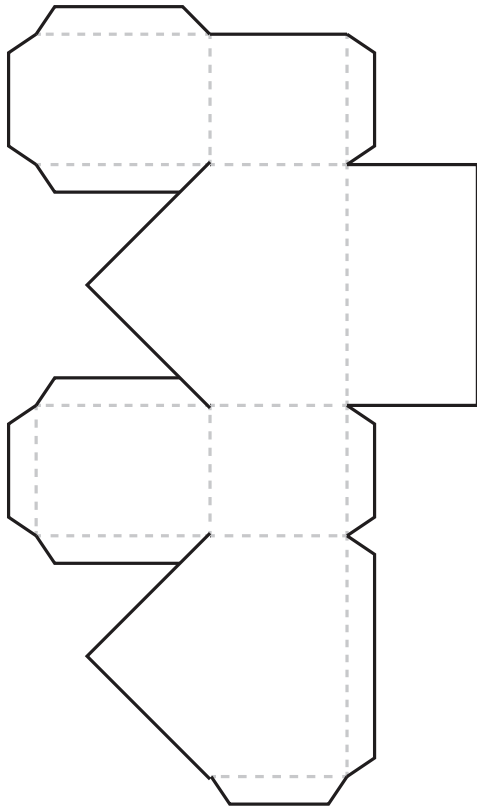
# Lesson 4 Activity 3

## I Know My Place - Survey sheet

<b>Your name</b>	
<b>Your organisation, school or group</b>	
<b>Date of survey</b>	
<b>Name of building/title</b>	
<b>Type of building or site</b> i.e. church, memorial, house, shop.	
<b>Location</b>	
<b>Condition</b> i.e. excellent, good, poor?	
<b>Date of building</b>	
<b>Description</b>	
<b>Sketch the building here:</b>	

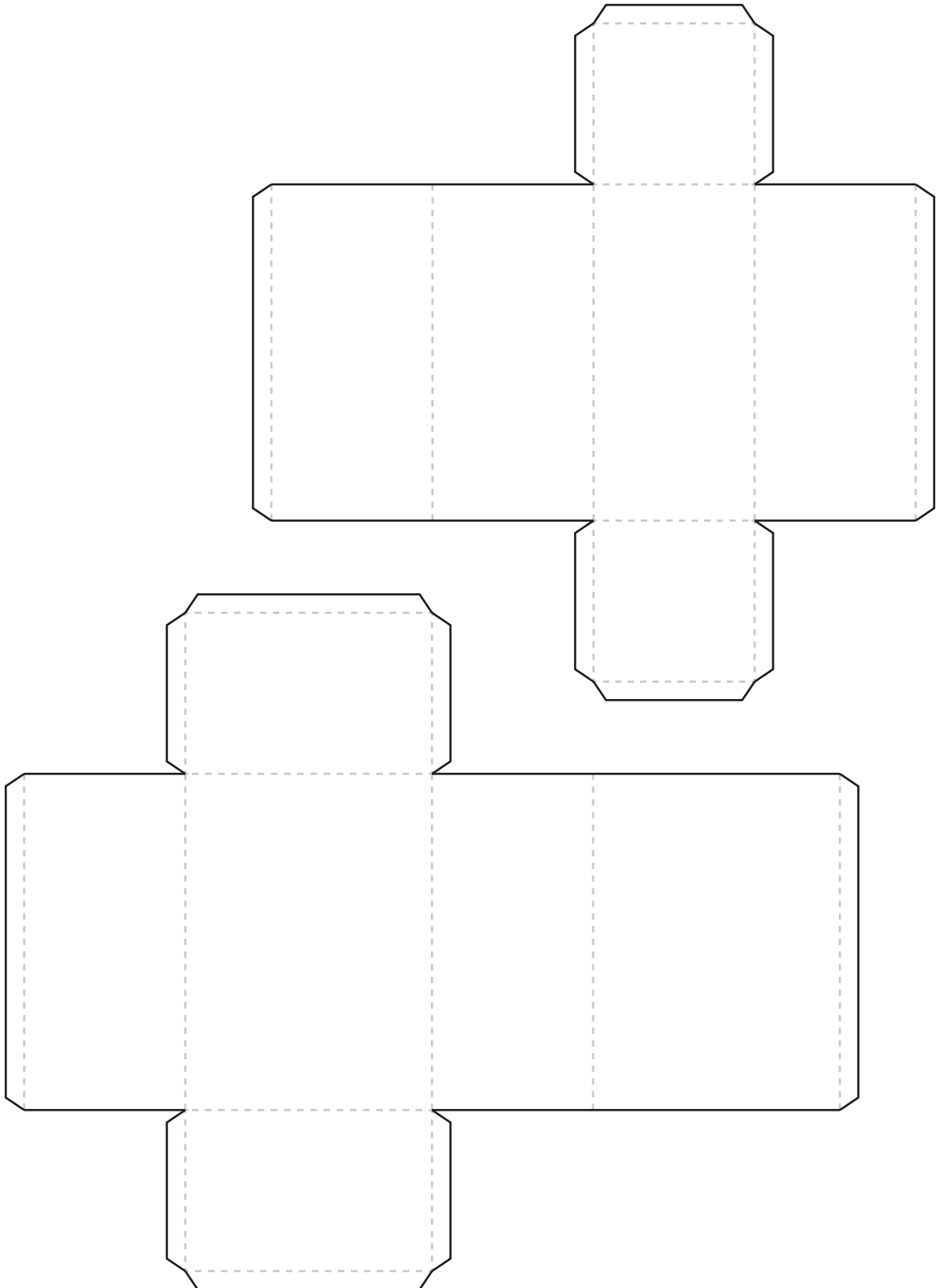
# Lesson 4 Activity 4

## 3D Models



# Lesson 4 Activity 4

## 3D Models





# Lesson 4 Activity 5

## Picturesque postcards

 Clifton Suspension Bridge Opening Ceremony, December 8th 1864.



Image: G97 Clifton Suspension Bridge Trust, courtesy of Joy and Rob Boulton.  
**Available from** [www.southglos.gov.uk/kyppostcard/](http://www.southglos.gov.uk/kyppostcard/)

# Lesson 4 Activity 6

## Aerial photography

### 

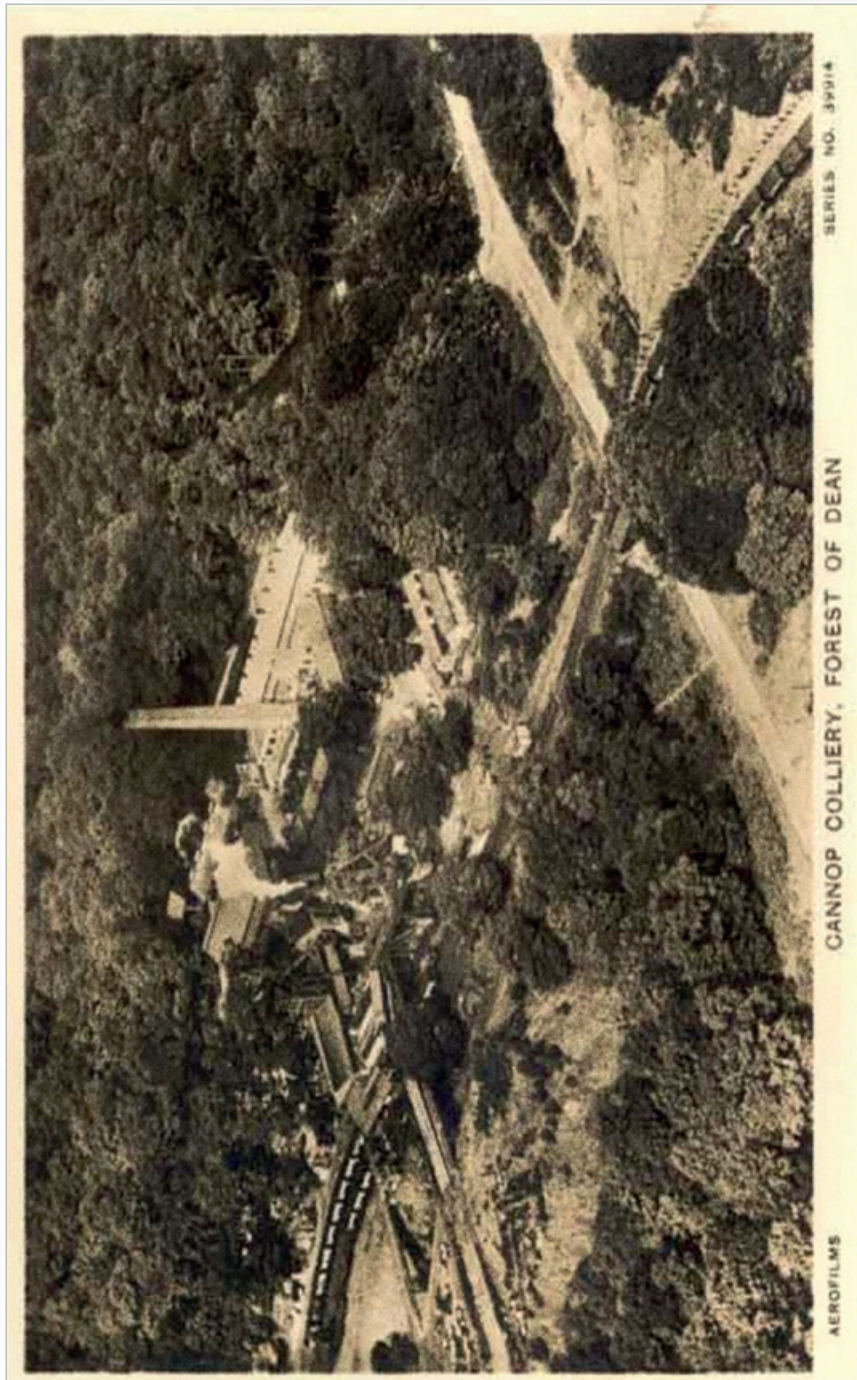


Image: Dean Heritage Centre, DHC 1986.146.223

Available from [www.southglos.gov.uk/kyppostcard2](http://www.southglos.gov.uk/kyppostcard2)

## Lesson 5

# Settlements and sites: exploring landscape



# Lesson 5

## Settlements and sites: Exploring landscape

### ▶ LEARNING OBJECTIVES

To use *Know Your Place* to look at landscape and consider different settlements and habitats.

### ⚙️ ACTIVITIES

- ▶ Prehistoric settlements
- ▶ Selling land
- ▶ Where shall we live?
- ▶ Planning Ahead

### ▶ OUTCOMES

- ▶ Pupils should be able to think constructively, consider and present arguments from different perspectives and adapt accordingly
- ▶ Pupils should be able to recognise suitable habitats and settlements based on the needs of a community and specific people

### ▶ OUTPUTS

- ▶ Research on a prehistoric site
- ▶ Class debates
- ▶ Written work
- ▶ Detailed plans of individual planning developments

### 📎 RESOURCES

#### ▶ RESOURCES PROVIDED

- ▶ Where shall we live character profiles
- ▶ Selling land character profiles

#### + RESOURCES REQUIRED


- ▶ Online access to *Know Your Place*
- ▶ Historic England PastScape register  
[www.pastscape.org.uk](http://www.pastscape.org.uk)
- ▶ Optional: How did Iron Age people live?  
[www.bbc.co.uk/guides/z8bkwmn](http://www.bbc.co.uk/guides/z8bkwmn)


### ▶ OTHER SUBJECTS

- ▶ Design and technology
- ▶ English
- ▶ Geography

# Lesson 5 Activity 1

## Prehistoric settlements

 The Dobunni tribe of the South West want to create a new settlement in the area. As a group, use the earliest base map available in your area to identify some possible sites.

 **What would an Iron Age family need to survive?**  
Use your pre-existing knowledge on the Iron Age and think about food, shelter, protection from enemy tribes, water, resources for tools and crafts etc.



Individually or in pairs, use a computer or tablet to search the **Historic England Pastscape register** for 2 to 3 different prehistoric sites in your area then find them on Know Your Place.



They may already be included in the information layers!



Out of the 2 or 3 sites you found, **which settlers do you think had the best chance of survival and why?** Consider resources, defence, location etc.



# Lesson 5 Activity 2

## Selling land

- Using the 1921–1943 or 1947–1965 OS base maps in your area, find a space of open or agricultural land in a village or town from your region and project onto a board. Present this scenario to the class or group:

A local farmer owns 4 fields in the area.

The farm he owns has belonged to his family for years but he has now decided to sell it on in his retirement.

There are 5 people interested in buying the land but he can't decide who to sell it to. He wants the land to go to someone whose business will benefit the local community.

▶ Use Know Your Place to look at the site and the surrounding area as a class.

🗣️ Look at the character profiles of each buyer. Each table group should take the role of a different character and discuss why they think the land should go to them.

? If this is a post war landscape, why would your business idea be the most beneficial for the community?

🗣️ Each group should contribute to a class debate and the teacher or leader can act as the farmer and decide who had the most influential argument.

### 🗣️ KEY STAGE 4

Write a news report reporting on the event as if this was a public debate, with details of potential buyers and quotes from the different individuals involved.

# Lesson 5 Activity 3

## Where should we live?

- Choose 3 urbanised areas in your local region and project onto a board or screen, or give the locations to the pupils so they can look at them on a tablet or computer in small groups. Present this scenario:



**A family from London want to move to the West of England and are looking to buy a house.**

They have narrowed it down to three potential areas but each family member wants something different.

- Use *Know Your Place* to look at the areas and use the character profiles to discuss in small groups which location you think would be best for the family and why? Consider transport links, amenities, population, accessibility etc.

- Character profiles for each family member are included in the resources. Take notes on the key points and present your case to the class.

### Key Stage 3

Using the arguments and points discussed, write a scripted conversation between 2 characters who want to live in different locations.

### Key Stage 4

Write a letter to the family persuading them to buy a house in the area that you have chosen.

# Lesson 5 Activity 4

## Planning ahead

 The local council have permission to build a new complex that has space for three of the following:

Supermarket

Cinema

Bowling complex


Outdoor sports pitch


Indoor swimming pool

Restaurant

Library


Retail outlet

 Using *Know Your Place* individually or in pairs, find a suitable location in your region for the development.

 Undertake some research on the community using the *Know Your Place* maps and information layers, and other online sources. You could also look at news stories and planning applications for the area.

 What amenities does the area already have?

- ▶ What does it need?
- ▶ Is the population small or large?
- ▶ What transport and trade links does the area already have? How could you use these?
- ▶ What businesses will your complex have and why?

 Plan your complex and design the buildings and layout. Your plans could be presented through annotated sketches, written plans or a presentation.



# Lesson 5 Activity 2

## Selling land - Character Profiles

### + Character profiles

#### Mr Stefan

Mr Stefan is a successful business man and would like to build 10 houses. He thinks the population will grow and already has a number of properties in nearby towns. The houses would suit couples and individual residents.

#### Mrs Edwards

Mrs Edwards would like the land to build a primary school. She has 3 children herself and lives locally. She is not incredibly wealthy but believes a new school is just what the community needs!

#### Miss Karim

Miss Karim would like to build a shop and tea room selling local produce for people in the area and passers-by. She will bake everything on site and thinks people should indulge in a little luxury eating from time to time!

#### Mr Dimka

Mr Dimka wants to expand his own business and build another preserves and food production factory. He is already part of the Quantock Preserving Company and says a new factory will provide new job opportunities for local people.

#### Dr Yeung

Dr Yeung wants to turn the land into a play park and sports club with a pitch. She knows the area well and many people love playing football and rugby! She thinks it would be nice for people to get involved with local community sport and would be a great space for the children to play.

# Lesson 5 Activity 3

## Where should we live? - Character Profiles

### + Character profiles

**Mo**

I have just been offered a job with the local council so I need good transport links! I can drive to work but would prefer to use public transport. My brother lives in Weston Super Mare and I visit him every few weeks or so.

**Anja**

I own my own dog walking business and would like to attend local gym classes in the week. My elderly mother lives in Devon and wants to catch the train to visit us at weekends. The closer we are to her the better!

**Lucy**

I'm doing my GCSE's at moment and really hope to go to a good sixth form to do my A-Levels next year. I love going to the cinema with friends and I'm learning to drive at the moment so I still have to rely on buses!

**Ali**

I'm in year 8 at school! I'd like to be able to walk to my new school but I could catch the school bus I suppose. I'd like to live near a playing field so I can play football with my new friends!

## Lesson 6

# Showcase and Celebrate your local heritage



# Lesson 6

## Showcase and celebrate your local heritage

### ▶ LEARNING OBJECTIVES

- ▶ To develop and expand work beyond the classroom and daily lesson plans, into projects and homework activities that directly involve using and contributing to *Know Your Place*.
- ▶ To provide a final purpose to the work undertaken.
- ▶ To showcase and celebrate your local heritage and all your work towards it.

### RESOURCES

#### ▶ RESOURCES PROVIDED

- ▶ Photograph: Pete Insole at Stonehenge!

#### RESOURCES REQUIRED

- ▶ Online access to *Know Your Place*
- ▶ Paper, pens, coloured pencils, camera
- ▶ Work from previous lessons
- ▶ Further sources of information

### ACTIVITIES

- ▶ **Showcase:** My favourite place, Finding out about your community, Class community contribution, Family walk
- ▶ **Celebrate:** Blog post, Photo album, Pop up museum, Celebration assembly.

### ▶ OUTCOMES

- ▶ Pupils should showcase, display or upload their work and research that they have completed and collected throughout previous lessons.

### ▶ OUTPUTS

- ▶ A submitted contribution onto *Know Your Place*
- ▶ Display or collection of work
- ▶ Showcase and celebration of work
- ▶ Family involvement with *Know Your Place*

### ▶ OTHER SUBJECTS

- ▶ ICT
- ▶ Art
- ▶ English

# Lesson 6 Showcase

## Showcase and celebrate your local heritage

▶ Adding your own research to *Know Your Place* is valuable for others as well as yourself! It provides a free community heritage resource, available for all to use and an ideal, easy platform for schools, education and interest groups to share their work publicly that can be accessed by anybody online.

(Note: you will need to allow time for contributions to be moderated and published. This will take between 5 and 15 working days)

### ⚙️ My favourite place

▶ **Think about a local place that you enjoy going to.**

Maybe it's your local park where you walk the dog, your favourite place where you play with your friends, your grandparent's house or your favourite shop!

+ See template for adding records in lesson 4. You could use the 'I Know my Place survey sheet' as a template and adapt it for this activity.

📷 If you can, take a photograph of it!

? Why do you like coming here?  
Find out more about the site, its history, photographs of it or what was there before.

📺 Take the photograph and any information you collect into school and ask your teacher to help you upload it onto *Know Your Place* by following the instructions from lesson 2.

# Lesson 6 Showcase

## Showcase and celebrate your local heritage

### ⚙️ Finding out about your community

▶ Collect 3 different memories, stories or local knowledge about your local area from a family member, neighbour or family friend.

✎ Record their **name**, the **questions you ask**, any **dates, answers** or **information they give you** and write the conversation as a script.

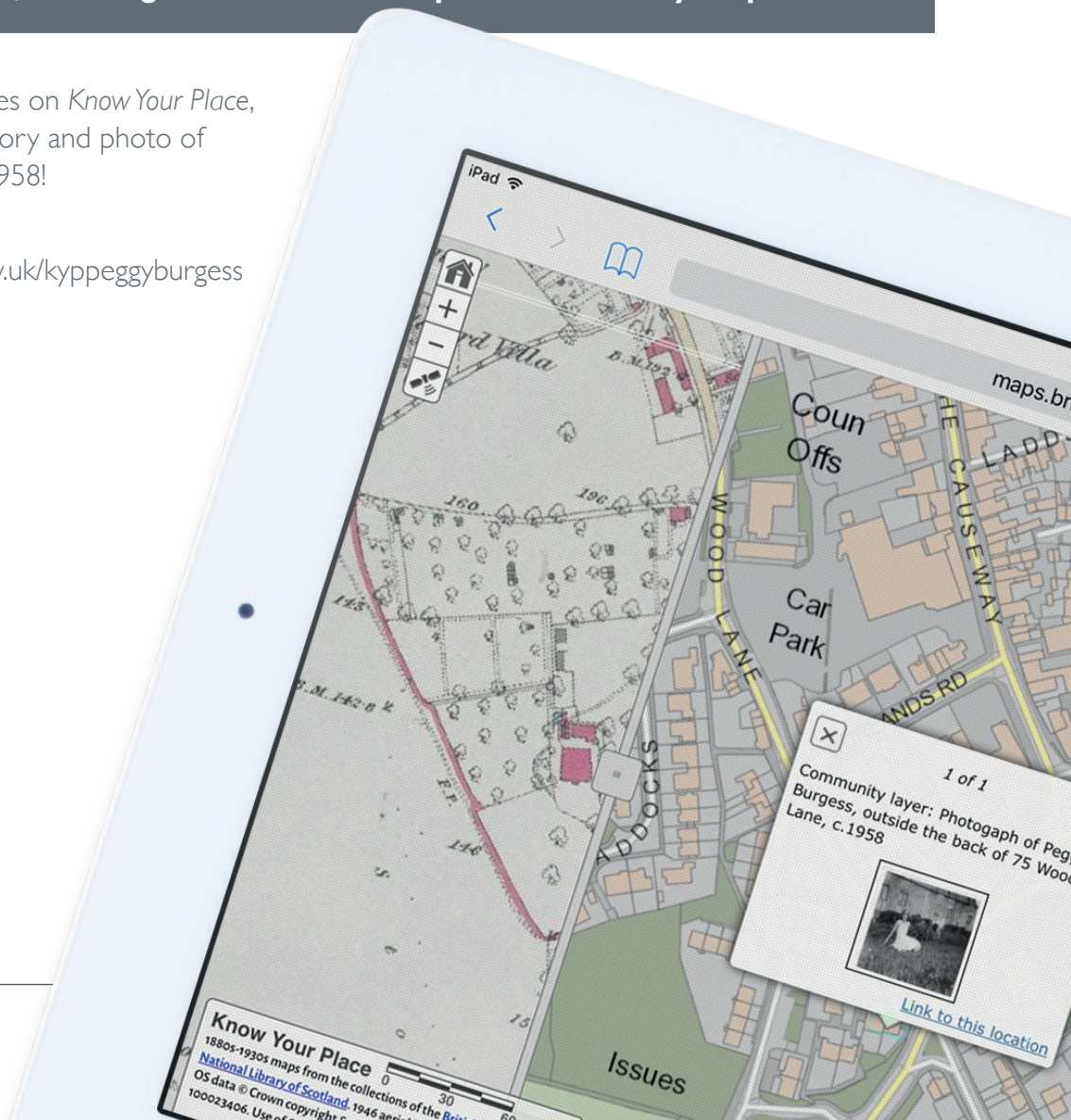
❓ Collect photographs if you can!  
What do they remember about the area when they were younger?  
What was their favourite place as a child?

▶ Present your findings to the rest of the class and upload your favourite story onto *Know Your Place*.  
**If you have photos, don't forget to ask the owner's permission before you upload them!**

📺 Find other examples on *Know Your Place*, including this memory and photo of Peggy Burgess in 1958!

See it here:

🔗 [www.southglos.gov.uk/kyppeggyburgess](http://www.southglos.gov.uk/kyppeggyburgess)



# Lesson 6 Showcase

Showcase and celebrate your local heritage

## ⚙️ Class community contribution

- ▶ Collect information as a class on your school, street or local high street for a community contribution.

For example:  
**The history**

what it used  
to be before

photographs

when it  
was built

- ▶ Put your information together into a contribution for *Know Your Place*.

You could also use the information you've collected from previous lessons. Pupils could have different roles i.e. research, collecting photographs or typing up information.

## ⚙️ Family walk

Take your parents or family on a short walk around your local area using Know Your Place on a mobile phone or tablet.

Show them how the area has changed through time and what used to be there before!  
What else would they like to find out on Know Your Place?

# Lesson 6 Celebrate

## Showcase and celebrate your local heritage



### Blog post

- ▶ If you have a school or organisational blog, write a blog post about your activities in the classroom and what you've learnt about your local history and heritage!

### Photo album

- ▶ Look at the photograph of Pete at Stonehenge included in the resources below.  
This is a family photo and shows Pete aged 3 and a half on a family visit to Stonehenge.
- ▶ What famous landmarks have you visited with your family?
  - ▶ What do you remember about the day?



-  Bring in some of your own family photographs from home and make a class photo album or scrap book.
-  Write down your memories and any relevant information to go with the photo.

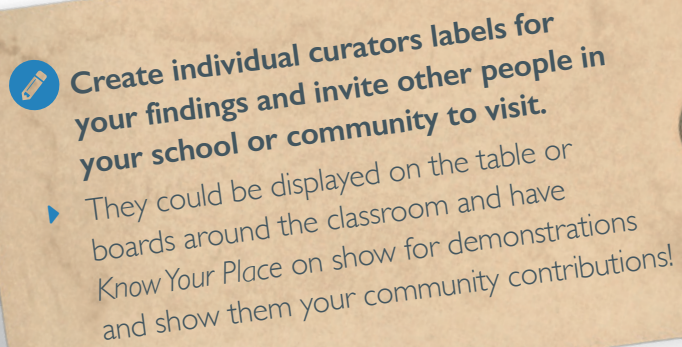


# Lesson 6 Celebrate

## Showcase and celebrate your local heritage

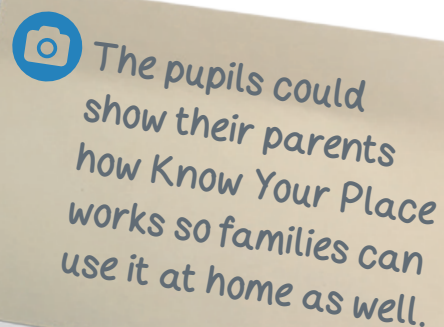
### Pop up museum

- ▶ Create a pop up museum in the classroom of all the pictures, stories and information you've collected individually and as a class over the series of lessons.

- 
- ▶ Create individual curators labels for your findings and invite other people in your school or community to visit.
  - ▶ They could be displayed on the table or boards around the classroom and have *Know Your Place* on show for demonstrations and show them your community contributions!

### Celebration Assembly

- ▶ Arrange an afternoon, evening or meeting for the children to put together and showcase their work to other pupils, teachers, staff, leaders, family and friends.
- ▶ Showcase the pupil's community contributions on *Know Your Place* (allow 5-15 working days for contributions to be moderated and published), invite families and friends to a pop up museum and encourage pupils to present their research projects.

- 
- ▶ The pupils could show their parents how *Know Your Place* works so families can use it at home as well.

# Lesson 6

## Further sources of information

### Regional archives

- ▶ **Bath Record Office:** [www.batharchives.co.uk](http://www.batharchives.co.uk)
- ▶ **Bristol Archives:** [www.bristolmuseums.org.uk/bristol-archives](http://www.bristolmuseums.org.uk/bristol-archives)
- ▶ **Gloucestershire Archives:** [www.gloucestershire.gov.uk/archives](http://www.gloucestershire.gov.uk/archives)
- ▶ **Somerset Archives:** [www.swheritage.org.uk/somerset-archives](http://www.swheritage.org.uk/somerset-archives)
- ▶ **Wiltshire and Swindon History Centre:** [www.wshc.eu](http://www.wshc.eu)

### Local museums:

For more information on regional museums in your area, use the following links:

- ▶ **Association of Independent Museums:** [www.aim-museums.co.uk](http://www.aim-museums.co.uk)
- ▶ **Museums Association:** [www.museumsassociation.org/your-area/south-west](http://www.museumsassociation.org/your-area/south-west)
- ▶ **South West Federation of Museums:** [www.swfed.org.uk](http://www.swfed.org.uk)
- ▶ **Museum Development Officer's:** [www.swfed.org.uk/your-county](http://www.swfed.org.uk/your-county)

**MDOs, or Museum Development Officers, do everything from giving vital 'grass roots' support to volunteer-led museums, to opening up opportunities for everyone to benefit from regional and national initiatives.** They offer a crucial two-way conduit between governmental agendas and the chalk face of daily museum life, and often they open doors to funding that a museum could not achieve alone.

# Lesson 6

## Further sources of information

### Online Resources

- ▶ **Britain from above:**  
<https://www.historicengland.org.uk/images-books/archive/collections/aerial-photos/>
- ▶ **British Library - Maps:** [www.bl.uk/subjects/maps](http://www.bl.uk/subjects/maps)
- ▶ **Getmapping:** [www.getmapping.com](http://www.getmapping.com)
- ▶ **Heritage at risk:** [www.historicengland.org.uk/advice/heritage-at-risk](http://www.historicengland.org.uk/advice/heritage-at-risk)
- ▶ **Historic England Aerial photos:**  
[www.historicengland.org.uk/images-books/archive/collections/aerial-photos](http://www.historicengland.org.uk/images-books/archive/collections/aerial-photos)
- ▶ **Historic Environment Records:** [www.heritagegateway.org.uk/Gateway/CHR](http://www.heritagegateway.org.uk/Gateway/CHR)
- ▶ **National Archives:** [www.nationalarchives.gov.uk](http://www.nationalarchives.gov.uk)
- ▶ **National Library of Scotland – Map Images:** [maps.nls.uk](http://maps.nls.uk)
- ▶ **Ordnance Survey Abbreviations:** [www.maps.nls.uk/os/abbrev/index.html](http://www.maps.nls.uk/os/abbrev/index.html)
- ▶ **Ordnance Survey:** [www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk)
- ▶ **Pastscape:** [www.pastscape.org.uk](http://www.pastscape.org.uk)
- ▶ **Search UK war memorials:** [www.iwm.org.uk/memorials/search](http://www.iwm.org.uk/memorials/search)
- ▶ **Somerset Voices website:** [www.somersetvoices.org.uk](http://www.somersetvoices.org.uk)

### Other Resources

- ▶ **Census records, street directories, log books, Parish registers**

### History Groups

You can find information about most local history groups through a quick internet search, local newspapers or social media.

- ▶ **Otherwise there are a list of local history groups across the UK here:**  
[www.local-history.co.uk/Groups](http://www.local-history.co.uk/Groups)

# Lesson 6 Celebrate

Showcase and celebrate your local heritage



**Photo album:** Pete Insole at Stonehenge aged 3 ½



Available from [www.southglos.gov.uk/kypeteinsole](http://www.southglos.gov.uk/kypeteinsole)

## Case Studies

How can I apply  
**Know Your Place**  
to my lessons?



# Case Study I

By Brook Valley Primary School

## Chippenham Museum Case Study

### **i** Author

Andrew Skelton, Learning and Outreach Officer, Chippenham Museum and Heritage Centre

### **i** Where

By Brook Valley Primary School, Chippenham

### **i** Who

Year 5

### **⚙️** Using Maps to ID changes through time

- ▶ Use *Know Your Place* as a starting point, and class focus, to develop understanding of the history of your community through the use of maps and 'records' uploaded onto *Know Your Place*.

### **▶** INTENDED OUTCOMES

- ▶ To foster a greater understanding of the local area and its historic development through identifying changes shown on maps through a variety of time periods

### **▶** OUTPUTS

- ▶ Children were able to identify how their local area has changed whilst walking through the locale (with reference to maps printed out from the KYP website)
- ▶ Children were introduced to the KYP website and its potential as a learning resource
- ▶ Children were able to identify historic buildings that were referenced on the KYP website and during the lesson.



### **+** RESOURCES

- ▶ KYP website
- ▶ Interactive whiteboard/ICT suite
- ▶ Paper copies of map area
- ▶ Clipboards/pens

### **🏆** SUCCESSES

- ▶ Class understood how the KYP website relates to the historic environment and that the digital media is a representation of their physical world
- ▶ Understanding of how maps can be used both physically (as printed objects) and as a digital media.

# Case Study I

## By Brook Valley Primary School

### ▶ Chippenham Museum Case Study



**⚙️ In a workshop with year 5 from By Brook Valley Primary School, Andrew Skelton from Chippenham Museum ran a morning session on using maps to identify changes through time, with a focus on the history curriculum.**

To begin with the class looked at *Know Your Place* in the classroom via the class interactive whiteboard and discussed how the maps worked and how records and community contributions provide extra information for individual locations.

In pairs, using screenshots and paper extracts of *Know Your Place* maps, the class identified key changes in the community (Note: use the current 2016 OS map and the 1844-88 OS Map)

**\*ICT Suite version:** If class broadband is suitable and there are enough computers/laptops, this activity can be conducted online in pairs. After this activity, the class, along with Andrew, the teacher and other support staff took *Know Your Place* into the community and went on a walk to the key areas/buildings that were identified in the classroom. Paper copies of maps were given to the children in pairs and each pair had an 1844 - 88 OS map and a modern map. The children had to identify the buildings, place and objects linked to the area and they discussed the sites with Andrew. They labelled the different locations on their map as they went and marked on the older map where the sites would then have been.

Back in the classroom Andrew introduced the class to some historical objects tied to key history and places in the area. To finish, they discussed community contributions and how to add a record onto *Know Your Place*.

### ▶ NEXT STEPS/EXTENSION ACTIVITIES

- ▶ Children work in pairs/small groups to identify particular properties with important historical links to their community & then update KYP website with this information.
- ▶ *Know Your Place* website awareness for parents of class, run by the children

# Case Study 2

## Victoria Park Primary School

### Heritage School Case Study



Historic England

#### **i** Author

Michael Gorely, Local Heritage Education Manager, Historic England

#### **i** Where

Victoria Park Primary School, Bristol

#### **i** Who

Year 3 and 4

#### **⚙️** What was the Watchet Tragedy?

- ▶ Year 3 and 4 children visit a headstone and use the historic environment record and archive newspapers to uncover a tragic story.

#### **+** RESOURCES

- ▶ Find My Past
- ▶ Know Your Place

#### **🏆** SUCCESSES

- ▶ Children learned about a fascinating local story using primary source materials
- ▶ Children learned that gravestones can reveal lots of information about their past
- ▶ Children made a connection with two people who lived in their locality in the past

#### **▶** INTENDED OUTCOMES

- ▶ To create and follow own lines of enquiry.
- ▶ To use primary sources to research the past.
- ▶ To develop empathy with people in the past.
- ▶ To develop curiosity about their own local area.

#### **▶** OUTPUTS

- ▶ Created Exhibits for a school local history museum.
- ▶ Made a floor book telling the story of the Watchet tragedy.
- ▶ Presented an assembly to re tell the story and to explain the process of the research undertaken.



# Case Study 2

## Victoria Park Primary School

### Heritage School Case Study



Historic England

**In the corner of a small disused burial ground less than half a mile from Victoria Park Primary school, is a solitary headstone for a young couple who drowned in the nineteenth century.**

On a Monday, the Year 3 and 4 classes visited the burial ground where they were met by Michael Gorely the Local Heritage Education Manager for Historic England. They learnt about the history of the burial ground and its association with the now demolished St John's church in Bedminster. At the site of the gravestone the children were asked to think of questions that they would like to investigate connected to the inscription. Through the rest of the week the children attempted to answer the questions they raised through their own historical research. They began by comparing modern and nineteenth century maps using *Know Your Place*, finding 5 similarities, 5 differences and 5 interesting or unusual aspects to the old map. Next they traced both Sarah Jane Seymour and Henry Larcombe on the 1851 census using [www.findmypast.co.uk](http://www.findmypast.co.uk). Using *Know Your Place*, the children identified the residences of Henry Larcombe and Sarah Jayne Seymour on the 1844-88 OS Map. They were also able to identify where Henry and Sarah Jayne worked.

During the week a small group of 5 ambassadors (one child from each class) walked to the Bristol Central Library where they looked at archive newspapers from 1859. These children then reported back to their classmates the story of what happened on the fateful day. This included a vivid account of the funeral of Henry and Sarah Jayne. The children again used *Know Your Place* to trace the route of the funeral cortège through nineteenth century Bedminster. The children undertook a variety of other activities based on the story, e.g. letter writing, diary entries, newspaper reports, book making, artistic impressions of the story.

Their findings were presented to the Local Heritage Learning Manager in a special assembly on the Friday afternoon. After school on that day their work was displayed as part of a school local history 'museum' with questions for children and their parents to answer.

### ▶ NEXT STEPS/EXTENSION ACTIVITIES

- ▶ The story makes an excellent starting point for a broader enquiry about Victorian Bristol.
- ▶ There are links with aspects of ordinary life such as transport, industry, housing and religion in Victorian England.

# Case Study 3

## Lacock CofE Primary School

### ▶ Chippenham Museum Case Study

#### **i** Author

Andrew Skelton, Learning and Outreach Officer, Chippenham Museum and Heritage Centre

#### **i** Where

Lacock Church of England Primary School

#### **i** Who

Year 4, 5 and 6



#### **+** RESOURCES

- ▶ KYP website
- ▶ Interactive whiteboard/ICT suite
- ▶ Paper copies of map area
- ▶ Clipboards/pens

#### **⚙️** Maps and the changing shape of a community

- ▶ Using *Know Your Place* as a springboard to develop understanding of the development and change within a community through the use of maps and artefacts. The lesson focuses on identifying the growth of the local area, identifying new developments, changes to building use and key features (i.e. footpaths etc.) that remain but shape the community around them.

#### **▶** INTENDED OUTCOMES

- ▶ To foster a greater understanding of the geographical development through identifying changes shown on maps and develop basic mapping techniques through use of KYP.

#### **▶** OUTPUTS

- ▶ Class developed an understanding of how their locale has developed over time geographically via the use of *Know Your Place's* historic maps.
- ▶ Class could use a basic map key to identify changes identified on KYP maps
- ▶ Developed an understanding of how maps can be used both digitally and physically and the inherent advantages and disadvantages in both.

#### **🏆** SUCCESSES

- ▶ Class developed a strong understanding of how KYP maps, through showcasing changes over time, can be used to map the geographical development of an area.
- ▶ The ability of KYP maps to identify key geographical features that enable a locale to develop, and how these are exploited over time.

# Case Study 3

## Victoria Park Primary School

### ▶ Chippenham Museum Case Study



- ⚙️ **Andrew's workshop with year 4, 5 and 6 from Lacock CofE Primary School focused on geography and history and using *Know Your Place* to look at development and change in the community through maps.**

He brought in a series of printed maps with different dates and put them on different tables around the classroom. In small groups, the pupils moved around the different maps, identifying Lacock on each map. Afterwards Andrew discussed the idea of maps, paper maps and how they can be used, along with an introduction to *Know Your Place*.

He led the class on a walk around the village, visiting key areas identified in the classroom, identifying buildings, places and objects. Each pair had a clipboard and a modern and historic map between them. As they went round, pupils had to identify the buildings they visited, labelling them on their printed 2011 map, numbering them 1-10 with tithe barn, blacksmiths, crux building, jail etc. They discussed the impact of new buildings, changes of use and population requirements with each site.

When they returned, pupils created their own maps of Lacock. They used *Know Your Place* to draw a basic outline of the village then labelled the streets and added key information from the walk, identifying 4 to 5 key features that they think should be included. The buildings were drawn on and labelled with symbols and colours. Key words were written on the board for the children to use, for example the names of buildings, East Street, West Street, Church Street etc.

After this activity, Andrew initiated a class discussion on what sites different pupils had chosen and set a homework activity to choose a site to research, take photos, conduct interviews and upload onto *Know Your Place*.

### ▶ **NEXT STEPS/EXTENSION ACTIVITIES**

- ▶ Children work in pairs/small groups to identify particular geographic features of importance to the development of another community through using the KYP website (e.g. compare the development of a city, Bristol, to their community)
- ▶ *Know Your Place* website awareness for parents of class, run by the children

# Case Study 4

## Ashton Vale Primary School

### ▶ Ashton Vale Primary School Case Study



Myers-Insole Local Learning CIC  
[www.locallearning.org.uk](http://www.locallearning.org.uk)

#### **i** Author

Ruth Myers and  
Pete Insole,  
Directors, Myers-Insole  
Local Learning CIC

#### **i** Where

Ashton Vale Primary  
School, Bristol

#### **i** Who

Year 5

#### **⚙️** Learning from our parents and grandparents

- ▶ Year 5 ran a *Know Your Place* investigation day interviewing friends and relatives to add information to the community layer on the website.

#### **+** RESOURCES

- ▶ Know Your Place

#### **🏆** SUCCESSES

- ▶ Children learned a huge amount about their local area and their school from the members of the public
- ▶ Children learned interview and note making techniques

#### **▶** INTENDED OUTCOMES

- ▶ To develop an understanding of how places change over time.
- ▶ To learn about the history of Ashton Vale.
- ▶ To share the information collected by uploading it to the website.
- ▶ To create and participate in a meaningful inter-generational activity.

#### **▶** OUTPUTS

- ▶ Shared a huge amount of learning about the local area on the community layer on *Know Your Place*.
- ▶ Created a classroom display based on the images and information collected from the members of the public.
- ▶ Collected some objects and pictures to begin a school museum for the future – some objects were donated to the school such as a painting that a grandparent had made of a local view in the past and a fragment of the old greyhound track that only lasted a few years before the war.

# Case Study 4

## Ashton Vale Primary School

### ▶ Ashton Vale Primary School Case Study



Myers-Insole Local Learning CIC  
[www.locallearning.org.uk](http://www.locallearning.org.uk)

**⚙️ Ashton Vale Primary School lies in a post war housing estate on the edge of Bristol. Before the activity there was little information about the area on the *Know Your Place* community layer.**

The objective was to invite parents and grandparents to bring any old photographs, letters, postcards, memories and information they had about the area to an event in the school hall. At the event small groups of pupils interviewed the members of the community about their archive material and memories of the area and then upload these stories to the KYP website.

Ruth and Pete worked with the children using *Know Your Place* to identify the school on a modern map, then looked at the other base maps in the classroom to begin to understand how the area developed. Ruth and Pete then delivered sessions on interview technique and designing questionnaires with the children in preparation for the public event hosted by the pupils.

The event was held in the school hall and several members of the local community brought in family photographs, old school photographs as well as objects that they had found in the garden. An 18th century gun flint, a segment of the 1930s greyhound track and an oil painting of the first shop in the area were amongst some of the more unusual artefacts.

The pupils recorded the information from the members of the public on interview sheets so that the information could be uploaded to the website. A member of Local Learning took photographs of the images and objects that had been brought in so that these could be uploaded along with the information.

By the end of the activity more than 30 images with accompanying information had been uploaded to *Know Your Place*.

### ▶ NEXT STEPS/EXTENSION ACTIVITIES

- ▶ Creating a school museum by collecting more artefacts and images from relatives.
- ▶ Visit the Bristol Record Office to research the history of the area further particularly in terms of the creation of the estate that immediately after the war consisted primarily of pre-fabs.
- ▶ Investigate how the country dealt with the housing shortage after the war.

# Case Study 5

## Young Archaeologist Club



### ▶ West Wiltshire Young Archaeologists' Club Case Study

#### **i** Author

Louise Mansbridge,  
Branch Leader of  
West Wiltshire's Young  
Archaeologists' Club

#### **i** Where

Trowbridge Museum,  
Wiltshire

#### **i** Who

Ages 8 - 16

#### **⚙️** Know Your Place Young Archaeologists' Club Session

- ▶ West Wiltshire Young Archaeologist's ran a session introducing the children to *Know Your Place* and finding points of archaeological interest.

#### **+** RESOURCES

- ▶ Know Your Place

#### **🏆** SUCCESSES

- ▶ Children were easily able to navigate around the website
- ▶ Children found the differences between then and now really interesting
- ▶ Many children were encouraged to go home and look at the site and look up other areas that they were interested in, especially their own towns and villages

#### **▶** INTENDED OUTCOMES

- ▶ To show the young archaeologist's the importance of desktop investigation, in order to find the most probable areas that would be of interest for evaluation/excavation.

#### **▶** OUTPUTS


- ▶ Children were shown how places can change quite significantly over time. Buildings can disappear and new ones can be built. It showed that some previous areas have changed from fields to housing estates.

# Case Study 5

## Young Archaeologist Club



### ▶ West Wiltshire Young Archaeologists' Club Case Study

 At a YAC session one Saturday at Trowbridge Museum, West Wiltshire Young Archaeologists' Club used *Know Your Place* to explore their local area and find points of archaeological interest around them.

They used a laptop connected to a large overhead screen and started by looking up the home addresses of the members to see what the area looked like in the past. The main change they noticed was that the older maps showed lots of fields compared to the more modern built up areas.

The children then used the monuments layer and clicked on a number of the brown dots that appeared to bring up information on artefacts or monuments that had been found nearby. It showed them that buttons, arrowheads and medieval pottery had been found. For an archaeological focused group, this was of great interest.

They also used the maps to look at Avebury and saw that little had changed compared to other areas, towns and villages. Overall the session helped the young archaeologists to understand that in order to know where to excavate, the maps on *Know Your Place* can give them clues and related information that they would be able to search for and use for archaeological research.

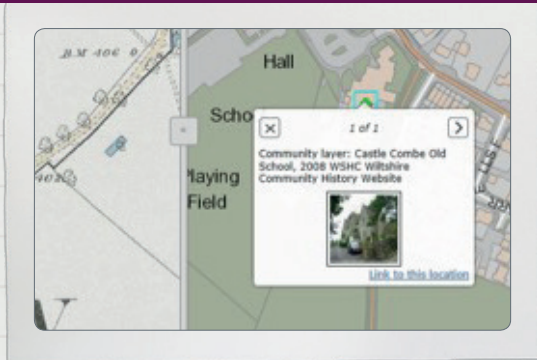
### ▶ NEXT STEPS/EXTENSION ACTIVITIES

- ▶ Looking at what resources they would need to set up an Iron Age settlement

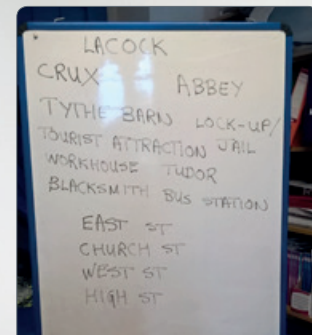
# Case Studies

Photo album

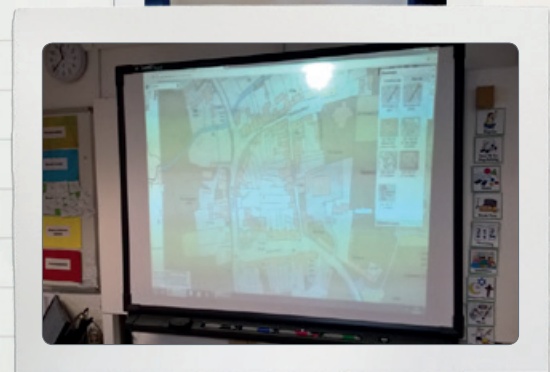
## ▶ Chippenham Museum Case Study 1



## ▶ Chippenham Museum Case Study 3



## ▶ Heritage School Case Study 2



## ▶ Ashton Vale Primary School Case Study 4



## ▶ West Wiltshire Young Archaeologists' Club Case Study 5





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Education Manager, Historic England
- ▶ **Pete Insole**  
Director of Myers-Insole  
Local Learning CIC

## Case Studies

- ▶ **Andrew Skelton**
- ▶ **Louise Mansbridge**
- ▶ **Michael Gorely**
- ▶ **Pete Insole**

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## Original Sources

- ▶ **Bath Record Office**
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and Heritage Centre**
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- ▶ **West Wiltshire's  
Young Archaeologist's Club**
- ▶ **Written by Alice Millard**  
Know Your Place - West of England project
- ▶ **Know Your Place, West of England**  
[www.kypwest.org.uk](http://www.kypwest.org.uk)
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