

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

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.



Historic England

+ 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. 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

⚙ 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.



+ RESOURCES

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

🏆 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

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

 **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.

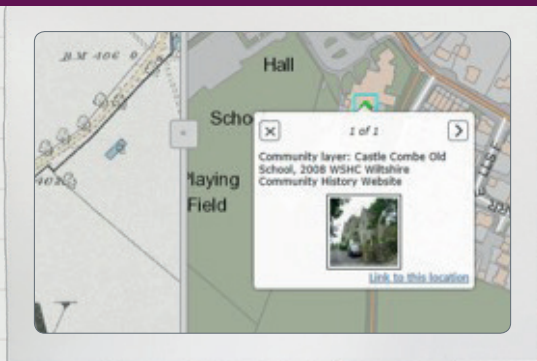
▶ NEXT STEPS/EXTENSION ACTIVITIES

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

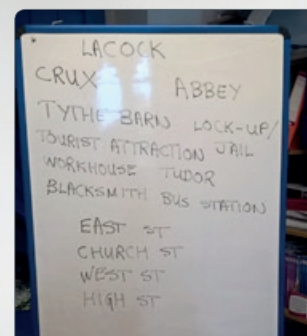
Case Studies

Photo album

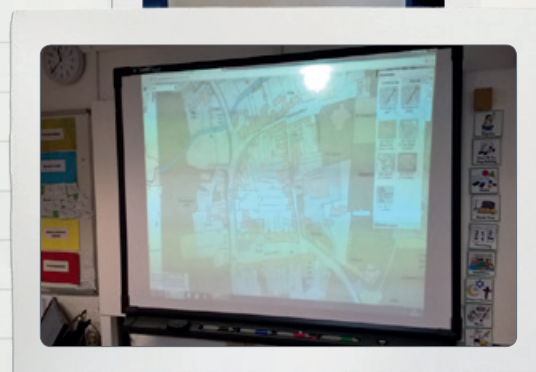
▶ Chippenham Museum Case Study 1



▶ 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

