

Year 9 Curriculum Enrichment: Treasure maps and family tracks

Unit Title: Blast from the Past

Number of lessons: 4 doubles

Lessons in sequence:

1. Geography route planning
2. History Walk 1
3. Astley Park historical trail / treasure hunt
4. History Walk 2

DofE: Skill

Prior knowledge: (What are we assuming that pupils know from KS2/3? What do pupils need to know before they learn it?)changes result

Knowledge of the importance of the Church in society
 Concept of change and continuity
 Knowledge about how historians use sources and evidence to piece together facts about historical events
 World War 1
 World War 2
 Industrial Britain in the 1800s (studied in Yr 7)

Map reading skills from Y7 Geography:
 Ordnance survey maps and symbols
 Contours
 Grid references
 Scale and distance
 Powerpoint

Common misconceptions

Pupils do not appreciate or make the link that other people have lived in Chorley before them. They don't realise that there is a wealth of source material available to enable them to learn about the past.

Contours and how they relate to height of land / hills
 The distance of a km²
 Ordnance survey map symbols and their meanings

Key substantive knowledge:

- Facts about WW1 and WW2 and other key world events
- Architecture (Art Deco / Norman / Victorian / Georgian / Edwardian)
- the importance and centrality of the Church in life in the 1880s.
- Facts about the lives of a local family in Chorley
- How Chorley has changed over time
- Types of plants and herbs used in a sensory garden
- Ordnance survey map interpretation and the meaning of their symbols
- Contour lines
- How a compass works
- Finding places on maps using grid references

Key disciplinary knowledge:

- Using evidence and source material to ascertain facts about the past
- Map reading skills
- How to use a compass
- Research and ICT skills looking at food and nutrition

Assessment opportunities:

Questioning during treasure hunt activities
 Competition between pupils in the Astley Park treasure hunt

The assessment on the geographical skills will be part of the expedition at the end of the year.		
<p>Key terms: Evidence Source Census Pro patria Architecture features Memorial Baptism Bellringers Parish Sensory Grid references Contours Scale Key Compass Magnetic north Protein / carbohydrate / fibre Energy Nourishment Vitamins Balanced diet Fonts / backgrounds</p>	<p>Cross curricular aspects / Numeracy / Literacy / British Values / Careers aspirations / Citizenship / SMSC Art / architecture in the local region Literacy – reading and interpreting sources English – inscriptions on memorials in Chorley, link to poetry in English ‘pro patria’ Citizenship – looking at life in a small town</p> <p>Geography – building on the National Curriculum: interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) It also builds on the ‘Think Act’ topic where pupils consider renewable energy and food miles Prepares GCSE Gg pupils for the Climate Change unit. Food Preparation and Nutrition: understand and apply the principles of nutrition and health / cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet Citizenship: stewardship of our world</p>	
<p>PLTs: Independent enquirer Effective participant Reflective learner Team Worker Creative Thinker</p>	<p>Christian values: Service Sacrifice Hope Stewardship Thankfulness Creation</p>	<p>Character attributes: Curiosity Understanding Empathy Determination grit resourcefulness confidence</p>
<p>Hinterland: (“Hinterland” refers to the supporting details, the examples and anecdotes that students don’t need to remember accurately, but that furnish the richness of their understanding and contribute to the building of tacit knowledge) Knowledge of historical events since the late 1800s Outdoor experiences of pupils – walking in the countryside / following maps outside of school</p>		

Detailed information about the History Walks.

Walk 1:

Pupils explore the life of the Gartside family in Chorley. They look particularly at how Chorley has changed since the family lived there, exploring how buildings and places have changed both in architecture and in their significance.

Pupils are given source material to piece together a picture of the life of John Gartside, ie historic photos, past records, census information, military records. They explore what it means to ‘think like a Historian’, piecing together information from the sources to understand how History is constructed.

In the process of doing this, they learn how St Laurence’s Church in Chorley was so central to the life of the people.

- Firstly they are taken into Chorley and receive a historical photo of St Laurence’s Church.
- They have to find where this is in Chorley, stand where it was taken and look around to see the changes.
- Another photo of a family is given to them and they must find where this was taken. This is the Gartside’s house, which is still standing but has changed since the photo, so they must look at the change in architectural features and discuss the changes. They also look at census material to find his address.
- Photos show that he was a bellringer at St Laurence’s.
- Pupils then look at Gartside’s registration of marriage and St Laurence’s parish baptism record of his son, Frank, to build up a picture of his life.
- Pupils then continue to use census information to learn about Gartside’s business and that he moves to a new address nearby.
- They then have to find this new address, investigate the house and figure out if he was doing well in life.
- They then look at records of his son, Frank, ascertain that he went to war and go to the war memorial in Astley Park to see if his name is on there. His name is on there!

By doing these activities, they are behaving like historians, building up a picture of the life of a local Chorley man between 1880 and 1918. They begin to have a ‘real life’ appreciation of history and the experiences of people who lived in their town before them.

This sparks a real interest and fascination in pupils about local History.

Walk 2:

Pupils take part in a treasure hunt.

- They are firstly given a picture of school in the past and have to identify aspects that have changed.
- They then go to the arch in Astley Park and discuss the meaning of the words on the arch ‘pro patria’ connecting it to poetry in English.
- They walk to the war memorial and look around to discover other conflicts in which the people of Chorley were involved.
- They are then given a picture of the town hall and have to look at how the surroundings have changed, ie a pub nearby called the Red Lion which is no longer there.
- They have a photo of elephants walking through the town and have to work out where Woolworths would have been by looking at the art deco architecture above the present day shops.
- They then go to the arch near St Mary’s Church and look at who is memorialised there, then look at the pavement in Chapel Street to see how the tiling on the floor represent the stream that used to run through the centre of town.
- They then visit St Laurence’s Church – the oldest building in Chorley, looking at its Norman style design, wings added in the Victorian period and aspects of the stonework.
- They have to find the place in Chorley where a picture was taken following a clue given.
- Finally they go to the former Unitarian Chapel in Chorley to see where Sir Henry Tate used to live.

Lesson Objective:	Lesson Outcomes:	Key strategies (key subject knowledge and pedagogical subject knowledge)	Assessment opportunities
Week 1: To develop techniques in planning an	Pupils can: <ul style="list-style-type: none"> • recognise and interpret symbols on an OS map 	<i>Key substantive:</i> <ul style="list-style-type: none"> • OS map symbols and their meaning 	<i>The expedition in July provides the assessment for this</i>

<p>expedition route using an OS map and compass.</p>	<ul style="list-style-type: none"> • Explain how a compass works, and how we can use it in conjunction with a map. • Practice using a map and a compass to navigate and identify features. 	<ul style="list-style-type: none"> • how to use grid references to locate the two farms where they will go for their expedition • how to use a compass in relation to a map • how to interpret contour lines and what these mean for walking routes • How to measure distance between locations and what this means in reality • how to use an aerial picture to follow a route around school, identifying key features of nature 	<p><i>unit. Pupils have to successfully plan a route and follow a map on two days to achieve their Bronze DofE Award.</i></p>
<p>Week 2: To learn about John Gartside and ‘think like a historian’</p>	<ul style="list-style-type: none"> • Pupils can explain how Chorley has changed through time from 1880 to present day. • Pupils can use a range of source material to build up a historical picture. • Pupils can carry out their own investigations to understand how history is constructed. • Pupils develop a curiosity about the world around them and how buildings in Chorley have changed architecturally, in importance and significance over time. • Pupils explore change and continuity 	<p><i>Key substantive:</i></p> <ul style="list-style-type: none"> • the centrality and importance of the Church in family life in the late 1800s, early 1900s • the life of local people in 1880 – 1918 and how the war impacted families • the importance of sources for piecing together a picture of life in the past 	<p>Enquiry questions: pupils are asked how they would discover more about the family</p>
<p>Week 3: Astley Park treasure hunt</p>	<ul style="list-style-type: none"> • pupils can follow a map to find interesting facts and features of the local History in Astley Park. • Pupils can describe historical events that impacted on the people of Chorley by reading 	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • names of plants and herbs in the sensory garden • names of soldiers and ‘the evader’ recognised by 	<p>Competition: pupils work as a team to crack the clues and learn about local History in the park.</p>

	<p>memorials and facts around the park.</p> <ul style="list-style-type: none"> • Pupils can explain about the Lost Fountain and its significance. • Pupils have a working knowledge of the conflicts that have affected the town. • Pupils investigate features of the architecture of Astley Hall 	<p>memorials in the park</p> <ul style="list-style-type: none"> • how to follow a map successfully 	
<p>Week 4: Historical Walk 2 and treasure hunt</p> <p>Pupils can follow clues to discover for themselves how Chorley has changed and adapted over time.</p>	<ul style="list-style-type: none"> • Pupils can explain how school has changed through time. • Pupils can identify from historical photos how Chorley has changed over time and why. • Pupils can carry out their own investigations to understand how history is constructed. • Pupils begin to recognise architectural features of different periods. • Pupils explore change and continuity 	<p><i>Key substantive</i></p> <ul style="list-style-type: none"> • Life of Sir Henry Tate • Features of Art Deco / Norman / Victorian architecture <p>Latin memorial inscriptions and their meanings</p>	Enquiry questions