



St James' Local History KS2 Learning Package Introduction

Benwell, Elswick and Scotswood are currently experiencing big changes. This is not new! When St James' Church was built almost 200 years ago, a century of big changes was just beginning, as Newcastle expanded into the surrounding countryside and outlying villages became suburbs.

This learning package helps children understand their locality's changing past through historical sources linked to a significant local building - St James' Church on Benwell Lane, Newcastle.

Learning outcomes

- Understand how to investigate the history of a locality through written documents, images, artefacts and the built environment.
- Understand how and why this locality has undergone major changes since St James' Church was built.
- Learn that people from very diverse backgrounds have always come to live and work in this locality.

Ways of using the learning package

Follow the scheme of work, framed as a request for help from the St James' Heritage & Environment Group.

For greatest impact, the Introduction, Step 1 and Step 2 should take place on the same day. Steps 1 and 2 can be reversed if preferred. Other steps can be followed as your timetable allows.

The extra activities are designed to build on Steps 2-4 rather than replace them.

Or devise your own history hunt using any of the History Hunters resources or the Sources Bank*.

Since the graveyard visit is at the heart of all the activities, always consider including a real or virtual visit in your scheme of work.

History Hunters scheme of work – use the digital or print resources corresponding to each step*

Introduction Slideshow and a request from the St James' Heritage and Environment Group:
'Help us find out about six people buried in our graveyard!'

Minimum time: 20 minutes Organisation: all together

Step 1 **Visit the graveyard** What can the gravestones tell us about six people's lives?
Minimum time: 45 minutes visit plus journey time Organisation: groups

Step 2 **Investigate artefacts** Which of the six people could they have belonged to?
Minimum time: 45 mins Organisation: all together or group rotation activity then plenary

Step 3 **Investigate census records** What do they tell us about the local area or the people?
Minimum time: 30 mins Organisation: all together or pairs/groups and plenary

Step 4 **Investigate maps and images** What more can we learn from these?
Minimum time: 30 mins Organisation: all together or pairs/groups and plenary

Step 5 **Produce a report** What can we tell the St James' Heritage and Environment Group?
Minimum time: 1 hour Organisation: pairs/groups/plenary

Extra Activities: Glass detectives; Grainger project; Ryan's death mystery; Making a century timeline.

*Free learning package resources and visit venue

Book your graveyard visit and borrow the project artefacts, a laminated photocopiable set of learning package resources and a Sources Bank free of charge, through our partners –

Pendower Good Neighbour Project 0191 272 2962 / patpen@blueyonder.co.uk

Download the print resources and slideshow from www.stjameschurchnewcastle.wordpress.com

The **All Contents** page has a full list of the resources and instructions for viewing files online.





St James' Local History KS2 Learning Package Introduction

Devising your own History Hunt

The History Hunt core project uses a small selection of sources for each person and concentrates on giving pupils a taste of historical investigation. But you can mix and match resources.

- The Sources Bank includes more material, allowing you to develop your own flexible enquiry using historical sources. See also Backgrounder 3: Websites.
- The Extra Activity options can be used to extend the core project or to run a short project in conjunction with a graveyard visit.

Short or long project?

These formats were used in trialling with Yr 3, 5 and 6 to suit different ability levels and time scales:

- Half day (part of a wider Yr 5 class project on Richard Grainger) – Introduction, Steps 1 & 2.
- One full day and a morning – as above on the first day, Steps 3 and 4 the next morning.
- Several days, e.g. post SATs – all steps, with extra activities included and more than one visit arranged (e.g. to the Discovery Museum or Graingtowntown).

The best learning was achieved when the interval between sessions was minimised.

Oral or written activities?

The learning package specifically develops children's investigative skills so relies heavily on talking as a tool. Here are ways to help pupils retain what they have learned:

- As a minimum, aim to have fact file gradually built up for every person investigated.
- One easy way to do this is to use the spider diagram technique. At the end of each step, information found by individual pupils or groups should be fed into a class spider diagram in plenary time.
- If you want children to note down their findings, get pupils to make their own spider diagrams.
- Alternatively, each step has an attached fact file for recording discussion undertaken in groups or as a whole class, or for use as a homework resource.

Wide or narrow focus?

The report to the St James' Heritage and Environment Group can be a focus for your project even if you are tailoring your own learning package. Here are some more ideas for shaping your project:

- For a brief project, try Step 1, the graveyard visit, and one of the extra activities options. If a graveyard visit is impossible, conduct a virtual visit using Google Earth along with the final two sections of the slideshow.
- For lower KS2 take fewer steps e.g. the introduction + Step 1 (field or virtual) + one of the others. Don't discount tackling Step 3 – census investigation looks complicated but Yr 3s love it!
- You could choose to concentrate on the three notable people first (all of whom can be investigated further online) and then go through the same process with the other three.
- Narrow the hunt to one or two people e.g. Grainger (a notable Victorian) – see the Grainger Project option; Buddle and Ryan (wealth and poverty in the coal industry); Sowerby and Alderson (manufacturer/shopkeeper); Ferguson and Alderson (town and country).
- Widen the hunt to make links with modern life e.g. shopping then and now; contrasting times or lifestyles; how localities change over time; how girls' and women's lives have changed.
- Integrate! Maps and census records lend themselves particularly to this. Maths and English, Geography and IT, RE and Art can all be integrated easily.

Happy Hunting!

