



Explore your neighbourhood –

2. going outside

Activity plan

Learning Intention

To show how remains of the past are still around today in modern settings and form the backdrop to our everyday lives.

- Learners will spend time outside, working in teams in order to learn to look at things around you and find out what events shaped our landscape
- To find and photograph detailed evidence of the past, which can still be seen in modern neighbourhoods, such as memorial inscriptions and street furniture.
- Learners will understand the urban layout of the past by the very act of visiting and photographing remains. The detail they gather about dates, depictions and symbols will show what was important to people in the past.

Curriculum Links

I can use my knowledge of a historical period to interpret the evidence and present an informed view.

SOC 3-01a

Heritage Hero Award

Engage Activity

Resource List

- ◆ PowerPoint images (**Learning Resource A**) shows examples to get the group thinking about signs of evidence for the past in the areas in which they live
- ◆ Photography recording forms (in **Learning Resource C**)
- ◆ Optional: Map PowerPoint (**Learning Resource B**) find maps and explore change in your local area over time using this how to guide to a web-based maps resource

Research needed before session

Allow **1 hour** for preparation time.

There are 3 items to prepare before this session.

1. General overview of resources

We suggest you always review our resources and amend as necessary before running the session

2. Prepare a list of must see places to visit

Before you leave the classroom or youth centre, have your learners come up with a list of places they'd like to visit, with **Explore your neighbourhood Activity Plan 1: work with images**.

Alternatively, you could come up with local places of interest that you already know. Have a think about where you can find:

- Layout (including roads and infrastructure such as canals)
- Buildings
- Street Furniture (e.g. memorials, post boxes. park benches)
- Public spaces (e.g. parks and market squares)

To find new places to visit, we recommend using the search field in the top right of the Canmore website (see our useful links page).

3. Prepare a route (optional)

To find features, you can look at either historic maps or Google maps.

- Check out our **Map Powerpoint (Learners Resource B)** for how to find old maps online at the National Library of Scotland and use them side-by-side view with modern Bing satellite maps.
- Google maps will show you the estimated walking time and suggested routes between destinations if you add multiple destinations in the 'Directions' feature. Tip: make sure 'walking' is selected or it may not let you add multiple destinations.
- Tip take a walk along your route - we found hidden gems we'd never noticed before in Musselburgh: plaques on bridges and an iconic red telephone box next to the River Esk

4. Print off the slides Things to look out for (in **Learning Resource B**). These can be used as handouts as a memory aid for the group as they walk around outside.

Timings

Activity	Summary	Time
Introduction	Explain to the group that you will be gathering photographs and associated information to create a photographic record of their local past.	5 mins
Starter Activity	Chose a few from Learning Resource A to become familiar with clues of evidence for the past. These can be printed off and handed out if the groups would like to take them outside for reference.	5 mins
Main Activity	Take your group(s) outside for them to take photographs of the past which still exists in their neighbourhood. Have your learners record their findings on recording forms (Learning Resource C)	40 mins

Extra Activities / suggestions on scaling up and down

Once the photographs and information have been gathered, have a discussion. You may wish to ask questions like:

- What did you find out?
- Did you get a sense of what was important to people in the past?
- What evidence did you find for how your area looked in the past?
- What are the local responses to political, cultural and social changes?
- Can you design a time-line for your neighbourhood? See Learning Resource D for an example, created quickly from an Internet search.

You could then use the research to become an Urban Detective (see the SUP Urban Detective website), make a timeline using hands-on materials or software such as tiki-toki, or a classroom display.