

Lesson Planner

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. **SOC 1-01a**

By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history. **SOC 1-02a**

I can use evidence to recreate the story of a place or individual of local historical interest. **SOC 1-03a**

You could use these lessons as a starter for your class to take part in the **Heritage Heroes Award** from Archaeology Scotland. You can find out more about the award here: <https://archaeologyscotland.org.uk/heritage-resources-portal/heritage-hero-awards/>

Optional Flipped Learning

What is heritage? Start by thinking about what heritage means to your class – mind mapping activity individually or in groups/pairs. What is their heritage?

“Heritage is everything that has survived from the past into the present. This could be objects, documents, landscapes, buildings, but also songs and stories. It could be thousands of years old or 50 years old.”

In school Learning

In the classroom

See attached lesson – **Learning at school – Indoors**

Outside – Activity 1 - Heritage Walk

You will need –

Clipboard, pencil, heritage walk sheet, spare paper

What you do

1. Watch the video from the LOST website on examples of heritage found locally:
<https://youtu.be/JnM4LceVfHM>
2. Talk about examples of historical evidence that you might find in your town.
3. Go for a walk around your local area and complete the heritage trail sheet (attached)
4. Come back to class and share what you have discovered and discuss the importance.

Introduce home learning tasks:

Show pupils the map website at: <https://maps.nls.uk/geo/explore/#zoom=4&lat=55.78537&lon=-3.16449&layers=1&b=1> and allow time to explore. Can they find things on it that they recognise? Are there things of historical importance? Is there a key to help them work out what everything is?

Pupils complete home learning tasks

Outdoors – Activity 2 – Photography

****This activity could link to the My Place Photography competition - <https://www.scottishcivictrust.org.uk/my-place-photography/>**

You will need – maps (printed and noted on by pupils), cameras, photograph recording sheet, pencils

In class, talk to pupils about what they learned by studying the maps at home. What did they see that was different? Could they see anything that was still there? Could they find their own house? Etc.

Using printed copies of a present day and a historical map, give pupils time to mark on them the things that they have noticed (if they haven't done this at home)

Go outside and visit these places and take some photographs. Pupils record what they are taking photos of on the photograph record sheet.

Come back to class and share the photos.

Complete follow up activities if required.

Out of School Learning

At home

Investigating Maps

You will need:

Internet access to: <https://maps.nls.uk/geo/explore/#zoom=4&lat=55.78537&lon=-3.16449&layers=1&b=1> or printed copies of the maps, pen or pencil

What you do

1. Using the website, pick a map from the past that you would like to explore. Use the slider at the bottom of the page to 'overlay' it onto a present day google map to see what the differences are. Pupils can write down or comment on what they can see that is different. Can they find any historical landmarks or a landmark that is important to them? What has stayed the same over time?

Learning at School - Outdoors

<p><u>Experience and Outcomes</u></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p>By exploring places, investigating artefacts and locating them in time, I have developed an awareness of the ways we remember and preserve Scotland's history SOC 1-02a</p> <p><u>Learning Outcome</u> To recognise local examples of historical evidence To use information gained from investigation and sources of evidence to relate to the story of a local place or individual of historic interest</p>	<p><u>Resources</u></p> <p><u>Activity 1 – Identifying evidence of historical importance – Heritage Trail</u></p> <ul style="list-style-type: none"> • LOST Heritage Trail video - https://youtu.be/JnM4LceVfHM • Clipboards • Pencils • Heritage Trail Sheets <p><u>Activity 2 – Taking photos</u></p> <ul style="list-style-type: none"> • Maps • Cameras • Photograph recording sheet • Pencils
<p><u>Activity</u></p> <p>Activity 1</p> <ol style="list-style-type: none"> 1. Watch the video from LOST on examples of heritage found locally 2. Talk about things that you might see out in your town 3. Go for a walk around your local area and complete the heritage trail sheet 4. Come back to class and share what you have discovered and discuss the importance <p>Activity 2</p> <ol style="list-style-type: none"> 1. After exploring maps at home, talk about the difference that pupils discovered 2. Pupils mark places of historical importance on the maps – is there a key that can help? 3. Go on a walk and visit these places. Pupils can draw or take photographs of them and record what they have taken photos of using the sheet 	<p><u>Assessment</u></p> <p>Photographs of pupil timelines and of significant individual/place timelines. Pupils can identify significant events in their lives and retell in sequence. Pupils can talk about the significance of key dates in the life of chosen historical individual/place and place in sequence.</p> <p>Follow Up Activity/Homework – After their investigations, can pupils make any additions to their timelines created at the start of the project? Or, have they found anything else that they could create timelines about? Pupils could interview someone who has lived in the local area for their whole life to ask them about changes they have seen. Pupils could create drawings of the pictures they have taken Pupils could research to see if they can find pictures of their town in the past and compare to the pictures that they took.</p>

Learning at School – Indoors

<p><u>Experience and Outcomes</u></p> <p>I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a</p> <p>I can use evidence to recreate the story of a place or individual of local historical interest SOC 1-03a</p> <p><u>Learning Outcome</u></p> <p>To be able to demonstrate the story of a place or individual of local historical interest through a times line</p>	<p><u>Resources</u></p> <ul style="list-style-type: none"> • 4 A4 size cards showing significant events with dates in the life of a hypothetical child • Washing line and pegs (optional) • Chalk (optional) • 4 pieces of paper (or dry wipe boards) A4 size and pen per pupil • 6 A5 size illustrated cards showing significant events and dates of local individual or place per group/pupil
<p><u>Activity</u></p> <p>Create 2 timelines to illustrate key points in the life of</p> <p>i) pupil ii) significant local individual or place</p> <ol style="list-style-type: none"> 1. Teacher introduces timelines by showing 4 key points in a (hypothetical) individual's life (eg. date of birth, date started school, siblings born) and with pupil input sets them out in correct sequence. This can be on the ground or hung from washing line (can be done indoors or outdoors) 2. Pupils make their own personal timeline cards (illustrations with simple caption including dates) and set them out in sequence along a chalk line on the ground (or table if indoors) 3. Using the 6 cards illustrating significant dates in the life of a historical local person/place pupils create a new timeline for this historical figure. 	<p><u>Assessment</u></p> <p>Photographs of pupil timelines and of significant individual/place timelines. Pupils can identify significant events in their lives and retell in sequence. Pupils can talk about the significance of key dates in the life of chosen historical individual/place and place in sequence.</p> <p>Follow Up Activity/Homework – Investigating maps of local area and heritage walk</p>

HERITAGE IN THE CLASSROOM

I understand that evidence varies in the extent to which it can be trusted and can use this in learning about the past. SOC 1-01a

I can use evidence to recreate the story of a place or individual of local historical interest. SOC 1-03a

LO: To be able to create a timeline showing the story of a place or individual of local historical interest

- You might want to use this lesson and the associated outdoor lessons as an introduction to a 'Heritage Heroes Award' project. You can find out more about this award here: <https://archaeologyscotland.org.uk/heritage-resources-portal/heritage-hero-awards/>

Discuss what pupils think heritage is and share their ideas.

Explain that heritage is everything that has survived from the past into the present. This could be objects, documents, landscapes, buildings, but also songs and stories. It could be thousands of years old or 50 years old.

Discuss and share what heritage means to the pupils and what their heritage is. This could be done as a mind map, on post it notes or just by talking in groups or as a class.

Reflect on any kinds of 'heritage' that pupils already know about in their local area – churches, monuments, historical buildings, famous people etc. These could be shared in a list.

Explain that heritage and history can be shown through timelines. Timelines allow us to see when significant events and changes happened through time.

Use the attached **Heritage Indoors Lesson Grid** to carry out the timeline lesson.

Teacher notes and useful resources for all lessons in the sequence

Useful Links:

Maps – historical overlay to present day: <https://maps.nls.uk/geo/explore/#zoom=4&lat=55.78537&lon=-3.16449&layers=1&b=1>

Learning Outdoors Support Team Website: <https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/>

A guide to using historical maps: <https://digital.nls.uk/mapping-history/index.html>

Archaeology Scotland Learning Resources: <https://archaeologyscotland.org.uk/learning/learning-resources/>

Heritage Hero Awards: <https://archaeologyscotland.org.uk/heritage-resources-portal/heritage-hero-awards/>

My Place Photography Competition: <https://www.scottishcivictrust.org.uk/my-place-photography/>

Using Maps advice:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/06/09072143/Archaeology-Detectives-activity-plan-A%E2%80%93using-maps-v1.pdf>

Working with images pdf:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/06/09072137/activity-plan-1.pdf>

Going Outside Activity Plan:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/06/09072139/activity-plan-2.pdf>

Heritage on your Doorstep:

<https://blogs.glowscotland.org.uk/ea/public/learningoutdoorssupportteam/uploads/sites/11891/2020/03/31101713/investigating-heritage-on-your-doorstep.pdf>

Outdoor Archaeological Learning: <https://forestryandland.gov.scot/images/corporate/pdf/outdoor-archaeological-learning-resource.pdf>

Using Photographs

If you would like to make use of historical photographs from your local area to share with your pupils then websites such as Flickr and Foter allow you to look for images with a Creative Commons license, meaning that they can be shared.

Canmore and SCRAN websites also allow you to search for historical images which can be used for learning purposes.

It might also be a good idea to get up to date photos of your local area using something such as Google Street View.

Types of Heritage



Example Heritage Walk template (can be adapted to suit your setting and locality)

Name:

A Heritage Walk



What is the name of the street the school sits on?

What do you think used to be on or near this road?

Why do you think this statue is here?

Drawing of statue

Write down some historical evidence you have seen today for example, milestones, statues, monuments, buildings, writing etc.

Write a question about what we have seen or talked about today.

