

YEAR 3 UNIT 3 – LOCAL HISTORY: Why should we preserve our locality?

Related units: *Year 2 Unit 3: Our Local Heroes*

Unit overview

In this unit, the children will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning. There is the possibility of inviting a panel of guests to take part in a question and answer session about local buildings, leading into the children planning and running a campaign to save a particular building.

The Big Finish in week 6 provides an opportunity for the children to consolidate their learning into a big piece of creative work, illustrating what makes a building special. Their work will be exhibited and is a chance to share their learning with the school, family and friends.

Key vocabulary

Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.

Knowledge, skills and concepts

In this unit, the children will:

- use common words and phrases relating to the passing of time
- develop a chronologically secure knowledge and understanding of British and local history
- develop the appropriate use of historical terms
- address and devise historical valid questions about change, cause, similarity, difference and significance
- construct informed responses that involve selection of relevant information
- understand how our knowledge of the past is constructed from a range of sources.

Cross-curricular links

- **Art:** creative work responding to the locality, art in the style of a local artist
- **DT:** designing and making items for the campaign, models of buildings or sites of particular significance
- **English:** letter-writing, blogs, social media campaigns
- **Geography:** map work, routes, locality, physical and human geography and changes in recent memory

Related books for wider reading

- *Bringing history alive through Local People and Places* by Lynne Dixon and Alison Hales

Places to visit

- Local listed buildings
- Local museums

Assessment

Opportunities for assessment for learning are built in throughout the unit through questioning and activities. The children can both self and peer assess as appropriate using approaches familiar to them. Due to the content of this unit being focused on your locality, there is no pre-built quiz, but you are encouraged to create your own. The Rising Stars Progression Framework assessment focuses on: *planning and carrying out a historical enquiry; construct informed responses that involve thoughtful selection and organisation; develop appropriate use of historical terms*. **The assessment should be undertaken in week 6. Detailed information on the task can be found on the key assessment opportunity sheet.**

Subject knowledge and teaching guidance

This unit should ideally be launched in a class assembly attended by parents. A letter could also be sent home to parents, and shared with the broader school community. This will explain the aim of the unit, and the need for support and loans of materials. Support could be in the form of expert help as well as providing sufficient adult support for the outdoor visits and in undertaking the creative activities and setting up the exhibition for the week 6 Big Finish.

The unit does not require the teacher to have a personal expert knowledge of the locality, but it does require careful planning to ensure they have the recommended sources of evidence. Local societies and museums should be contacted to find out how much support they can provide for the project. You could also contact Historic England to see if the learning team can help you with your studies. If you are unable to obtain the sources for your locality, some sources are provided where possible, or suggestions for how to adapt activities. We strongly recommend that you spend the time assembling your own bank of sources to make this unit personal to your school and its pupils. Once the bank has been compiled, it can provide an archive that can be used in future years. As the archive grows, you can extend the number of buildings and sites included within the study.

During the unit, the children will be required to use the skills developed in their local history study in Key Stage 1. Dependent on the suitability of local listed buildings, some flexibility will be needed on what constitutes your locality. Ideally, you need to work as close to the school as possible to provide easy access for groups to work off site. Historic England claims that 99% of England's population live within one mile of a listed building or place, so finding suitable sites shouldn't be too challenging.

This unit includes an extended session spanning two weeks to allow sufficient time for the children to work, research and prepare their campaign. There are numerous cross-curricular links throughout the unit, particularly with Art and DT in the final stages of the unit.

This unit will require personal input from you to tailor it, but we are confident you will find this is time well spent. The unit empowers children to engage directly with the history of their locality. It is hoped that through their investigations, they will be making their own contribution to writing its story and celebrating the local history of the area around their school.