



A Teaching and Learning Pack based on
Laxton History Group's Heritage Lottery
Funded Project

A SNAPSHOT IN TIME
LAXTON IN PEACE AND WAR
1900 - 1920

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Aim

The aim of this pack is to provide teachers with a comprehensive topic resource which can be used in school, either as it is written here, or adapted to meet the requirements of your own location. Planning, resources and website links are included. There are also references to the National Curriculum - to the history requirements and also to other areas such as English, Art, Geography, Citizenship and Computing.

Contents

- Coverage of the National Curriculum (Key stage one and Key stage two)
- Areas covered in the Programmes of Study (Key stage one and Key stage two)
- KS1- *What was it like to go to School 100 years ago? An overview*
- KS1- *What was it like to go to School 100 years ago? Planning document*
- KS2- *Laxton- Snapshots in Time: An overview*
- KS2- *Laxton- Snapshots in Time: Planning document*
- KS2- *Our Village/ Our Town: An overview*
- KS2- *Our Village/ Out Town: Planning document*
- KS2- *Investigating the History of a Mining Community: An overview*
- KS2- *Investigating the History of a Mining Community: Planning ideas*

Local History

Using our local area to address aspects of the National Curriculum 2014.

The National Curriculum

The History section of the document states, "History....should inspire pupils' curiosity to know more about the past." Where is a better place to begin than the place where they live?

They should, "know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day." By researching the development and changes in their locality, children will be able to make links with other areas and see patterns emerging.

Children should, "frame historically-valid questions and create their own structured accounts." In creating this pack we have used key questions as starting points to encourage discussion and enquiry. Using their findings children can then create reports - chronological, non-chronological, and journalistic, design posters or advertisements and write diaries, making the whole process cross-curricular.

In creating this pack we have had access to a huge amount of evidence, some of which is included in the resource bank. This addresses the requirement to "...understand the methods of historical enquiry."

Finally, in their work locally, children will be able to ..." gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history....social history ... and between short and long-term timescales."

Key Stage 1

At Key Stage 1 the requirement is that children should develop "... an awareness of the past... and how people and events fit within a chronological framework."

We have tried to use photographs and stories as a starting point for KS1. Knowing about "changes within living memory" is appropriate to their age and ability.

The pack addresses the requirement to learn about "significant events, people and places in their own locality."

Key Stage 2

Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

.. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

National Curriculum 2014

This pack aims to cover all of the highlighted areas of the National Curriculum subject content. Depending on whether you use the Laxton topic, or your own village, some of the statutory areas such as the Anglo-Saxons, the Roman Empire or Vikings will also be addressed.

National curriculum in England: History programmes of study

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory - where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- a local history study

Examples (non-statutory)

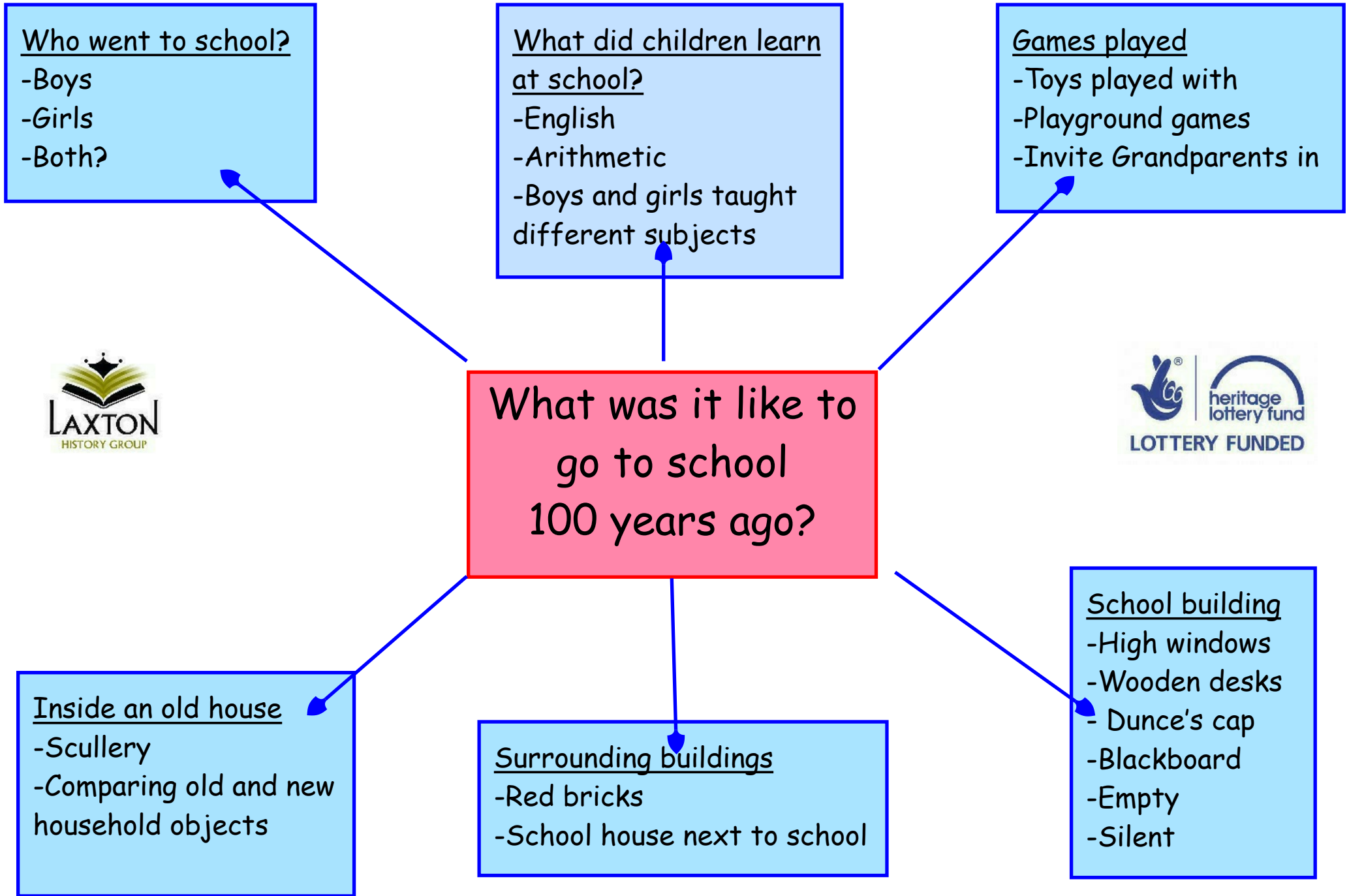
- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



Key Stage 1



Who went to school?
-Boys
-Girls
-Both?

What did children learn at school?
-English
-Arithmetic
-Boys and girls taught different subjects

Games played
-Toys played with
-Playground games
-Invite Grandparents in

What was it like to go to school 100 years ago?

School building
-High windows
-Wooden desks
-Dunce's cap
-Blackboard
-Empty
-Silent

Surrounding buildings
-Red bricks
-School house next to school

Inside an old house
-Scullery
-Comparing old and new household objects

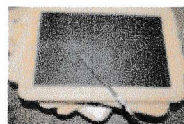
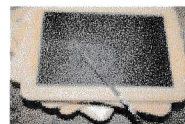
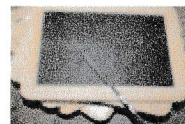
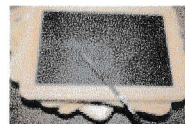
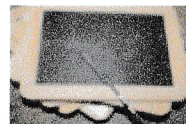
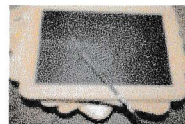
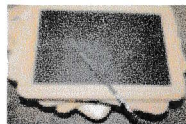
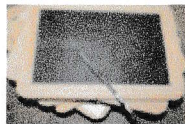
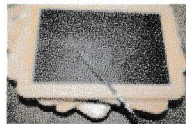
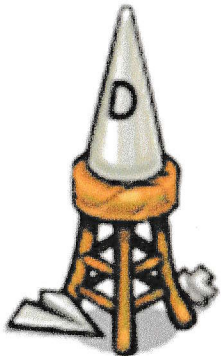
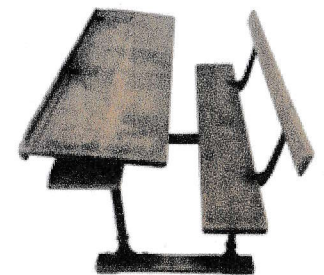
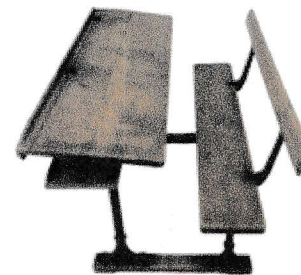
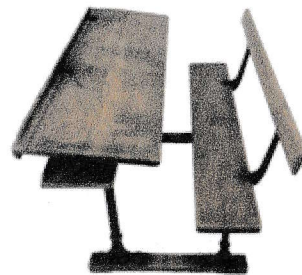
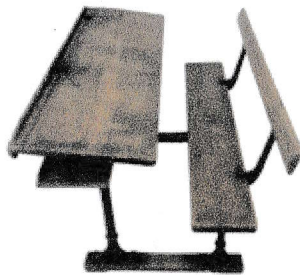
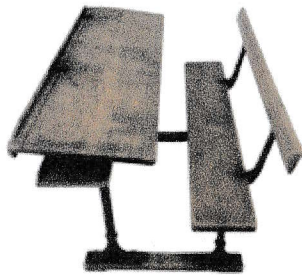
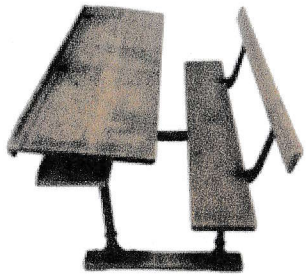
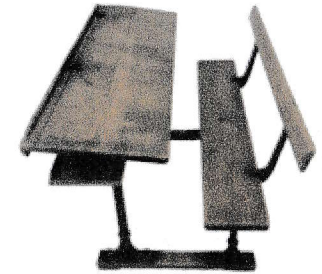
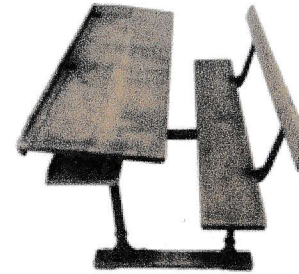
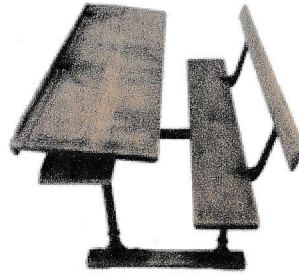


Teaching ideas	National Curriculum links	Key questions	Approaches	Resources	Web links
<p>-Who went to school?</p>	<p>To inspire curiosity about the past To know about changes within living memory</p>	<p>Who went to school? Where did they go to school? (most local) Have children always gone to school?</p>	<p>Look at different types of school eg. Board Use photographs to instigate discussions Look at local maps and pinpoint the distances that people travel to school today (many out of catchment) and make comparison to when people just went to the village school <u>Children's activities</u></p> <ul style="list-style-type: none"> • Drawings of children 	<p>Pictures/ Photographs of children and types of schools School log books Laxton Heritage Group booklet 'The Village Schoolmaster' image 'Mr Willis and the older children standing in main street' Laxton Heritage Group booklet 'The Village Schoolmaster' image 'Laxton school boys with Mr Willis. 1920</p>	<p>https://www.google.co.uk/search?q=school+children+in+1900%27s&biw=1366&bih=643&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiTlMid6KvJAhVB7RQKHcq9Ay0Q7AKIKg#imgrc=44Yn4W_Pis4gZM%3A <u>Maps</u> https://www.google.co.uk/maps/place/Laxton,+Newark,+Nottinghamshire+NG22/@53.1955212,-0.9378026,14z/data=!3m1!4b1!4m2!3m1!1s0x4879b18d3f4574ff:0xef16d4935fca6ff6 http://www.oldmaps.co.uk/ http://www.visionofbritain.org.uk/place/7514 http://www.nottsHistorygateway.org.uk/places/laxton/laxtoncartographic.htm</p>

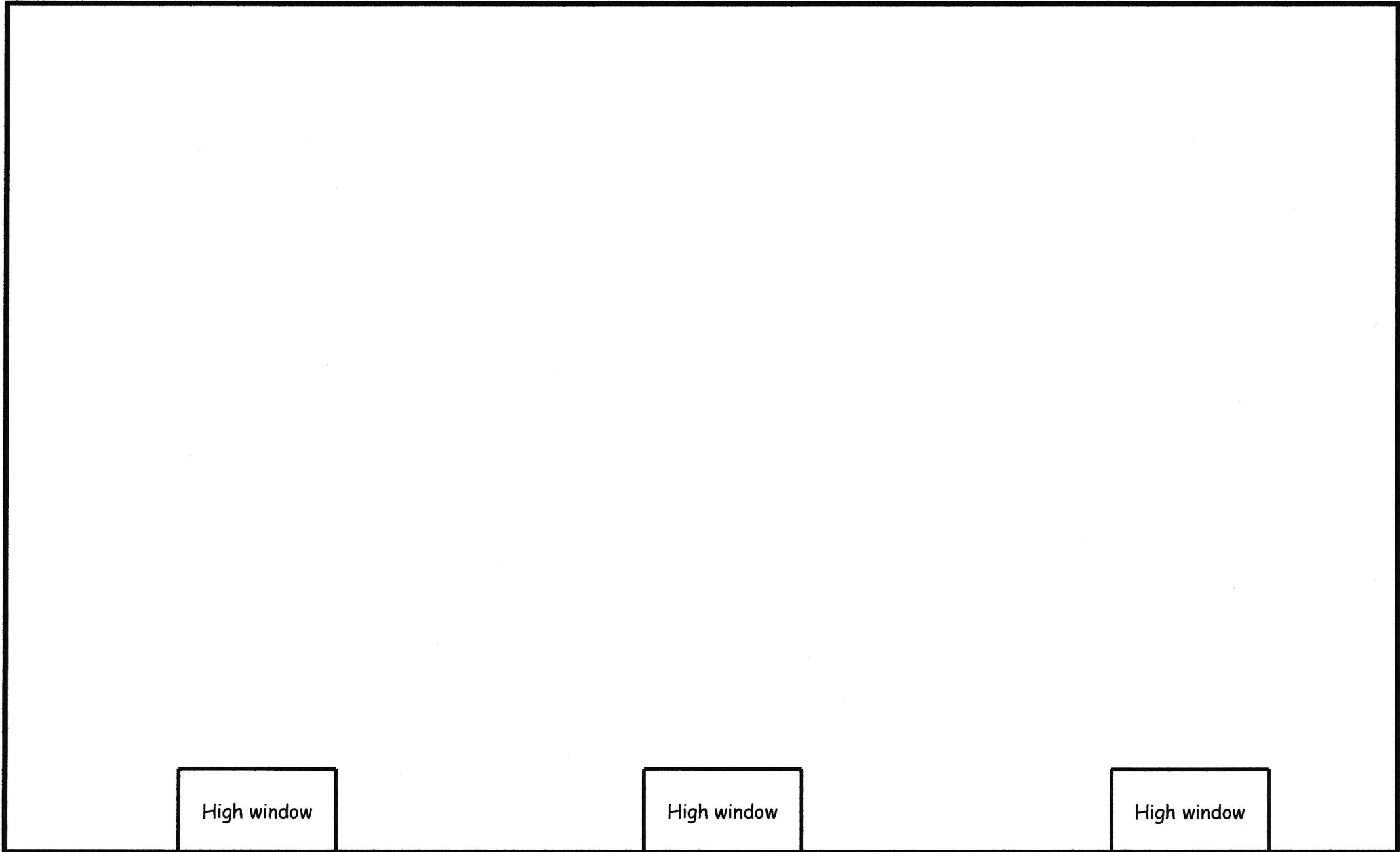
Teaching ideas	National Curriculum links	Key questions	Approaches	Resources	Web links
-What did the children learn?	To inspire curiosity about the past To find out about changes within living memory	What subjects were taught? Did boys and girls learn the same?	Create list of subjects we learn now. Explain to the children that boys and girls would all learn Reading, Writing, Arithmetic but some of the other subjects were split between boys and girls. <u>Children's activities</u> Split the class into boys and girls. Look at artefacts from an old classroom e.g. chalk boards, needles for girls and chisels for boys. Explain that boys and girls would be taught	Chalk boards, needle and thread, chisels and blocks of wood	
-What games did the	To recognise changes within living memory	What games did children play in school? What games did children play at home? Did the children play games all year	Read picture books about playing games then and now; and talk about the different games played Read quote from booklet 'The Village Schoolmaster' Page 11 On 14 th August we find why so many boys were off school, "The hay harvest has been the cause of several boys' absence this week" Explain to the children that during the summer children were very busy helping on the farm. Consider if this would be acceptable now. Look at image of 'Ploughboy in 1900' <u>Children's activities</u> <ul style="list-style-type: none"> • Invite Grandparents into school to demonstrate the different games that they played • Children to play alongside their Grandparents and learn how to play different games • Explore the different toys and experiment how to play with them 	Selection of picture books about old toys and games. Box of old toys from local museum Grandparents Laxton History Group booklet 'The Village Schoolmaster' image 'Ploughboy in 1900' Contact local museums to see if they provide a box of toys to be loaned out.	http://www.iboard.co.uk/activity/Toys-Back-In-Time-91 http://www.1900s.org.uk/1900s-streetgames.htm

Teaching ideas	National Curriculum links	Key questions	Approaches	Resources	Web links
-What was the school building like?	To identify changes to places in their own locality	<p>What was inside a classroom?</p> <p>How did a school building look on the outside?</p>	<p>Listen to the key information from the booklet 'Who was Frank Willis?' page 11 that described the inside of schools similar to Laxton school</p> <ul style="list-style-type: none"> - <i>The windows were set high in the bare walls</i> - <i>The teacher's desk would have dominated the room</i> - <i>A blackboard...would have been prominent at the front of the room</i> - <i>A dunce's cap may well have been kept in a corner</i> - <i>Older pupils sat facing forward in iron framed desks</i> - <i>Slates in wooden frames and slate pencils were used by the infants</i> - <i>The boys and girls would have been separated in the classroom</i> <p><u>Children's activities</u></p> <ul style="list-style-type: none"> • Work together to move the classroom furniture to represent a typical classroom or cut out images of furniture and stick down on the blank paper to create a classroom • Talk about how different the classroom would be from their own room. • Look at the two images- a photograph of their own classroom in the usual set up and an image of a typical old school classroom . <p>Outside a school building could look different from our school.</p>	<p>A typical 1900's classroom cut and stick activity</p> <p>Classroom furniture</p> <p>Photograph of own classroom</p> <p>Laxton History Group booklet 'The Village Schoolmaster' image</p> <p>'Laxton Infant School' in 1925</p> <p>Laxton History Group booklet 'The Village Schoolmaster' image</p> <p>'Laxton School in 1947'</p> <p>Laxton History Group booklet 'The Village Schoolmaster' image</p> <p>'Ink Wells found in the School House Garden'</p> <p>Visit to Perlethorpe Victorian school experience.</p>	<p>Image of classroom: http://www.history-explorer.co.uk/web/he/teachingactivitiesdetail.aspx?id=1196&crit=&ctid=65</p> <p>Image of a school: http://www.imagesofengland.org.uk/Details/Default.aspx?id=379119&mode=quick</p>

Teaching ideas	National Curriculum links	Key questions	Approaches	Resources	Web links
What were the surrounding buildings like?	To identify changes to places in their own locality	What buildings are next to our school?	<p>Listen to the description from the booklet '<i>Who was Frank Willis?</i>' page 7 that described the outside of the school house building "The schoolhouse was built of local red brick, with a tiled roof..."</p> <p>Look at the image from http://www.nottsheritagegateway.org.uk/places/laxton.htm of Laxton village Compare to images of own location/ school.</p> <p><u>Children's activities</u> Go outside and look at the location of the school building. Take photographs of the building that surround the school. Back in the classroom discuss if the surrounding buildings are older/ newer than the school building. What features help us to answer the questions?</p>	<p>Images of school (old and new photographs if possible) Laxton History Group booklet "<i>The Village Schoolmaster</i>" Image "Laxton School House"</p>	
What were peoples homes like in the village/town?	To recognise changes within living memory.	<p>What is a scullery? Why was it very important in a home? Do we have a scullery in modern homes?</p>	<p>Look at the image of the school house from the booklet '<i>The Village Schoolmaster</i>' MG 3274 The School House and listen to the extract from page 7 that described the inside of the school house. "Originally it had two good sized rooms downstairs, with a scullery and out houses, and two good sized bedrooms" Discuss with the children what a scullery was and its role. What information does this provide about the inside of a typical home in Laxton?</p> <p><u>Children's activities</u> Create two lists that compare the images of objects in a modern house and a typical 1900's home. Children to cut out and stick the images in the correct lists, discuss similarities and differences between the different objects.</p>	<p>Invite grandparents to bring in any old items from inside their homes to compare to our modern objects</p>	



A typical 1900's classroom



Comparing modern and old homes

Typical 1900's home	Typical modern home





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