



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 2



The Village

- Village Life
- The people who live here
- Occupations

The Unique Aspects of Laxton

- The Three Fields System
- The Court Leet
- Why it still exists

Laxton in 1910

What was it like for the children?

- going to school
- how did they play
- home life

What was it like for the adults?

- Jobs
- Families
- Farming

Wartime Laxton

How did village life change?

Who went to war?

The Pals Battalions

How do we know about their war time experiences?

What was it like after the war ended?



Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
To identify the village of Laxton and understand why it is significant in our history.	To inspire pupils' curiosity to know more about the past.	Where is Laxton?  Why is Laxton important?	<p>Use old and modern maps of the area to identify Laxton in its rural surroundings.</p> <p>Locate other small villages nearby and look for similarities and differences. (cluster and linear villages)</p> <p>Use photographs to compare the old and modern village.</p> <p>Present children with the wooden stakes(to mark strip boundaries) and old pennies(to pay fines)' asking why these might be important when thinking about this particular village.</p> <p>Talk to the children about the open fields system, which was once national, and how this system still operates today - only in Laxton.</p> <p><u>Children's Activities</u></p> <ul style="list-style-type: none"> <li>• Create a poster advertising the unique aspects of the village of Laxton.</li> <li>• Find out about pre-decimal currency.</li> <li>• Spend some time navigating the Laxton websites</li> </ul>	<p>OS Map of area</p> <p>Laxton map (1635)</p> <p>Wooden pegs/stakes</p> <p>Old pennies</p> <p>Photos of fields today with stakes in position.</p>	<p>Google Maps</p> <p><a href="http://www.laxtonvisitorcentre.org.uk">www.laxtonvisitorcentre.org.uk</a></p> <p><a href="http://www.laxtonnotts.org.uk">www.laxtonnotts.org.uk</a></p> <p><a href="http://www.laxtonheritage.org.uk">www.laxtonheritage.org.uk</a></p> <p><a href="http://www.laxtonnotts.org.uk/heritage_museum.htm">www.laxtonnotts.org.uk/heritage_museum.htm</a></p> <p><a href="http://treasures.bodleian.ox.ac.uk/Part-of-the-Laxton-Map">http://treasures.bodleian.ox.ac.uk/Part-of-the-Laxton-Map</a></p> <p><a href="https://disclosuresproject.wordpress.com/disclosures-ii-the-middle-ages/map-laxton-1635/">https://disclosuresproject.wordpress.com/disclosures-ii-the-middle-ages/map-laxton-1635/</a></p> <p><a href="http://www.nottsheritagegateway.org.uk/places/laxton.htm">http://www.nottsheritagegateway.org.uk/places/laxton.htm</a></p>

More time could be spent learning about or completing personal research relating to Laxton's history from the time of the Domesday book and how this system has flourished to the present day.

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
<p><b>Teaching Ideas</b> What was it like to live in Laxton in 1900?</p>	<p>To frame historically-valid questions and create their own structured accounts.</p> <p>To understand the methods of historical enquiry.</p>	<p>How did people live?</p> <p>How did they earn a living?</p> <p>How did they get around?</p>	<p>Time machine game to transport children back more than 100 years.</p> <p>Ideas from them about how the residents of the village would have lived and how different it was compared to today.</p> <p>Make a list of the jobs the children suggest the people would have done.</p> <p>Introduce the tickets to suggest whether they would or could venture far from Laxton.</p> <p>Similar idea with cars, bikes, tractors. Talk about the importance of family life, everyone being involved in day to day activities with few opportunities to venture further afield from the village.</p> <p><u>Children's Activities</u></p> <ul style="list-style-type: none"> <li>• Non-chronological reports, jobs, machinery</li> <li>• Write diaries, in role, as residents.</li> </ul>	<p>Use the 'The Village Schoolmaster' booklet to learn about Laxton in 1900 to 1920</p> <p>This booklet covers many aspects of village life and whilst we would not expect children to read it from cover to cover, we can pick out extracts which could encourage further discussions.</p> <p>Bus, train tickets, toy cars, bikes, horses, tractors.</p>	<p><a href="https://www.bing.com/images/search?q=Nottinghamshire+Laxton&amp;FORM=IRIBIP">https://www.bing.com/images/search?q=Nottinghamshire+Laxton&amp;FORM=IRIBIP</a></p>

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
<p>What was it like to be a child living in Laxton in 1900?</p>	<p>To inspire pupils' curiosity to know more about the past.</p>	<p>Did children go to school?</p> <p>What kind of games did they play?</p> <p>What was their home life</p>	<p>Use the maps to locate the village school.</p> <p>Provide evidence about the school from the archive, number of children attending, old log entries etc.</p> <p>Use specific entries relating to the farming seasons which would lead to discussions about the need for a workforce at different times of the year.</p> <p>Research traditional playground games, learn about the toys children would have had. Discuss 'spare time.'</p> <p>Look at census returns to identify the size of families in the village at this time.</p> <p>Discuss expectations of each member of the family.</p> <p><u>Children's activities</u></p> <ul style="list-style-type: none"> <li>● Role-play, school room</li> <li>● Diary of a child in 1900</li> <li>● Write instructions for a playground game</li> </ul>	<p>Maps</p> <p>Photographs</p> <p>Use the 'The Village Schoolmaster' booklet to learn about education for children from the 1860s</p> <p>Page 19 tells us more about Laxton School building.</p> <p>There are many references and quotes from school logs giving a good insight into what it was like for the Head teacher of Laxton School and the way that the farming calendar affected school attendance.</p> <p>What were the children taught (page 47 onwards)</p> <p>1900 Census details</p>	<p><a href="http://www.1900s.org.uk/1900s-streetgames.htm">http://www.1900s.org.uk/1900s-streetgames.htm</a></p>

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
<p>What was it like to be an adult living in Laxton in 1900?</p>	<p>To inspire pupils' curiosity to know more about the past.</p>	<p>What sort of jobs did they do?  How did they work the land and how different was it from now?  Which families lived in Laxton at this time?</p>	<p>Use census returns to show which jobs were common.  Use Laxton specific evidence to show where different families worked the land.  Research the machinery they would have used.</p> <p><u>Children's Activities</u></p> <ul style="list-style-type: none"> <li>● Create a graph of most common jobs</li> <li>● Write a report about the farm machinery of the time</li> <li>● Write letters from the Front</li> <li>● Write a persuasive article for the village newspaper asking for everyone to contribute in whichever way they could during wartime.</li> </ul>	<p>Laxton in Wartime booklet - page 20 onwards gives an insight into the importance of the farmers who worked the land during this time.  The booklet also gives details of the men and women of Laxton who either went to serve in the armed forces or who stepped up to take the place of those men on the farms and in the village.  Many personal accounts and references to specific families.</p>	<p><a href="http://www.lhf.org/en/visit/farm_sites/1900_horsepowered_farm/">http://www.lhf.org/en/visit/farm_sites/1900_horsepowered_farm/</a>  <a href="http://www.ukagriculture.com/countryside/countryside_history_1850ad.cfm">http://www.ukagriculture.com/countryside/countryside_history_1850ad.cfm</a>  <a href="http://www.ehow.co.uk/info_8586932_farming-roles-early-1900s.html">http://www.ehow.co.uk/info_8586932_farming-roles-early-1900s.html</a></p>

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
<p>How did the open fields system work in Laxton in the 1900s?</p>	<p>To frame historically-valid questions and create their own structured accounts.</p> <p>To use the evidence gathered to create new documents</p>	<p>How did the system operate?</p> <p>Was everyone included?</p> <p>Why was it successful?</p>	<p>Use the 1635 map to illustrate how the system works.</p> <p>Use selected pages from the Laxton Heritage website to learn about different aspects of the Open Fields System.</p> <p>Discuss the practical aspects of having strips of land spread over a wide area.</p> <p>Learn about the Manorial Court.</p> <p>Use the Laxton History Group Website.</p> <p><u>Children's activities</u></p> <ul style="list-style-type: none"> <li>● Write a diary as a farmer</li> <li>● Write explanation texts showing how the 3 field system operates</li> <li>● Mark out the school field with 'stakes' making sure that everyone has 'land to work.' Ask whether everyone is happy with their strip? What would they do if the answer was no?</li> <li>● Hold a court meeting</li> <li>● Use photos and information from visit, alongside what has been learned during the topic to plan and create a persuasive leaflet to encourage people to visit the historic village of Laxton.</li> </ul>	<p>Visit to Laxton, taking in the visitor centre and village trail.</p> <p>Village maps</p> <p>Take photographs during visit.</p>	<p><a href="http://www.laxtonvisitorcentre.org.uk">www.laxtonvisitorcentre.org.uk</a></p> <p><a href="http://www.laxtonnotts.org.uk">www.laxtonnotts.org.uk</a></p> <p><a href="http://www.nottingham.ac.uk/manuscriptsandspecialcollections/learning/laxton/theme2/introduction.aspx">http://www.nottingham.ac.uk/manuscriptsandspecialcollections/learning/laxton/theme2/introduction.aspx</a></p> <p><a href="http://www.nottingham.ac.uk/manuscriptsandspecialcollections/teaching/laxton/introduction.aspx">http://www.nottingham.ac.uk/manuscriptsandspecialcollections/teaching/laxton/introduction.aspx</a></p> <p><a href="http://www.nottingham.ac.uk/manuscriptsandspecialcollections/teaching/laxton/activity4.aspx">http://www.nottingham.ac.uk/manuscriptsandspecialcollections/teaching/laxton/activity4.aspx</a></p> <p><a href="http://www.laxtonnotts.org.uk/Laxton%20manorial_system.htm">http://www.laxtonnotts.org.uk/Laxton%20manorial_system.htm</a></p>



Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Web links
How did things change between 1914 and 1918?	<p>To research the development and changes in their locality.</p> <p>To understand the methods of historical enquiry</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Who went to war?</p> <p>How did village life change?</p> <p>How do we know about their experiences?</p> <p>What was it like after the war ended?</p>	<p>Talk about the outbreak of war in 1914 and the call for men to join up, include the 'Pals Battalions.'</p> <p>How did this affect the population and workforce in Laxton?</p> <p>How did the shortage in the workforce affect the village, what had to change?</p> <p>What was it like for those who left as well as those left behind?</p> <p>The war memorial - which families lost relatives?</p> <p>Were there any changes in Laxton in the post war years?</p>	<p>Government literature which encourages men to join up</p> <p>Tickets to 'the Front.'</p> <p>Laxton in Wartime booklet - names and information about local men who went to war.</p> <p>Picture Books - Archie's War, Archie Albright by Marcia Williams One Boy's War by Lynn Huggins-Cooper Where the Poppies Now Grow by Hillary Robinson</p>	<p><a href="http://www.amazon.co.uk/World-War-1-Memorabilia-Pack/dp/B002E3EQLA/ref=pd_sim_14_10?ie=UTF8&amp;dpID=41z6mwiErwL&amp;dpSrc=sims&amp;preST=_AC_UL160_SR160%2C160_&amp;refRID=OPB6C15YWJNZDSGJ89HN">http://www.amazon.co.uk/World-War-1-Memorabilia-Pack/dp/B002E3EQLA/ref=pd_sim_14_10?ie=UTF8&amp;dpID=41z6mwiErwL&amp;dpSrc=sims&amp;preST=_AC_UL160_SR160%2C160_&amp;refRID=OPB6C15YWJNZDSGJ89HN</a></p> <p><a href="http://www.bbc.co.uk/history/british/britain_wwone/pals_01.shtml">http://www.bbc.co.uk/history/british/britain_wwone/pals_01.shtml</a></p>



# Our Village/Town 1

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Weblinks
To know about the origins of the village or town.	To inspire pupils' curiosity to know more about the past.  To understand methods of historical enquiry.  To know that our knowledge of the past is constructed from a range of sources.	Has our village always been here?  Was it always called .....?  How can we find out about the past?  Why is the Domesday book such an important document?	Use a prepared set of images of the village or town which includes some older images. Can they recognise the places shown?  List and discuss past place names if appropriate. Discuss origins.  Introduce the Domesday Book as our earliest record of buildings and people in England and its value as a historical resource.  <u>Children's activities</u> <ul style="list-style-type: none"> <li>• Investigate other place names.</li> <li>• Compare two photographs of the same building and note changes.</li> </ul>	Old and new photographs of the village and of specific buildings.  List of place name origins	Village website?  <a href="http://kep.nottingham.ac.uk/">http://kep.nottingham.ac.uk/</a>  <a href="http://www.domesdaybook.co.uk/places.html">http://www.domesdaybook.co.uk/places.html</a>  <a href="http://www.domesdaybook.co.uk/nottinghamshire1.html#caunton">http://www.domesdaybook.co.uk/nottinghamshire1.html#caunton</a>

## Our Village/Town 2

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Weblinks
To know how our village/town has changed and developed over time.	<p>To understand the process of change.</p> <p>To understand methods of historical enquiry.</p> <p>To gain an historical perspective.</p>	<p>What can old maps show us about the development of the village?</p> <p>Has the village population fluctuated over time?</p> <p>What are the main differences today from xxxx years ago?</p>	<p>Compare maps from different centuries (where relevant).</p> <p>Look at population records using census details</p> <p>Use old photographs to learn about the changes over time. Walk around the village - look at upper floors, especially shops, which may have changed less than ground floors.</p> <p>Children's activities Make a graph of the population of the village over a long period of time, then discuss possible reasons for fluctuations.</p>	<p>Old maps, Modern maps.</p> <p>Old and modern photographs of the village / town</p>	<p>Google maps</p> <p><a href="http://www.oldmaps.co.uk/#/">http://www.oldmaps.co.uk/#/</a></p> <p><a href="http://lovemytown.co.uk/Populations/index.htm">http://lovemytown.co.uk/Populations/index.htm</a></p>

## Our Village/Town 3

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Weblinks
To know how the church can be a valuable source of evidence when researching the past.	<p>To understand methods of historical enquiry.</p> <p>To know that our knowledge of the past is constructed from a range of sources.</p>	<p>What can we learn about our village/town by visiting the church?</p> <p>What can we learn from the outside of the church - gravestones, war memorial?</p> <p>What can we learn from the inside? Church records, wall plaques etc</p>	<p>Visit the church. Look at its position in the village/town, the materials used to build it, its age.</p> <p>Look at the dates on gravestones - close to the building then radiating outwards.</p> <p>Make lists of commonly occurring names.</p> <p>Look at the war memorial - family names.</p> <p>Inside the church it may be possible to access records of births and deaths over a long period of time.</p>	<p>Photographs taken during visit.</p> <p>Church records.</p>	<p><a href="http://www.schoolslinks.co.uk/rel1f.pdf">http://www.schoolslinks.co.uk/rel1f.pdf</a> (old KS1 QCA but still some useful ideas)</p>

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Weblinks
To learn about the past by studying buildings.	<p>To know about changes within living memory.</p> <p>To know about significant buildings in their own locality.</p> <p>To understand methods of historical enquiry</p>	<p>Are there any buildings in the village/town which are important now or have been important in the past?</p> <p>How have we used different buildings?</p> <p>How does what a building looks like tell us about its age?</p>	<p>Compare photographs of specific buildings at different points in their history.</p> <p>Talk about the building materials used and the style of the buildings.</p> <p>Research how building styles have changes over the centuries.</p>	Photographs, old and recent.	<p><a href="http://www.bbc.co.uk/history/british/architecture_01.shtml">http://www.bbc.co.uk/history/british/architecture_01.shtml</a></p> <p>Google images</p>
To find out about important people who lived in our village/town.	To know about significant people in the locality.	<p>Have there been any significant individuals who have lived here in the past?</p> <p>What influence did they have?</p>	<p>Google search your immediate area or the county.</p> <p><u>Children's activities</u> <u>Independent research, write biographies.</u></p>		Google searches

Teaching Ideas	National Curriculum Links	Key Questions	Approaches	Resources	Weblinks
<p>To investigate the history of their own house.</p> <p>(An independent, but supported aspect of the topic to encourage children to use the skills they have been learning)</p>	<p>To understand methods of historical enquiry.</p> <p>To learn about changes within living memory and beyond.</p> <p>To inspire their curiosity to know more about the past</p>	<p>How old is your house?</p> <p>Where in the village/town is it?</p> <p>Which building materials were used to build it?</p> <p>What can you find out about its past/the previous occupants?</p> <p>Has your house been changed in any way since it was built?</p>	<p>Children bring in photos of their own homes which can be put on an outline map of the village. Look for patterns in the types and ages of Houses.</p> <p>This work can go in any number of directions. The children take a starting point and use their enquiry skills to find out as much as they can about the house they live in.</p> <p><u>Children's activities</u></p> <p>Independent research. Children can be given free rein on how they present their findings. If this aspect of the topic is worked on over 3-4 weeks then there could be the opportunity to encourage them to involve other family members, classing this as their homework activity and specifying a minimum and maximum time for each week as well as a lesson in school time to ask questions and give advice and ideas.</p>	<p>Local History books</p> <p>Internet searches</p> <p>Local libraries</p>	



Who lives here?  
Now and in the past.

When and why did mining become important?  
Where did the workforce come from?

The People.  
Family life and mining  
Fathers and Sons

Changes.  
More homes  
Better roads and rail links

My Family History  
May or may not be linked to mining

Mining, the Past, the Present, the Future

Important Events in the community.  
Accidents, Strikes, Closure

**Investigating the History of a Mining Community.**





## *Investigating the History of a Mining Community*

We have included this overview in the pack as there are many communities in Nottinghamshire which have seen huge changes over time and experienced major events.

Each village or town is unique. However, many areas that have been suggested for research are included in the '*Laxton Snapshots in Time*' project and would lend themselves to adaptations.



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