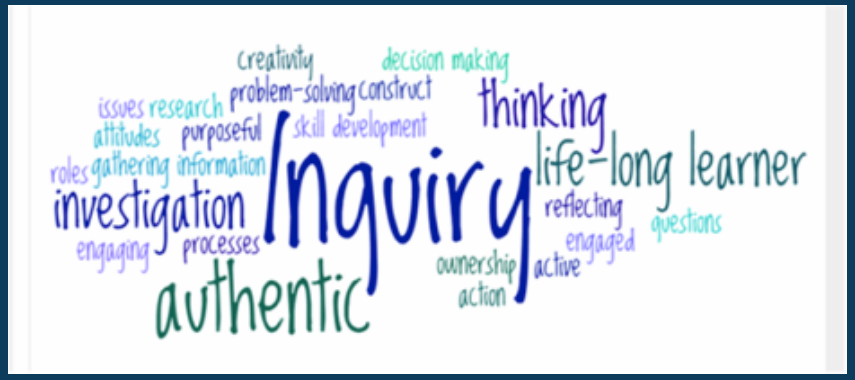


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

ECAD6008/C – DYNIAETHAU/ HUMANITIES

Sesiwn/Session 3

www.athrofa.cymru

Yn y sesiwn hon byddwn yn:

- Diffinio beth yw '**dysgu dilys'(authentic learning)**'
- Archwilio ffyrdd o **greu cyd-destunau dysgu dilys** yn y Dyniaethau
- Ystyried sut mae 'dysgu dilys' yn gallu datblygu agweddau o'r **cyfrifoldebau traws-gwricwlaidd, YCC a'r 4 diben**

In this session we will:

- Define what is meant by '**authentic learning**'
- Explore ways of **creating 'authentic context for learning'** in Humanities
- Consider how 'authentic learning' can promote opportunities to develop learners' understanding of **cross-curricular responsibilities**, **YCC** and **4 purposes**



Rationale

The Humanities Area of Lear
Experience provides fascinati
for children and young peop
about people, place, time an
give them an understanding
geographical, political, econo
societal factors and provide opportunities to engage in informed discus
ethics, beliefs, religion and spirituality. Children and young people will le
consider how these different factors interrelate, and develop an unde
themselves and other people, their own locality, Wales and the world i
times, places and circumstances.

The Humanities Area of Learning and Experience provides rich opportunities for learning beyond the school walls, for example through exploring the local environment and learning from the experience of people and organisations and businesses in the community. Children and young people will also gain the knowledge and skills to understand and contribute to the communities in which they live and engage with societal issues.



Sail Resymegol

Mae Maes Dysgu a Phrofiad y Dyniaethau yn cynnig cyd-dest deniadol i blant a phobl ifanc d am bobl, lle, amser a chred. By galluogi i ddeall ffactorau hane daearyddol, gwleidyddol, econ a chymdeithasol ac yn cynnig cyfleoedd iddynt gymryd rhan mewn trafoc gwybodus am foeseg, credoau, crefydd ac ysbrydolrwydd. Bydd plant a p yn dysgu i ystyried y berthynas rhwng y gwahanol ffactorau hyn, ac yn m dealltwriaeth ohonyn nhw eu hunain a phobl eraill, eu hardal eu hunain, Cy byd mewn gwahanol gyfnodau, lleoedd ac amgylchiadau.

Ceir cyfleoedd cyfoethog drwy Faes Dysgu a Phrofiad y Dyniaethau i ddysgu y tu allan i safle'r ysgol, er enghraifft drwy astudio'r amgylchedd lleol a dysgu o brofiad pobl, sefydliadau a busnesau yn y gymuned. Bydd plant a phobl ifanc hefyd yn dysgu ac yn meithrin sgiliau er mwyn deall a chyfrannu i'r cymunedau lle y maent yn byw ac ymwneud â materion cymdeithasol.

High quality in primary humanities: insights from the UK's school inspectorates' – S. Catling (2017)

- High-quality humanities topics and lessons are meaningful to children and positively affect their learning.
- Expert planning and teaching sustain learning, through extended lesson times, and by blocking topics across several weeks, increasing time for depth of study.
- This approach enables children to focus, extend and deepen their learning, because they have opportunities to investigate and reflect on their studies.

Summary of the characteristics of good practice in the humanities

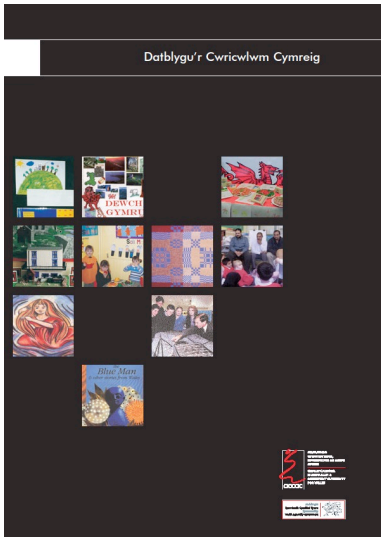
- Teachers skillfully blend the **development of subject knowledge and pupil skills**. They develop pupils' **literacy, numeracy and ICT** skills within a relevant context.
- They use a **wider variety of stimulating, relevant and current resources** in their lessons.
- Teachers make **effective use of the school locality**
- Pupils enjoy the wider variety of activities teachers provide and the **opportunity to learn outside the classroom.**

Y Cwricwlwm Cymreig (YCC)

'Dylid rhoi cyfleoedd i'r disgyblion, lle bo hynny'n briodol, i ddatblygu a chymhwyso gwybodaeth a dealltwriaeth o nodweddion:

- Diwylliannol
- Economaidd
- Amgylcheddol
- Hanesyddol
- Ieithyddol

…Cymru'



'Pupils should be given opportunities, where appropriate to develop and apply knowledge and understanding of the:

- Cultural
- Economic
- Environmental
- Historical
- Linguistic

…characteristics of Wales'

CYNEFIN CWRICWLWM I GYMRU 2022

- Mae hefyd yn helpu'r disgyblion i ddatblygu eu dealltwriaeth o Gymru gydwladol sy'n edrych allan i'r byd, gan hybu dinasyddiaeth fyd-eang a diddordeb mewn datblygu cynaliadwy.

- OND **hyd a lled yr ymrwymiad i Gwricwlwm Cymreig** sy'n pennu **llwyddiant** y cwricwlwm hwnnw. Dylai'r ymrwymiad hwnnw godi o sylweddoli y gall y profiad Cymreig, yn ei holl agweddau, fod yn gyfle gwerthfawr i estyn profiad addysgol pob disgybl yng Nghymru.

CYNEFIN CURRICULUM FOR WALES 2022

- It also helps to foster in pupils an understanding of an **outward-looking** and **international Wales**, promoting global citizenship and concern for sustainable development.

- BUT it is **the degree of commitment to a Curriculum Cymreig** that determines its **success.** This commitment should arise from a realisation that the Welsh experience, in all its aspects, can provide an invaluable opportunity to extend the educational experience for all pupils in Wales.

Dysgu Dilys / Authentic Learning

- Y Cyfnod Sylfaen
- The Foundation Phase



Puddles Visits Llansteffan Church

- https://www.youtube.com/watch?v=kTzd6aI4cVE&feature=youtu.be

- http://penboyr.j2bloggy.com/Penboyr-150-Dewch-Am-Dro/sgrin-werdd-dosbarth-slawer-dydd/

The value of using the local area

This, in itself, will ensure that religious education has a significant Welsh dimension. Pupils should be made aware of their own localities and the religious life and traditions that are to be found within them. **However, pupils should, also, be made aware of religious phenomena and issues of wider relevance. The Cwricwlwm Cymreig is not just about the history of religion in Wales**

Aiming for Excellence in Religious Education, Estyn (2001)

Gwerth defnyddio'r ardal leol

Dylai addysg grefyddol gyflwyno Cristnogaeth a'r prif draddodiadau crefyddol eraill a geir ym Mhrydain Fawr i'r disgyblion fel crefyddau byw. Er mwyn i hyn gael ei wneud yn effeithiol, **dylai'r athrawon wneud y defnydd lawnaf o adnoddau a geir yn y gymuned leol ac sy'n berthnasol iddi**.

Anelu at Ragoriaeth mewn Addysg Grefyddol, Estyn (2001)

Hyrwyddo ymchwiliadau dilys trwy:

- GED
- Ffurfio ymholiadau trwy gyfrwng cwestiynau allweddol wedi'u cyd-drafod – y dysgwyr
- Annog dadl – dosbarthiadau cymdeithasol – safbwyntiau
- Defnyddio ystod o ffynonellau hanesyddol
- Defnyddio'r ardal leol
- Dyfeisio gweithgareddau 'dull-ditectif'
- Cymhell hunan-adolygu ac adfyfyrio
- Modelu arfer dda o safbwynt meddwl hanesyddol, defnydd o iaith ac ymchwil

Resources & Sources
Adnoddau a Ffynonellau











Archives/ Archifdy









Busnesau Lleol / Local Business





Beth am edrych ar rai enghreifftiau…. Let's look at examples…



- Your local railway
- Our street
- 'Look at us!'
- Our classroom

A local history investigation in Key Stage 2:

probably one of the best resourced themes you can find – your local railway

Tim Lomas

Railways make one of the best themes for a historical study. No place has ever been far from a railway station even if Dr Beeching wiped out one-third of the network in the 1960s. Few places of any size, and indeed often of no real size, lacked a railway station. Railways often have a fascination for those of all ages. For children Thomas the Tank Engine is probably among the most famous, but there are many others. So much fiction has trains as a central theme whether mysteries, murders or romances. One can easily visit or investigate a railway either as a modern mode of transport or on one of the many heritage railways, and even long-lost lines can often be traced in part on the ground. Even when not possible, the website and other sources yield an incredible number of old films and websites such as 'Disused Stations' (at the last count well over 2,000 of them) as well as masses of YouTube films which enable much of British railway history to be traced.

There is thus plenty of material resource but how can this be turned into meaningful history? One immediate opportunity is that

form a relevant and interesting local history theme for Key Stage 2 pupils.

Try these sources – maps, photographs and film, timetables, tickets, physical remains. Together these can help answer some worthwhile historical questions such as:

- How were people and goods moved before the railways came?
- When did the railway arrive in the locality and why did it come then? What did those building the local railway hope to achieve?
- Who actually used the railway?
- How did the railway keep going?
- What were the main changes that the railway brought?
- Why did so many people stop using their local railway?
- What can we learn about the railway from what survives today?

Obviously not all of these questions are relevant if the local community is still lucky enough to possess its

How were people and goods moved before the railways came?

This gives pupils an opportunity to look at sources referencing earlier forms of transport such as horses, canals and early roads. They can make inferences about transporting goods and people and the challenges especially in terms of speed, quantities of goods and danger. What might it mean for how far people travelled, what type of goods could be moved and what could not and how the transport system might have held back progress? Some imaginative work might be possible on a journey at the time. If local sources exist, it would be desirable to use them but the pupils should also see that transport deficiencies did not just affect the locality and were a national problem.

When did the railway arrive in the locality and why did it come then? What did local people hope from the building of a railway?

Railways appeared for a range of

Trinity Saint David | Addysg i Gymru / Education for Wales

Lomas, T. (2017) 'A local history investigation in KS2: local railway', *Primary History*, 75 (Spring), pp. 22-26.

developments affecting railways nationally and locally could be plotted on a timeline.

Who actually used the railway?

This may provide an opportunity for pupils to do some detective work. They might look at a timetable. From it you can ask them to make some deductions on who might have wanted to travel given the times of the trains. They can look at some photographs showing crowds at stations and work out the type of passengers. Alternatively, they can look at photographs of freight trains and try to work out the type of goods being conveyed, e.g. coal, milk, cattle. This can be supplemented by looking at old maps for clues about what lay near to railway lines such as mines, quarries or farms near the line especially if there is evidence of sidings linked to the line. Some of those local industries can be investigated further such as working out what was produced, what was it used for, where was it likely to be sent, when the business was active and perhaps drawing conclusions about how essential the local railway was to the local community. Do they think that the investors and constructors of the railway would be pleased or disappointed by the progress of their railway?

How did the railway keep going?

This enables pupils to look at the idea of change and development. They can construct a timeline showing key developments such as extensions, new stations, local industry opening up or closing, new local lines which might provide completion or other transport such as trams and bus routes. Any local



Figure 2



closures could also be plotted. Pupils could be asked to draw some conclusions about what impact this may have had on the local railway. They could also look at timetables from different periods to see if the times of train services changed and who might have used the trains at different times of the day. They might even be able to draw some inferences about people's lives, e.g. were there trains very early in the day or very late at night? Photographic evidence of station platforms might enable them to infer other traffic such as milk churns and parcels. Even a letterbox on the station or a lineside postal mail pick-up might enable further deductions to be made.

What were the main changes that the railway brought?

Some causation work here. The task of pupils would be to see if they can make any causal



Table 41 **DARLINGTON and RICHMOND**

Septem

WEEKDAYS

Miles																	
	1 London (King's Cross) dep	pm 4 55	am 12 55	....	....	am	am 3 50	am 7 5X50	am 11 30	am 10 5	pm	pm 12 18	pm 4 9	pm 2 0	pm 5 43	pm 3
	2 York	10 28	5 0	..	..	6 40	10 5			1p56	3 7			5 43	8	
	2 Newcastle ..... dep	11 15	2 14	....	....	7H45	10 0	11 15	12G50	2 35	5F 3		5 32	7		
		am	am	am	am	am	am	pm	pm	pm	pm	pm	pm	pm		
	DARLINGTON .. dep	12 18	6 20	6 27	7 55	8 58	11 20	1 5	3 10	4 15	5 54	6 55	9			
2½	Croft Spa	12 23	.. .	6 32	8 0	....	11 25	1 10	3 15	4 20	5 59	7 0	9			
7½	Moulton	12 32	6 33		8 11	9 11	11 34	1 19	3 24	4 31	6 10	7 9	9			
9½	Scorton..... ..	12 37	6 39	....	8 16	9 16	11 39	1 24	3 29	4 36	6 15	7 14	9			
11½	Catterick Bridge..	12 43	6 45	..	8 21	9 20	11 43	1 28	3 33	4 40	6 19	7 18	9			
15	RICHMOND ..... arr	12 52	6 54	....	8 30	9 29	11 52	1 37	3 42	4 49	6 28	7 27	9			

SUNDAYS

1 London (King's Cross) dep	....	pm 11D45	am	am	pm	pm	pm 12 18	pm	pm	pm 4 45	....	....	
2 York	..	4a39	7 5	10 20	12 20	..	4 18	6 7	..	8 42	..	..	
2 Newcastle ..... dep	....	....	7 0	11 0	....	2 55	4 35	....	7 40	....	....	....	
	am	am	am	am	pm	pm	pm	pm	pm	pm			
DARLINGTON .. dep	12 10	6 35	8 40	11 55	1 30	4 10	5 42	7 35	9 5	10 20	..	..	
Croft Spa	12 15	....	8 45	12 0	....	....	5 47	....	9 10	10 25	....	....	
Moulton	12 24	6 47	8 54	12 9	..	4 22	5 56	7 47	9 19	10 34	..	..	
Scorton..... ..	12 29	6 52	8 59	12 14	1 45	4 27	6 1	7 52	9 24	10 39	....	....	
Catterick Bridge..	12 35	6 58	9 3	12 18	1 49	4 32	6 5	7 56	9 28	10 43	..	..	..
RICHMOND ..... arr	12 44	7 5	9 10	12 25	1 56	4 39	6 12	8 3	9 35	10 50	....	..	....

connections between local developments and the railway and to discuss with each other how secure their judgements are. For example, population growth could be plotted alongside the development of the railway or the development of local industry. It might also be possible to examine the social and economic side – photographs of station staff often show how many people were involved even at relatively small stations such as station masters, booking clerks, porters, those in the goods sheds, signalmen, level

guards and so on. Some even had station horses and cats. They could be asked to investigate what these jobs entailed, which would be regarded as the elite jobs and whether they notice anything unusual, e.g. the relative paucity of women employees.

Why did so many local people stop using their local railway?

Maybe this provides an opportunity to do some



ticket sales at individual stations. These can be plotted and assessed. In most cases there was a gradual, sometimes steep decline not reversed until comparatively recent times. Pupils could be asked to speculate on why this was the case. They might again look at maps, perhaps noting the location of stations, where new settlement was developing and where bus routes were. The distance of local industry from the railway may also be noted.

It might be possible to provide a series of images allowing pupils to work out why railways lost their appeal, e.g. the times of trains, the distance from stations and the relative costs of bus and rail transport. Pupils could be given a series of images such as a milk tanker, a heavy lorry, a family car, a bus, even a strike notice and asked to work out why people may have preferred alternatives. Rather than give pupils the total impression that railways were in continuous decline, they might be able to look at what the local railway did in times such as war. Pupils' knowledge could be reinforced by examining how and when the local railway declined (or how it managed to survive as a sizeable number did). Dr Beeching can be mentioned but it is important to note that many lines closed prior to Dr Beeching – some even before 1930. There are often newspaper cuttings or even film of the last day of the railway. Pupils might do some imaginative work and calculate the views and hardships caused by the closing of the rail… whether the local…

Figure 5: Rail posters can illustrate how railways hoped to attra particular clientele. This example is for Lowestoft in Suffolk.



What can we learn about the railway from surviving evidence?

In a few cases all traces of a past local railway have disappeared, but this is rare. This could be a field exercise to look for clues of the existence of their

Figure 6: A station resurrected. Hampton Loade on the Severn Valley preserved heritage railway in Shropshire. Pupils can use such sites to help an understanding of their local railway but also can use them to compare their success in the past and present.



Green, J. et al. (2013) 'On Our Own (with a bit of help)', *Primary Geography*, Spring, pp. 28-29.

ON OUR OWN (WITH A BIT OF HELP)

JULIETTE GREEN, ANNA SHAW HAMILTON AND MUIREANN WALSH, WITH ORLA O'MAHONY AND SUSAN PIKE

Here, Juliette, Anna and Muireann, three 6th class pupils at St James' National School in Stradbally, Ireland, share their experiences of geographical enquiry.

Our school is a small school with only 27 pupils. It is in the village of Stradbally in County Waterford, Ireland. There are two teachers, one for each classroom, who teach four classes each. We are in the senior room, and are 12 years old. We are in 6th class and we have almost finished primary school!

We have been doing geography since we were 4 years old, in junior infants. We still remember learning about India and going on a walk to Woodhouse, a large country estate near to our school. We like geography, but this year we have been doing more geography through enquiry. We have learnt new things, in interesting ways.

People and work in our area

We started off this topic by writing down jobs people do. We thought of all types of jobs we could, like fisherman, jockey, businessman, vet, etc. Then we put them into our own categories. We ended up with two categories: making and doing. This was a different way to learn because it was a new topic, but also because our teachers let us do it by ourselves. Then our teachers helped us put the jobs into three other categories, called primary, secondary and tertiary. We felt proud of ourselves because we had worked the categories out! We



Figure 1: Having the freedom to explore the different photographs. Photo: Susan Pike.

put 'jockey' in the lists. After this, we came up with lots of questions we would like to find the answer about, to do with people and work. We also put these into categories. We learnt about people's jobs on maps and in photographs.

We looked at an oblique aerial photograph of our area (Figure 1). Our teachers let us look at the photograph of our area for a long time without telling us to do anything. We felt free and not under pressure, so we could





Figure 3: Devising a fieldwork investigation on 'How can we make our lane safer?'. Photo: Susan Pike.

work out what the features were. We were surprised at how much development had taken place in our locality in recent years. We looked at maps of our locality and of Dublin (1:20,000 scale maps). We talked about the maps for ages. To help us understand about maps, we made our own maps of islands. We then learnt about the process of making chocolate. We watched a clip on YouTube of how chocolate is made. On pieces of paper we wrote what happened, then ordered them, so we understood about the inputs, processes and outputs involved. We also visited Nemeton, a local television company. Maeve Quill (a local presenter) showed us around: it was amazing to see the equipment and be in a TV studio (Figure 2).

We remember a lot of what we did on people and work, because we had to take time to work things out: it made more of an impression on us. At the end of our enquiry about people and work, we presented what we had found out to our parents at an open afternoon. They liked finding out what we had done and were very impressed!

How can we make our lane safer?

We asked people questions about the road going up to our school. Our main question was 'How can we make our lane safer?' (Figures 3 and 4). We then decided what data we needed to collect. We collected:

- people's suggestions on questionnaires that we had made ourselves
- photographs we took and notes on discussions we had down the lane
- our own ideas.

We presented our data as graphs, maps, photographs and in writing. We included the opinions of the residents of the lane, parents of children and the pupils, teachers and other adults that are part of our school community.

We wrote up our findings. We found this very hard to do because we had a lot of data. We had to pull together lots of information and we did this on the computer but we were very pleased with what we ended up with. We then made a flyer to give to people who use or live on the lane.

Overall, the best things we have done this year were the enquiry and being outside. Learning through enquiry was different because it was more relaxed, but at the same time we were more focused. Being outside was good because it is open, quiet and we were free to think.



Juliette Green, Anna Shaw Hamilton and Muireann Walsh are 6th class pupils at St James' National School, Stradbally, County Waterford, Ireland. Orla O'Mahony is a teacher at St James' National school. Dr Susan Pike is a lecturer in primary geography at St Patrick's College,

Teaching about my school in the past using original sources

or

why would I want those old books in my classroom?

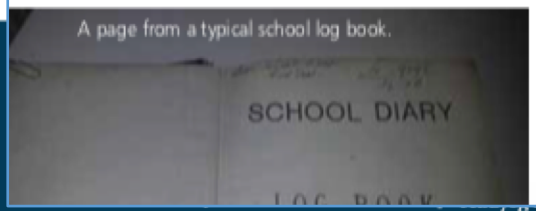
Sarah Leach

Introduction

It has always been recognised that good primary history is able to connect the past with the world the children currently inhabit. That is why focusing on schools can be so useful. If there is one experience the children have definitely had, it is experiencing school life, so there are immediately possibilities for first-hand comparisons with school life in the past.

The history of education, while arguably fascinating in its own right, can also throw up many ideas for cross-curricular work within the modern classroom, and you can gain some of those ideas just by using a pile of grubby old books!

The school where you teach may have a small archive of its own, and there lurking among the dusty tomes could be an undiscovered freely-available resource for teaching and learning. If your school is a more modern building it may have been replaced or been merged with an older school, and the records held previously will still be held somewhere: it will just require a little research to track them down. If the records are lost or your school is entirely new, you can still find records from other schools at your local library, educational or community archive, or other places where they can lend you materials such as Artemis Leeds.



A page from a typical school log book.

What kind of grubby old books?

Log books

One of the best sources of investigating school history is by looking at log books. A log book is a school diary and so much more. It is effectively a comprehensive written account of all the events, activities and happenings of any significance within the school. Just as a captain of a ship is required to write a 'captain's log', schools for much of the nineteenth and twentieth centuries had to keep a record of some of the main issues affecting the school. The one I use is a huge volume, and it runs from 1896 to 1940. It is a delightful and informative way of gleaning snippets of social history which bring each school year to life. Here are some examples:

Aug 21 1896, School re-opened on Monday. Four scholars admitted. Visit of Reverend manager daily. Received specimens and charts for object lessons.

Nov 6, Attendance thin on Thursday and Friday as the weather was extremely cold and wet.

Leach, S. (2016) 'Teaching about my school in the past using original sources', *Primary History*, 73 (Summer), pp. 21-25.

Books that may have existed in a Victorian classroom.



Attendance books

These are registers of attendance and reasons for absence. They illustrate the differences through the years. Attendance up to the 1880s was not compulsory, and had to be paid for ('school pence'). Attendance picks up when it becomes a legal requirement to attend, but is still low, and the registers record the efforts of attendance officers and teachers in their struggle to keep numbers healthy. Non-attendances and rewards for attendance are recorded a great deal both here and in the log books and the thinking is actually very similar to the developments in our own schools over recent years. They are also an excellent resource of old names and diseases which classes love, especially if some of the surnames still exist in the area today.

Admission books

These list those arriving and leaving the school. Details vary but usually there are details of where a child (and their family) came from or where they went next. This allows pupils to trace movement. They might also be able to speculate on why people left. In some areas, the arrivals and departures involved migration perhaps due to economic circumstances. Sadly they also reflect

Punishment books

A great resource to bring a bit of 'horrible history' into the classroom. In the 'historical schoolroom' here in Leeds the cane, finger stocks and punishment books are guaranteed to stir up excitement and interest, and are the most asked-about resource among the children in the out-of-role discussion at the end of every session. Each time a child received corporal punishment in any form, the punishment, along with the offence, was recorded in this book. It serves as an interesting illustration of historical attitudes within schools. For example: 'biting a boys finger – two strokes of the cane', 'repeated insolence – two strokes of the cane', 'writing with the left hand – three strokes of the cane'. Incidents such as 'slapping about the head' are also recorded and it always engenders lively discussion when read out in class.

Old photographs

Often a neglected source of information, they show the dress style (particularly school and class photos), attitudes and emotions involved and often the types of lessons and school settings that were used. They are great for comparison and discussion between what existed in the past and their lives today.

Learning about the past through 'ourselves and our families'

Sandra Kirkland

'Ourselves and our families' is a popular theme in foundation settings and Reception classes. It is often undertaken at the beginning of the academic year, although it can be taught later when teachers have a better understanding of children's home circumstances. This theme can provide many opportunities for children to develop their understanding of the past.



Curriculum links

Activities and experiences could support children being able to 'talk about past and present events in their own lives and in the lives of family members' and knowing about 'similarities and differences between themselves and others, and among families, communities and traditions'. These statements form part of the Early Learning Goal relating to Understanding the World: people and communities.

Look at us!

One starting point is to ask the children to bring in a photograph of themselves as a baby. Photos make for an interesting display and can

allow children to begin to develop their understanding of change and continuity.

What about you?

Invite parents/carers or grandparents to lend photographs of themselves on their first day at school, and use these to compare and contrast with photos of the children starting school for the first time. This is an engaging way to introduce children to a photograph or image being a

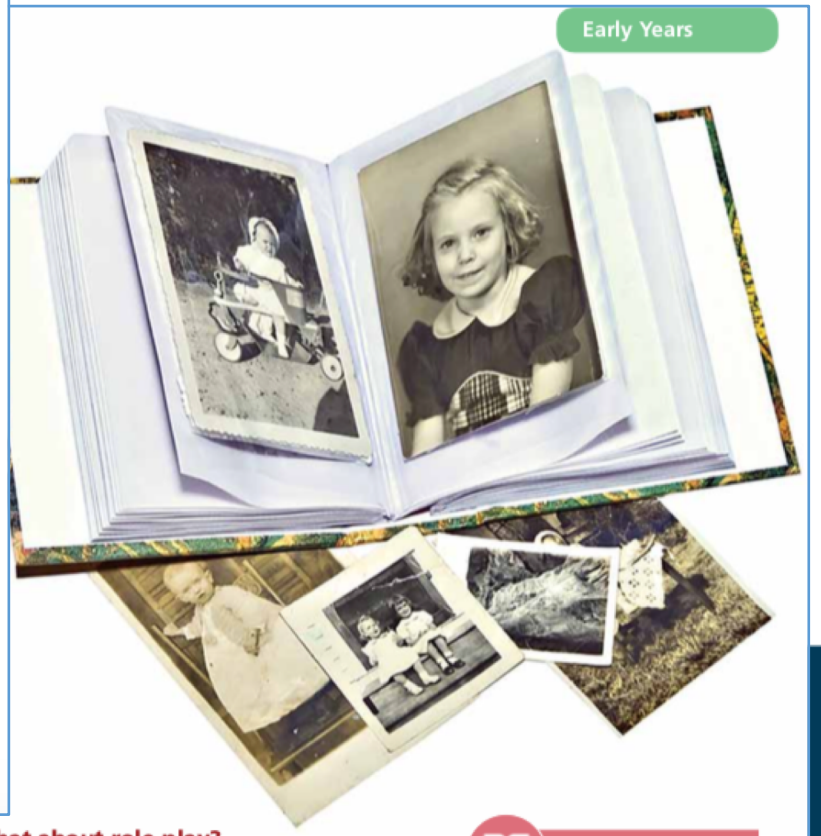
developed. This could include words such as satchel, milk bottle, ink pen, and blackboard.

Who's coming to visit?

Inviting visitors into the class is a good way of engaging children, and introduces oral history as another way we can learn about the past.

It is crucial that visitors have a very clear idea about what their role is,

Kirkland, S. (2017), 'Learning about the past through 'ourselves and our families', *Primary History*, 75 (Spring), pp. 6-7.



A local history toolkit

— Alf Wilkinson

Introduction

In this short paper you will discover some of the tools for 'doing' local history. They are based on where I live: you can get similar types of sources from where you live, work or teach. Your main source will be a local library or record office, but there is now a great deal of material you can download from the Internet.

Getting you thinking

If you can, visit your local local studies library and records office. The staff and archivists will be only too happy to help, if you have a clear idea of what you want. There you should find the following:

Tools for local history:

1. Aerial photographs. They make an excellent starting point for exploring your neighbourhood. Pupils love to pick out key features and compare them to the buildings, roads and landscape of today.

2. Old Maps. OS maps, of various scales, are particularly useful for showing change over the century. Try the 6" to a mile maps to really look in detail at the area around you.

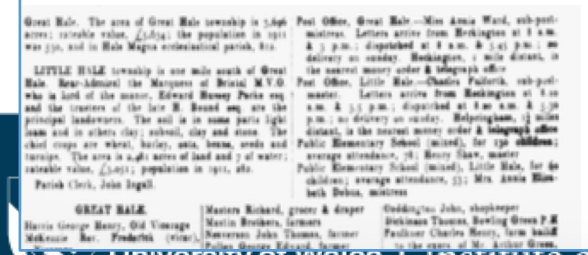
3. Trade Directories. These are a fascinating source of detailed information about your area. They were published throughout the Victorian period and beyond.

directories over a period of time you can trace some families in a similar way to using census material.

4 Census data. Censuses have been taken at ten-year intervals since 1801. At present 1901 and 1911 are available online to view, although you have to pay to download them. You will find microfilm/fiche copies of your local census in your local studies library or record office.

5 Old Photographs. This one shows the village water pump in use. Elderly residents in the village can usually tell you where pumps and other ***street furniture*** (e.g. benches, post boxes, bus stops, public toilets) were situated. We arranged a coffee morning in the local chapel and asked residents to loan us their old photographs. Many were happy to do so.





Great Hale. The area of Great Hale township is 3,696 acres; rateable value, £3,634; the population in 1911 was 330, and in Hale Magna ecclesiastical parish, &c.

LITTLE HALE township is one mile south of Great Hale. Rear-Admiral the Marquess of Bristol M.V.O. who is lord of the manor, Edward Hussey Parke esq and the trustees of the late H. Bound esq are the principal landowners. The soil is in some parts light loam and in others clay; subsoil, clay and stone. The chief crops are wheat, barley, oats, beans, seeds and turnips. The area is 2,481 acres of land and 7 of water; rateable value, £3,603; population in 1911, 282.

Parish Clerk, John Ingall.

GREAT HALE.

Harris George Henry, Old Vicarage
Mckenzie Rev. Frederick (vicar)
Masters Richard, grocer & draper
Martin Brothers, farmers
Newsome John Thomas, farmer
Parker Gregory Edward, farmer

Post Office, Great Hale.—Miss Annie Ward, sub-postmistress. Letters arrive from Rockington at 8 a.m. & 3 p.m.; dispatched at 8 a.m. & 3.45 p.m.; no delivery on sunday. Rockington, 2 miles distant, is the nearest money order & telegraph office

Post Office, Little Hale.—Charles Fulforth, sub-postmaster. Letters arrive from Rockington at 8 a.m. & 3.5 p.m.; dispatched at 8 a.m. & 3.30 p.m.; no delivery on sunday. Helpringham, 3½ miles distant, is the nearest money order & telegraph office

Public Elementary School (mixed), for 130 children; average attendance, 78; Henry Starr, master

Public Elementary School (mixed), Little Hale, for 60 children; average attendance, 33; Mrs. Annie Hambleth Debus, mistress

Coddington John, shopkeeper
Dickinson Thomas, Bowling Green P.H
Faulkner Charles Henry, farm bailiff to the estate of Mr. Arthur Green

Wilkinson, A. (2010) 'A local history toolkit', *Primary History,* 58 (Summer),pp. 16-17.

However, we need to remember…

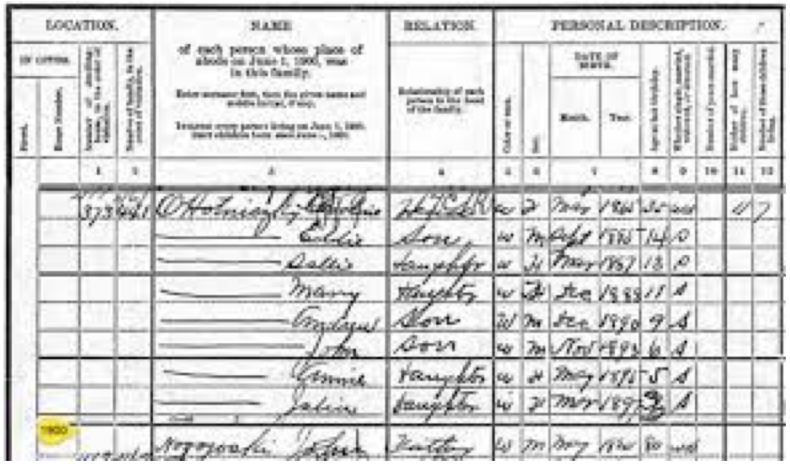
- **High quality** and **stimulating resources** are at the heart of a enquiry learning in which children **think, question** and **try to unite evidence together**.

- Children **need to be taught how to use the sources effectively,** how to nurture a critical attitude and compare one source with another source.

Fodd bynnag, rhaid cofio….

- Mae **adnoddau o ansawdd uchel** ac **ysgogol** yn **greiddiol i** agwedd dysgu-ymholi ble mae plant yn meddwl, cwestiynu a cheisio uno tystiolaeth gyda'i gilydd.
- Mae **angen dysgu plant** sut i **ddefnyddio'r ffynonellau** yn **effeithiol,** sut i feithrin agwedd **feirniadol ac i gymharu** un ffynhonnell gyda ffynhonnell arall.

Defnyddio ffynonellau ac arteffactau / Use sources & artefacts

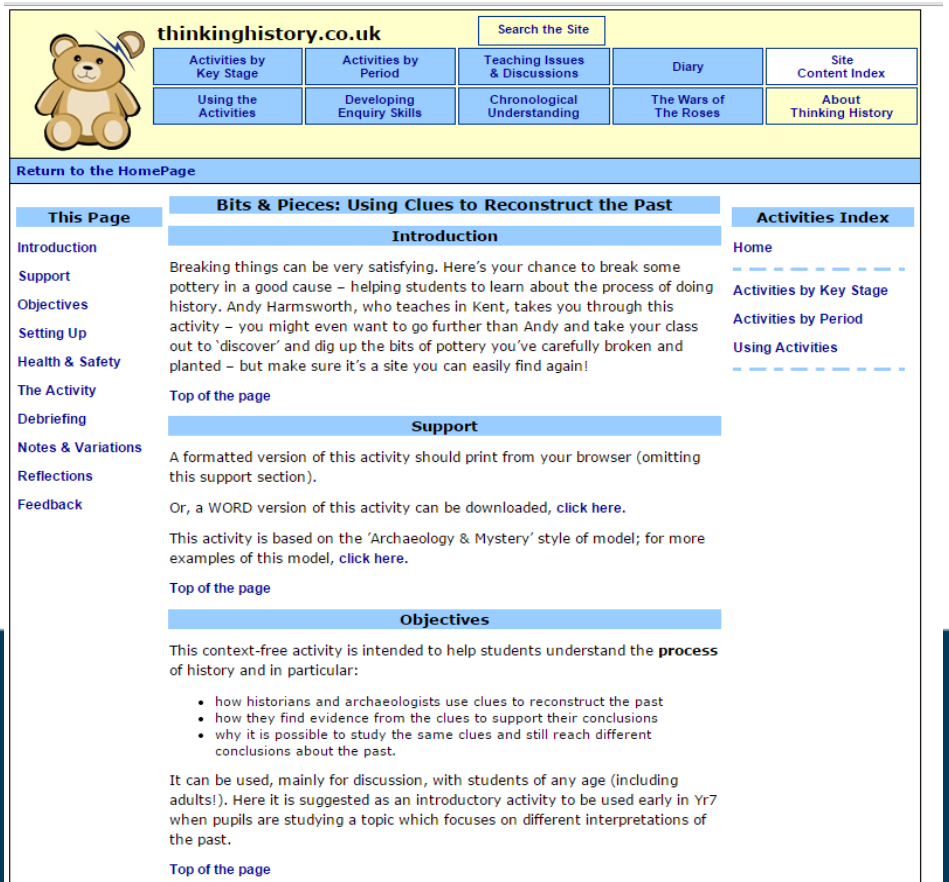


LOCATION.				NAME	RELATION	PERSONAL DESCRIPTION.								
Street.	House Number.	Dwelling-house, in the order of visitation.	Family, in the order of visitation.	of each person whose place of abode on June 1, 1900, was in this family.	Relationship of each person to the head of the family.	Color or race.	Sex.	DATE OF BIRTH. Month.	DATE OF BIRTH. Year.	Age at last birthday.	Whether single, married, widowed, or divorced.	Number of years married.	Mother of how many children.	Number of these children living.
		1	2	3	4	5	6	7		8	9	10	11	12
		373	641	Hastings	Head	W	M	May	1846	53	M	17		
				Edith	Son	W	M	Feb	1887	13	S			
				Edith	daughter	W	F	May	1887	13	S			
				Mary	Daughter	W	F	Jan	1889	11	S			
				Miguel	Son	W	M	Jan	1890	9	S			
				John	Son	W	M	Nov	1892	6	S			
				Annie	Daughter	W	F	May	1894	5	S			
				Calvin	daughter	W	F	May	1897	2	S			
1900				Mayorski	Father	W	M	Dec	1820	80	WID			



Darnau Mân…..Bits and Pieces…..

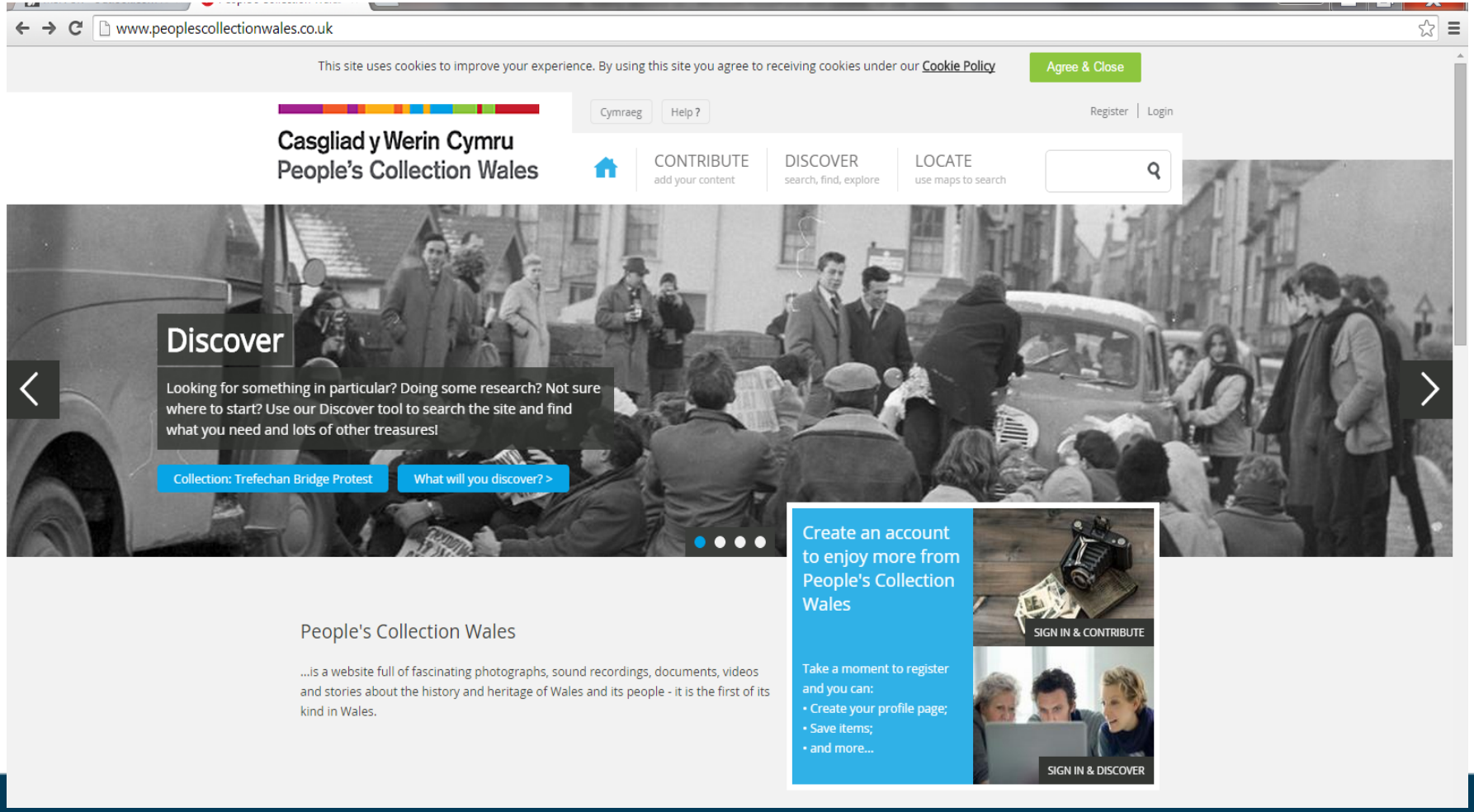
- http://www.thinkinghistory.co.uk/ActivityBase/BitsandPiecesReconstruct.html







http://www.peoplescollectionwales.co.uk/



Dewch i archwilio Cymru

Map Rhyngweithiol Cymru:
80 o lefydd difyr
Interactive Map of Wales:
80 fascinating places

Canolfan Peniarth

Learning Outside the Classroom Manifesto (2006), OFSTED (2008), Estyn (2010), etc.

- The **first-hand experiences** of **learning outside the classroom** can help make **subjects more vivid and interesting** for children and **enhance their understanding**. It can also contribute significantly to children's personal, social and emotional development = wellbeing

http://www.gem.org.uk/res/advice/ballw/res-we_out.php

Maniffesto Dysgu y tu allan i'r Dosbarth (2006), OFSTED (2008), Estyn (2010), ayyb.

Gall y **profiadau uniongyrchol** o ddysgu y tu allan i'r ystafell ddosbarth helpu i wneud **pynciau yn fwy bywiog a diddorol** i blant a **gwella eu dealltwriaeth**. Gall hefyd gyfrannu'n sylweddol at **ddatblygiad personol, cymdeithasol ac emosiynol** plant.

*This is not only about **what** we learn but importantly **how** and **where** we learn.*

Mae dysgu y tu allan i'r dosbarth yn…

- **Cymell** y plant yn eu dysgu.
- **Mae dysgu trwy ymholiad** yn ymgysylltu'n llawn ac yn herio'r plant, gan sicrhau bod dysgu go iawn yn digwydd ac felly'n gwneud y mwyaf o gyflawniad**.**



Learning outside the classroom can..

- **Motivate** the children in their learning.
- **Learning through enquiry** fully engages and challenges the children, ensuring real learning takes place and so maximising achievement.



Gwaith Maes: dysgu y tu allan i'r dosbarth yn y dyniaethau

- Cyfeirir at ddysgu y tu allan i'r ystafell ddosbarth mewn hanes, daearyddiaeth ac AG cynradd fel arfer at waith maes, sef y '**maes**' - y man lle mae'r dysgu'n digwydd a **'gwaith maes**' y gweithgareddau a wneir yno.

- Gallai'r **'maes astudio**' fod yn:
- - **Ardal leol** neu **ymhellach i ffwrdd**
- - Adeilad **hanesyddol** neu a**mgueddfa**.

Fieldwork: learning outside the classroom in humanities

- Learning outside the classroom in primary history, geography and RE is usually referred to as fieldwork, **the 'field'** being **the place where the learning is taking place** and '**fieldwork' the activities undertaken**.

- The 'field of study' may be the:
  - **local area** or further afield
  - a **historical building** or a **museum**.

Children thrive and achieve and their learning is maximised. (Pickford, *et al*. 2013: 40)

- **Geography** enables us **to understand change, conflict and the key issues** which impact on our lives today and will affect out futures tomorrow. (David Bell, former HMI, 2004)

- Fieldwork probably **results in the most exciting and memorable learning experiences** in the lives of many children. Memories of these experiences usually remain with us all through our lifetime.

Enghreifftiau o Waith Maes yn Seiliedig ar Ymholiad

Hanes

Sut brofiad oedd bod mewn ysgol yn Oes Fictoria?

- Fodd bynnag – dim ymweliad yn unig, ond rhan o gynllun tymor canol a rhan ganolog o ddilyniant o weithgareddau a dysgu.

- Ymweliadau ag amgueddfeydd a/neu safleoedd hanesyddol hefyd yn darparu cyfleoedd i drosglwyddo y broses ymholiad o'r dosbarth i'r maes.

Examples of Enquiry-Based Fieldwork

History

What was it like to go to school in Victorian times?

- However, a visit to a museum or historical site must not be a one-off 'trip', but needs to be embedded in medium-term planning and be part of a sequence of activities and learning.
- Visits to museums and/or historical sites also provide opportunities to demonstrate the transferability of then enquiry process, away from the classroom to the field.

10 cam i lwyddiant– astudio ardal leol
10 steps to success – local area study



Pupils research a war memorial in Leicester.

TASG/TASK

- Ar gyfer eich ysgol PAP1 rhestrwch syniadau posibl ar gyfer cynllunio cyd-destunau dysgu dilys. Ystyriwch yr adnoddau/ffynonellau/ymweliadau…

- List possible ideas for creating contexts for authentic learning in your PTE1 school. Consider possible resources/ evidence/visits…

Astudiaethau Achos /Case-studies

- St. George's Tram
- https://vimeo.com/135558501

- Film/ local community – doorstep heritage / treftadaeth ar garreg y drws! **
- https://vimeo.com/127586693

- Ysgol Penboyr – Gwobrau Treftadaeth Cymru / Welsh Heritage Awardshttps://penboyr.j2bloggy.com/Tyfu-a-Ffynnu/
- Rockliffe Presenters 1914

Historic England

Planning Outstanding Local History and Heritage Projects

at Key Stages 1, 2 and 3



Estyn

estyn.llyw.cymru
estyn.gov.wales

Good practice in the humanities

October 2017



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- Scoffham, S. (2010) *Primary Geography Handbook*. Sheffield: Geographical Association. Chapter 7* (moodle)
- CADW – Wales http://cadw.gov.wales/?lang=en castles/historical places in Wales

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- Scoffham, S. (2010) *Primary Geography Handbook*. Sheffield: Geographical Association. Pennod 7* (moodle)
- CADW – Cymru http://cadw.gov.wales/ cestyll/lleoliadau hanesyddol yng Nghymru

Gwefannau Defnyddiol/ Useful websites

- Historical Association:
  http://www.history.org.uk
- Active Learning / Thinking History:
  Ian Dawson http://thinkinghistory.co.uk
- People's Collection Wales: YCC*
  http://www.peoplescollectionwales.co.uk