



History

Skills, Knowledge and Progression

UKS2: Local history of Clifton and Clifton Village

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Vocabulary
<p>Locate events and changes to Clifton village and Clifton estate in time and in relation to any significant events/people studied previously</p> <p>Recognise that Clifton Estate and BRW were built in 1950s; link to birth of grand parents</p> <p>Know that Clifton Hall was built in 1086; St Mary's church was built in the thirteenth century and the village was developed in the nineteenth century</p> <p>Link to Geography of Local Area Locate Clifton, Nottingham and the East Midlands in relation to the UK Use a map and aerial image to describe the key physical and human features of Clifton, Clifton Village, Nottingham and the East Midlands Recognise and use key symbols on an ordnance survey map Accurately use a six figure grid reference to locate human features on a map</p>	<p><i>Focus: change, cause, similarity and difference and significance</i></p> <p>Slow reveal the photo: what is it? Why was it built? Where is it? Who used it? When was it built? <i>Encourage the chn to consider and infer and then to generate their own questions about the Dovecote and Clifton Village</i></p> <p>Compare locality of Clifton estate and village at different times using maps from Digimap 1850 and today. <i>(Link to Geography of Local Area)</i></p> <p>Understand that Clifton was built to provide improved housing for people of Nottingham in the mid twentieth century; make links to government housing policies after the Second World War</p> <p>Know that the land owned by Sir Clifton was used to build the Clifton estate</p> <p>Field work – investigating Clifton village: what is Clifton village like? When does it date back to? What evidence is there? (old buildings, lamp posts, thatched roofs, dates on buildings) Identify old buildings and draw conclusions about the origins of the village; consider their use through time. Chn could create a map using the ages of the buildings to show the development of the village Possible further research into individual buildings eg Alm houses, school house <i>(Geography link: using OS map to navigate route to and around village; understanding maps)</i></p> <p>Make links to national events/periods in history eg 1870 Education Act, charity for the poor –alm houses, World War 1, Examine printed sources, old photographs and pictures to collect evidence and make inferences about the past. Possible activity: writing a report on the history of Clifton Village</p> <p>Focus on the memorial on the Dovecote. What can we infer from the memorial on the Dovecote? Y5 pupils use child friendly documents to research how WW1 Affected the population of Clifton Village</p> <p>Y6 pupils work with partner to research one individual from the memorial to build up a picture of him; use archived sources such as newspapers/ancestry website, /www.historylearningsite.co.uk/world-war-one</p>	<p>Hook will be mystery building (Dovecote on the Village Green) using slow reveal of photo What is this building? What was it used for in the past and what is it used for now? What can we infer from the photo?</p> <p>How has the locality of Clifton changed and why? <i>Focus on the building of Clifton estate</i></p> <p>What evidence is there in Clifton village to tell us about the heritage of the village?</p> <p>How have the buildings changed through time? <i>What happened to the shops and school in Clifton Village?</i> <i>Why have they all gone? What jobs did people who lived in the village have?</i></p> <p>What can we learn about the role of Clifton Village in the Great War from the study of some local soldiers?</p>	<p>Village, estate. City, Clifton, Nottingham Rural/urban Farming/farms buildings residential Work/employment services transport located Green Clifton family hall rent almhouse thatched roofs Post office dovecote, rectory Victorian Nineteenth century Government policy Archives ancestry</p>

<p>Learning outcomes Children should be able to</p> <ul style="list-style-type: none"> • Create a timeline of local events and make links with national events/periods of history • Give reasons why Clifton village has changed and Clifton estate was built • Use evidence found during fieldwork and old maps and photos to make inferences about changes to buildings through time; make links with national events • Create a map of the development of Clifton Village; reach conclusions about changing use of buildings • Use the Dovecote memorial to make links with WW1 and how it affected the people of Clifton Village • Y6: Use a variety of archive resources such as websites www.britishnewspaperarchive.co.uk and www.historylearningsite.co.uk/ to research individual men from Clifton Village and reach informed opinions about how they responded to WW1 	<p>How those with SEND are Supported:</p> <ul style="list-style-type: none"> • Scaffolded tasks – use of knowledge organisers, sentence openers and word banks to enable children to access tasks alongside their peers • Collaborative activities to support peer-learning and inclusion • Use of visuals, film, drama to support contextual understanding • Streamlined, differentiated and personalised task to ensure learning is focused on objective rather than task design • TA support used to question and develop children’s conceptual understanding of concepts and encourage independence • Use of low threshold-high ceiling tasks to support inclusion
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A Local heritage enquiry opportunities to: ☐ visit/access relevant local experts, people, places, sources of evidence, museums, archive resources etc ☐ compare, contrast, discuss and debate different perspectives ☐ present learning and views in a variety of literary and creative forms ☐ connect the local history to the national story and chronological significance