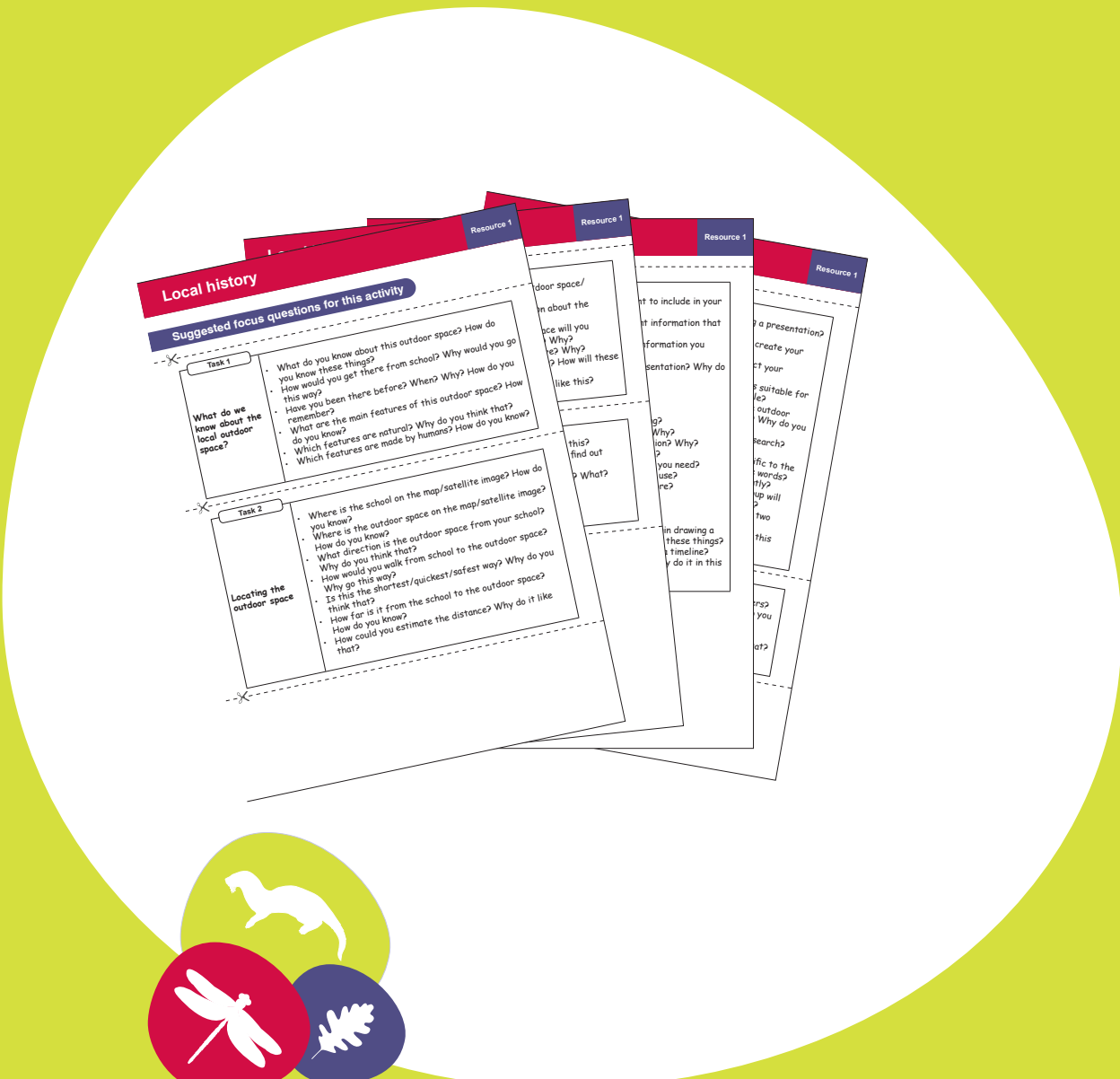
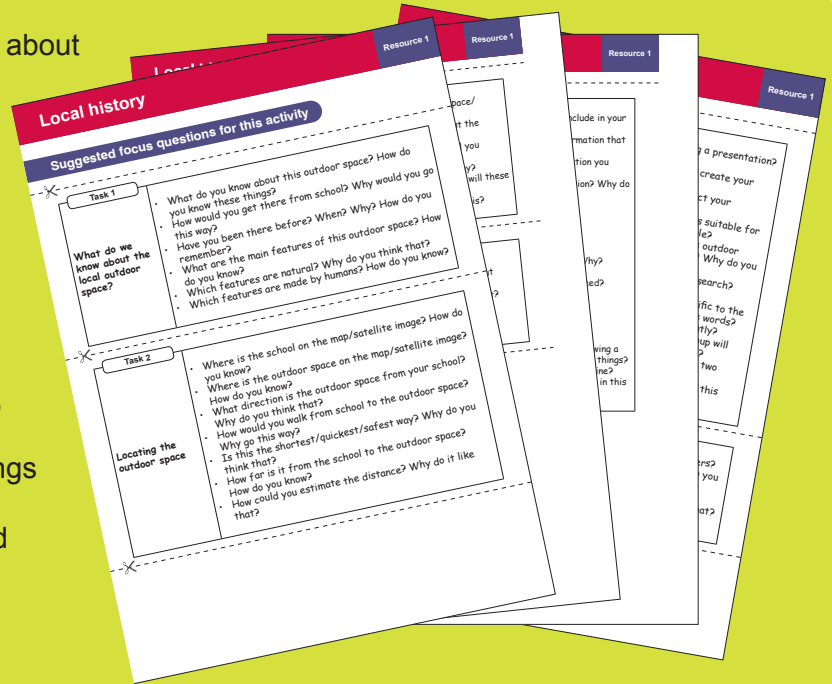


Local history



Bridgend Outdoor Schools
Ysgolion Awyr agored
Pen-y-Bont ar Ogwr

Learners consider their prior knowledge about a local outdoor space. They use online resources to locate the school and the outdoor space on maps and satellite images and consider the route to take from one to the other. Learners carry out historical research about the origins of the outdoor space and its subsequent development to the present day. This includes planning and visiting the outdoor space to gather information, evidence and ideas first hand. Learners use their information and research findings to develop and create a two minute presentation that they show to an invited audience.



Opportunities to develop

LNf

Literacy

Oracy across the curriculum: Developing and presenting information and ideas.

Reading across the curriculum: Locating, selecting and using information, Responding to what has been read.

Writing across the curriculum: Organising ideas and information, Writing accurately.

Numeracy

Developing numerical reasoning: Identify processes and connections, Represent and communicate, Review.

Using number skills: Fractions, decimals, percentages and ratio, Estimate and check.

Using measuring skills: Length, weight/mass, capacity, Area and volume, Angle and position.

Curriculum

KS2 History

Skills - CA1,2; HKU1-3; IH1,2; 1-3HE1-4; OC1,2

KS2 Geography

Skills - LPEP1-4; UPEP1-3; I1; C1-3

Resources

Resources included with this activity

- 1 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

Resources that need to be made available

- 1 Computer and internet access
- 2 Video/digital camera

Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use.

How to run the activity

Preparation

Explain to the learners that they are going to carry out historical research on a local outdoor space. Decide which outdoor space area near the school is most suitable to visit and research for the purposes of this activity. A named woodland, nature reserve or large park is likely to have existed for a longer period of time and have a history that learners can research. If there are a few possible spaces then the class could be split and three or four outdoor spaces could be explored by groups of learners.

Doing the activity

Task 1: What do we know about the local outdoor space?

Ask learners to think about and discuss what they know about the outdoor space that they will research. They might be encouraged to consider where it is, when they have been there, who they have heard talk about it and why and so on. They might also consider the main natural and human features of this outdoor space.

- What do you know about this outdoor space? How do you know these things?
- How would you get there from school? Why would you go this way?
- Have you been there before? When? Why? How do you remember?
- What are the main features of this outdoor space? How do you know?
- Which features are natural? Why do you think that?
- Which features are made by humans? How do you know?

Task 2: Locating the outdoor space

Invite learners to use online resources to locate the school and the outdoor space on maps and satellite images. They might also use a local map of the area for the purposes of this task.

Encourage learners to consider which route they would take to get from the school to the outdoor space. This might include making notes about which streets they would walk down, where to cross roads and so on. Learners might also be prompted to use the scale on the map or image to estimate the 'crow flying' and actual 'planned route' distances from the school to the outdoor space.

- Where is the school on the map/satellite image? How do you know?
- Where is the outdoor space on the map/satellite image? How do you know?
- What direction is the outdoor space from your school? Why do you think that?
- How would you walk from school to the outdoor space? Why go this way?
- Is this the shortest/quickest/safest way? Why do you think that?
- How far is it from the school to the outdoor space? How do you know?
- How could you estimate the distance? Why do it like that?

Task 3: Planning a visit to the outdoor space

Explain to the learners that you would like them to carry out historical research about the origins of the outdoor space and its subsequent development to the present day and to report their findings as a two minute presentation. Ask learners to think about and plan what they will do when they visit their chosen outdoor space and to consider what evidence and information they might need to include in their two minute presentation.

- What will you do when you visit the outdoor space/environment?
- How will you locate clues and information about the history of the outdoor space?
- What information about the outdoor space will you gather to help you write a presentation? Why?
- What might you need to count or measure? Why?
- What will you take photographs of? Why? How will these help you to create your presentation?
- How will you record your plan? Why do it like this?

Task 4: Visiting the outdoor space

Plan and organise an opportunity for learners to visit the chosen outdoor space. Provide learners with a clipboard, pencils, etc and ask them to take along a copy of their notes and plans. Make available as many digital video and still cameras as possible for learners to use as part of their evidence gathering. Learners might look for street signs, etc. to ensure they are following their proposed route to the outdoor space and possibly think of a way to record the distance they are covering between school and the outdoor space.

- How will you use your plan? Why use it like this?
- What clues and information might help you find out about the history of this outdoor space?
- Are you going to count or measure anything? What? Why?
- What photographs will you take? Why?
- Does your plan need changing? Why? How?

Task 5: Researching the outdoor space

Explain to the learners that you would like them to carry out internet research about the origins of the outdoor space and its subsequent development to the present day and remind them that they are going to report their findings as a two minute presentation.

Before starting on their historical research, it is important to give learners time to carry out the initial planning for their presentation. Often, learners are asked to undertake some research and then to present what they have found out. However, it is essential that learners have considered what and how they will present their ideas and findings before beginning their research as this will impact on the type of information they search for. They could be encouraged to use a graphic organiser to storyboard their initial planning.

- What sort of information do you want to include in your presentation? Why?
- How will you keep a record of relevant information that you find? Why do it in this way?
- In what ways could you present the information you find?
- What ways would be best for this presentation? Why do you think that?

Invite learners to find information about the outdoor space they are researching. They might consider the first date the outdoor space is recorded anywhere, what its original purpose was and how this has changed over time, features or space that has been added or removed and so on. For example, Newbridge Fields in Bridgend has many online articles describing when it was created, its use for cricket, athletics and rugby over the years, when it was improved, etc.

Learners might also locate photographs and might unearth links to local people and families depending on the type of outdoor space being explored and whether it has any houses or buildings within its perimeter.

- What outdoor space are you researching?
- What information are you looking for? Why?
- Where will you search for this information? Why?
- How will you search for this information?
- What will you do to find the information you need?
- How will you select which information to use?
- When have you used these methods before?

Many learners will provide simple responses such as 'on the internet' or 'in books' when asked about how they will search for information. One aim of this task is to prompt learners to develop strategies to find information and they might be encouraged to explore in depth why they would pursue certain sources of information and how they would use them when they did.

For example, if learners suggest that they will 'go on the internet', they might then be prompted to explain how they would identify a search engine, what search terms they would use and to explain why they would use these terms. Learners might also be encouraged to consider how reliable the information they find is and how it might be biased.

Invite the learners to use the information they find to create a historical timeline drawn to scale, that maps the origin of the outdoor space and the influences and changes that have helped to shape and develop the outdoor space over the years. Explain that this scaled timeline should form the basis of their presentation.

- What do you need to know before you begin drawing a scaled timeline? Why do you need to know these things?
- How will you use this information to draw a timeline?
- How will you decide what scale to use? Why do it in this way?

Task 6: Developing a presentation

Ask learners to use their initial planning ideas and the findings from their research to develop and create their two minute presentation. If the learners are relatively new to making presentations it might benefit them to determine success criteria for what makes a good presentation. These might provide a focus during the development stage and be used as a basis for self and peer assessment at a later stage if required. Encourage the learners to consider the information they want to present, how they might do it, their audience, how they communicate information and so on.

- What do you already know about making a presentation? How do you know these things?
- What steps will you take to develop and create your presentation? Why take these steps?
- Who is your audience? How will this affect your presentation?
- How will you make sure the presentation is suitable for the audience? Why will this make it suitable?
- What information about the history of the outdoor space you researched do you want to show? Why do you want to show these things?
- How will you present the findings of your research? Why do it in this way?
- What vocabulary will you include that is specific to the subject? Why is it important to include these words?
- How will you communicate clearly and confidently?
- How will you decide what role each of your group will play in the presentation? Why do it in this way?
- How will you ensure the presentation lasts only two minutes? Why do it in this way? What do you think you will find out from making this presentation? Why do you think that?

Task 7: Making a presentation

Ask learners to think about and discuss how they might present their research findings. This might be during a class assembly or to the local historical society, for example. When agreement has been reached, learners might be encouraged to be part of the process of organising the presentation.

- How could the class present their research to others?
- Which do you think would be the best way? Why do you think that?
- How could you organise this type of event?
- What problems might you face? Why do you think that?
- How could you overcome these problems?

You could assess the presentations against the LNF, taking into account learners' own success criteria if relevant.

Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

| Literacy | | |
|-------------------------------|---|---|
| Strand | Element | Aspect |
| Oracy across the curriculum | Developing and presenting information and ideas | Speaking |
| | | Listening |
| | | Collaboration and discussion |
| Reading across the curriculum | Locating, selecting and using information | Reading strategies |
| | Responding to what has been read | Comprehension |
| | | Response and analysis |
| Writing across the curriculum | Organising ideas and information | Meaning, purposes, readers |
| | | Structure and organisation |
| | Writing accurately | Language |
| | | Grammar; Punctuation; Spelling; Handwriting |

| Numeracy | |
|--------------------------------|--|
| Strand | Element |
| Developing numerical reasoning | Identify processes and connections |
| | Represent and communicate |
| | Review |
| Using number skills | Use number facts and relationships |
| | Fractions, decimals, percentages and ratio |
| | Calculate using mental and written methods |
| | Estimate and check |
| | Manage money |
| Using measuring skills | Length, weight/mass, capacity |
| | Time |
| | Temperature |
| | Area and volume; Angle and position |
| Using data skills | Collect and record data; Present and analyse data; Interpret results |