

TUNNELWORKS

KS2 HISTORY LESSON 1

TEACHERS' NOTES

About this project

Pupils explore the local area around their school by studying a building, object, or organisation that has had a significant impact on the local area and community, and is interesting enough for some archive to have been preserved. They investigate the object and consider what impact it had on local people. Depending on what you choose, the class can pursue up to three lines of enquiry:

- **The building:** The reasons for its setting, design, architectural features and fitness for purpose. Did the building make a product or service of some kind? What difference did this make to the local community?
- **The people:** Who lived or worked there? Comparing lives then and now.
- **Timeline context:** Placing their study object in a local and national timeline, connecting it to key events such as Queen Elizabeth II's coronation or the world wars.

Of necessity the template is generic and you will need to adapt it to your local teaching and learning needs, but we hope it will provide a useful guide to developing an effective local history project for your class.

Objectives and outcomes of your local history project

At the start of this project discuss with your class what a good outcome might be and how the class will present their learning. If possible they might want to create a display board within or near to the local history object they're studying, or at a local library, shopping centre or similar local community location.

Or they might want to present to parents or another class at the school – maybe they could conclude the project with a performance or role play activity. Presenting their work to the local community or to parents, can help pupils understand the importance of accurate learning and reporting of their findings and can also help lead to a sense of project ownership.

Lesson resources

- Teachers' notes
- London Boroughs local study suggestions list
- Prior learning PowerPoint presentation template
- Generic teacher letter template for you to cut and paste on to your school letter head
- Four pupil enquiry worksheets
- Timeline dates master list
- You will need class ICT access if you would like pupils to work in pairs or small groups to complete some of the research activities.

Timescales

This project template is designed to be as flexible as possible so you can fit it into your local teaching and learning plans.

.....

Learning outcomes

Pupils can:

- Follow lines of enquiry to discover how a local community can be affected by the presence of a large organisation, company or building.
 - Consider the different ways in which historical information can be researched e.g. finding photographs, images or pieces of writing e.g. diaries via the internet; by visiting archive collections at specific places e.g. libraries or museums; talking with key people e.g. archivists or people who may have lived or worked in an area of historical importance.
 - Empathise with the people who lived or worked in and around the building or organisation and consider what it would have been like to live at that time; what were the positive and negative things about living then?
 - Create a timeline and place local events into context against key events in national and world history.
-

Curriculum links

KS2 History Year 5 and 6:

- Pupils develop a chronologically secure knowledge and understanding of British, local and world history
 - A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
-

Choosing your local historical object

To help you choose a study subject, we have provided a list of the **London Boroughs** affected by the Thames Tideway Tunnel construction, and suggested some buildings or organisations, which might make a good choice. Where possible, we have also provided you with web links to relevant online archive material which we hope are useful. Web links do change so please check these before passing on to your class. Internet research will need to be guided and managed as appropriate to your class's teaching needs.

Of course you don't have to choose something from the list, but generally speaking we suggest you look for:

- Local markets.
- Significant buildings e.g. shops, civic buildings or churches.
- Commemorative objects e.g. statues or war memorials.
- Companies, charities or other organisations that started in the area and are still connected.
- Your own school may also be suitable if it has an established history.

Whatever you choose it needs to have had some significant impact on the local community and ideally should be a well-known landmark or organisation. Check that there will be enough primary sources of evidence to support lines of enquiry from your pupils. For example:

- Can you arrange a visit to the object?
- Could someone who knows about the object visit the class?
- Is there a physical archive or online information available?
- Can pupils research the object safely online or in a local library?
- Are there key events/dates in the history of this object?

Prior learning: Connecting to the Thames Tideway Tunnel

The new tunnel will have a considerable effect on the cleanliness of the river Thames for the next 100 years, and beyond. Introduce the idea that events and actions happening now will be seen in the future as historical events. Use the presentation to help the class understand this before moving on to introduce your chosen study object.

Slide one: You poo too video.

Slide two: Image of the Victorian tunnel designed by Sir Joseph Bazalgette.

Side three: Image of the Lee Tunnel, part of the new Thames Tideway Tunnel.

Slide one: Explain that now we're going to watch this film so we can understand why a new tunnel is being built under the River Thames (to make it a much cleaner river).

Slide two: This is a picture of one of the Victorian sewerage tunnels built by Sir Joseph Bazalgette and was completed in 1885. At the time, this system was brand new and seen as modern and exciting, as London had not had a sewerage system before. Now, we look back at this project as being of historical significance as it not only helped clean the River Thames but also improved the health of the Londoners who lived there at the time.

Slide three: This is a photograph of the Lee tunnel, part of the new tunnel system being built. It looks very modern compared to the Victorian tunnel. This new tunnel is being built because the population of London has massively increased since Sir Joseph Bazalgette's time which means there's much more sewage which is ending up directly in the River Thames again. The new tunnel will again clean up the River Thames and in the future, people will look back at the creation of the new tunnel and recognise its historic importance.

After you've shown the presentation to your class ask them to think about other current events that they think, in 100 years' time, people might look back at, and recognise as historically important. Examples might be the birth of Prince George or Tim Peake being launched to the International Space Station.

My local history letter

Note: pupils will need access to computers or the ICT suite

After you've shown the prior learning PowerPoint to pupils explain that they will be investigating the local history in their area, focusing on your chosen object.

Put pupils in to small groups and ask them to find out two or three interesting facts or bits of information about the local history object you've chosen via guided online research. They should write down on scrap paper the information they have found out. Pupils could also print out an image of the object.

Ask the small groups to come back together as a whole class so that the groups can share the information they have found out, with each other. Why do they think the building is where it is? The class can also discuss their experiences of buildings. Can they recognise that buildings have different functions; sometimes products are made within a building, whilst sometimes the building provides a service e.g. a place of worship or a hospital.

Explain that they will all be writing a letter to someone who knows about their local history object. They've already found out some information – can this person help them find out more? Could they visit the object? Could an expert visit them? These are the sorts of questions they could ask within their letters.

Photocopy and hand out **Worksheet 1**. Let the children write their letters. It's probably best to choose just four or five to be sent along with the generic **teacher letter template**. The remaining letters could be used on a local history display board.

If possible arrange for a class visit to your local historic object, so that pupils are able to see it up close for themselves, make sketches, ask questions, look at photographs and possibly handle relevant objects.

If this is not possible, perhaps you could invite someone to your visit your class and talk to the children instead. Ask them to bring some photographs or relevant objects with them if possible.

Exploring a building; its purpose and setting

Using **Worksheet 2**, pupils research and answer questions about the building in its historical context. You may wish to add your own questions. Pupils are asked to draw and colour in the building as it was.

This could also be a good opportunity for the class to consider what might be different about the building or historic object if it were built today. Would it still need a chimney? Would the materials used to build it change? Would it need a car park rather than stables?

As an extension activity, pupils could plan and build a 3D model of the building:

- Ask pupils to bring in materials (e.g. cartons, tubes, cardboard) they want to use in order to make their building and support these with classroom resources.
- Pupils will need to have a print-out of the building in front of them to help them recreate it in 3D form.
- You might want to split the class into two groups: half could recreate the building as it was whilst half could create a newly imagined and updated version.

Discovering the people who lived or worked here

Using **Worksheet 3**, pupils research and answer questions about the people who worked, lived or were connected with the building or historic object. You may wish to add your own questions. Pupils

are asked to imagine themselves living at that time and working at the building. Pupils draw a self-portrait of themselves wearing clothes from the time.

An interesting discussion to have with your class would be the idea that not all children went to school in the past and that the school leaving age has changed over time:

- Explain that many poor children didn't go to school because their families couldn't afford it.
- It wasn't until 1880 that attending school became compulsory for all children aged between 5 and 10 years old. What do the class think the children did when they left school at aged 10?
- In 1900 the school leaving age was raised to 12-14 years of age (dependent on family circumstances).
- In 1972 the school leaving age was raised to aged 16 (it's now 18 effectively).
- Ask the class to imagine it's their last day at school today – what jobs could they do?

Pupils could imagine that they're a reporter for the local newspaper; they have to imagine interviewing someone who worked or lived near the historic object or building and write a small article to go in the local paper. You can create a display board of their letters, poems etc and invite parents to an end-of-topic display once all the tasks have been completed.

If you're planning on creating an end-of-project presentation to parents, you might want to consider role play and dressing up as part of this. Children could dress up in Victorian attire and present poems or old-fashioned nursery rhymes or read aloud their letters as part of the end project.

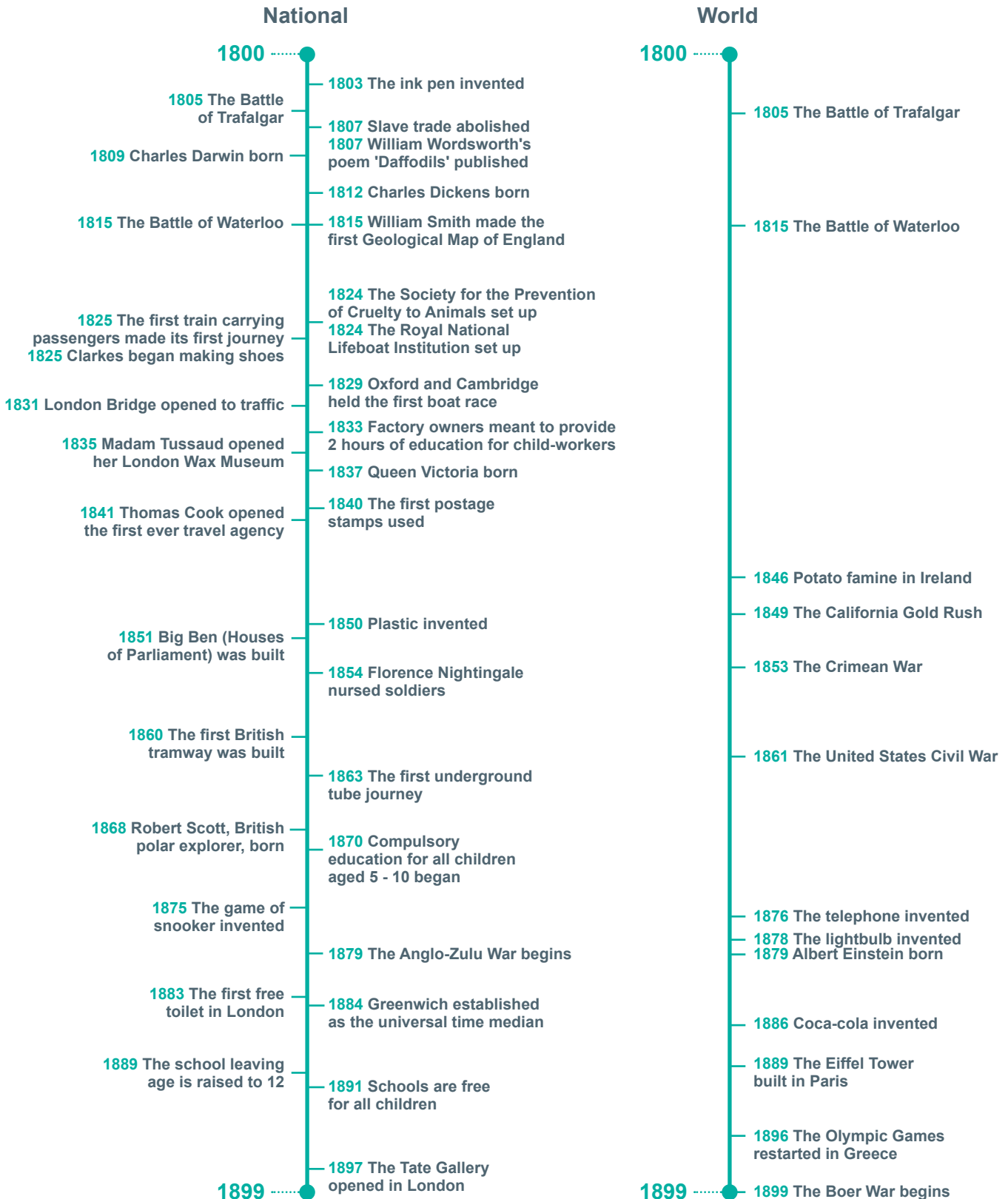
Create a Timeline

Using **Worksheet 4** pupils create a local, national and world timeline.

- Photocopy the **pupil timeline template** so that each pupil has a copy.
- You will find some key dates on the world and national timeline but we have also created a **timeline dates summary** containing other key dates (nationally and world-wide) from 1800 to date. You might want to show this to pupils and ask them to consider which other dates they would want to add to their national and world timelines. Why have they chosen these events?
- Pupils use the timeline to help them research the history of the building itself (e.g. key events such as when it was built), as well as other local dates or events.
- Pupils can see how local events fit in with national and world key events.
- Pupils could support their timeline with key facts about the events they've identified and images they've found online.

As an extension activity ask pupils in groups to think about and try to predict what key events might happen in the future – locally, nationally and world-wide. This can be a fun activity where children can really use their imaginations. You could also explain though, that things that are happening right now will one day themselves become part of our history, e.g. the completion of the Thames Tideway Tunnel (local) and Tim Peake becoming the first British astronaut to serve on the International Space Station (national).

TIMELINE DATES MASTER LIST 1800 – 1899



TIMELINE DATES MASTER LIST 1900 – 2023

