

Welcome to Brading

Lesson	Link to National Curriculum and Programme of Study	Lesson and learning journey	Linked focused questions to achieve success criteria
1	<p>I can compare pictures of Brading buildings from the past and in the present.</p> <p>I can identify from maps how Brading has changed over time.</p>	<p>Teach (Intro): Is Brading a new town? No, it has a long history and it has changed a lot over time. People have moved in and out and buildings have changed their look and use over time. Which buildings do they know of? Explain that we are going to study the town over the next half term and use lots of historical and geographical skills.</p> <p>Practice: Show the PowerPoint and ask questions as the buildings are revealed. Show maps. What information can we get from these maps? What has changed? What has stayed the same?</p> <p>I can</p> <ul style="list-style-type: none"> • Compare four pictures to identify what has stayed the same. • Make notes around the pictures. <p>Apply: (Smash) Identify what they would like to find out in the topic.</p>	<p>See question sheet 'Welcome to Brading Lesson 1 Questions to ask about Buildings'</p>
2	<p>I know the 8 compass points.</p> <p>I can identify places on a map using the 8 compass points.</p> <p>I can explain how Brading has changed between 1861 and 1907 using historical maps.</p>	<p>Teach (Intro):</p> <p>Explain that that the main points of a compass are north, south, east and west, if you are walking in a direction half way between two of the points of a compass you can say you are heading north east (NE), south-east (SE), south west (SW) or north-west (NW), depending on the direction. (PowerPoint slide 1-8)</p> <p>They can create their own mnemonic to remember the points of a compass i.e., Naughty Elephants Squirt Water. (PowerPoint slide 9)</p> <p>Place pictures of OS map symbols/abbreviations or anything you choose around the room/hall to correspond with the directions on a compass.</p> <p>Give them a direction and ask them to move to the correct picture placed around the hall or to point to them if they are in the classroom.</p> <p>Year 5/6 might be ready at this point to also look at the 16-point compass. (PowerPoint slide 10)</p> <p>In pairs students (or the teacher as a whole class) use PowerPoint slide 11 to test each other, i.e. from the start square move three squares NE, then two squares north and two squares west. Where do you end up? (hospital)</p>	<p>Can they locate any of their buildings on the map?</p> <p>Can they spot their building on each map?</p> <p>What are the similarities / differences between each map?</p>

		<p>Practice: Explain that maps are usually printed so that north is at the top of the map. Show them PowerPoint slide 12. Show the map of Brading in 1907 and a google map of Brading today. Using slide 12, can they spot St Mary's Church? What about the school etc. PowerPoint slide 13 can be used to reinforce the points of the compass or to introduce coordinates to locate features on the 1907 map. W = well, P - pump, FP = footpath. Can they locate any of their buildings on the map? Ask each child to look at slides 14-16. Can they spot their building on each map? What are the similarities/differences between each map? Note these down as a group.</p>	
		<p>I can</p> <ul style="list-style-type: none"> • Understand the 8 compass points • Identify places on a map using the 8 compass points 	
		<p>Apply: (Smash) Explain how Brading has changed between 1861 and 1907 using historical maps</p>	
3	I can conduct fieldwork around Brading, including the Old Town Hall	<p>Teach (Intro): Explain that small groups of children will be going around Brading looking at and photographing the key buildings: Bull Ring, Old Town Hall, Rectory Mansions, St Mary's Church, Wheatsheaf Pub and Kynges Well Pub. They will also visit the old Town Hall to visit the Jail and stocks.</p>	
		<p>Practice: Children visit Brading in small groups to meet experts on the town from the Brading Archive Group and those children become the experts for the rest of the class.</p>	
		<p>I can</p> <ul style="list-style-type: none"> • Visit the key buildings in Brading and photograph them • Visit the old Town Hall to meet the expert from the Brading Heritage Project 	
		<p>Apply: (Smash) Become the expert for the rest of the class</p>	
4	I can construct a 3D representation of a building in Brading as part of a whole class model village	<p>Teach (Intro): Show the students a model of the Wheatsheaf Pub and identify how it was made. Give out pictures of the key buildings.</p>	
		<p>Practice: Children create plans for their model on paper including what they are going to put on the 'cladding' and how they are going to construct the roof. Do they need to make any guesses as to what the building looks like if they can't see it in the picture?</p>	
		<p>I can</p> <ul style="list-style-type: none"> • Create a paper plan for their building • Construct the structure of the building 	
		<p>Apply: (Smash) Clad it to make an accurate representation of the building</p>	<p>How are they going to make it an accurate representation of the building? Do they need to make any guesses as to what the building looks like if they can't see it in the picture?</p>

5	I can create an interactive map of Brading	<p>Teach (Intro): Explain to the children that they are going to create an interactive map of Brading using hyperlinks in PowerPoint.</p> <p>Practice: Show them the stages they will need to do:</p> <ul style="list-style-type: none"> • Copy and paste the map into a PowerPoint Slide • Copy and paste the pictures of the building into PowerPoint • Set up a page for each building • Add Hyperlinks to each building that opens to another slide • Add information on the buildings pages <p>I can</p> <ul style="list-style-type: none"> • Set up the interactive map • Add hyperlinks from each building <p>Apply: (Smash) Add information to each page.</p>	
6	I can explore census records	<p>Teach (Intro): Ask students if they know what a census is. Use PowerPoint slide 3 to clarify. Look at slides 4-6. Explain that they are going to find out about Henry Redstone and his family using the census returns.</p> <p>Practice:</p> <p>Show slide 7 and hand out copies of the 1881 census return. Can you read the names of his Henry Redstone's family? What are their occupations? How old are they? Where were they born? What is their marital status?</p> <p>Enlarge a copy of the 1881 transcription and cut it horizontally so that groups of 2 or 3 are allocated the information for one member of the family. Can they find themselves on the original? Can the groups organise themselves in age order? Can each group feedback about who they are?</p> <p>Alternately older students could try and fill in the transcription blank before seeing the completed one.</p> <p>Now compare the three different census returns. What changes do you notice between the Redstone family between 1881 and 1891? Why do you think this might be? How could we find out more information?</p> <p>I can</p> <ul style="list-style-type: none"> • Describe what a census is • Identify the types of information found on a census record. <p>Apply: (Smash) Evaluate the information you find on census records</p>	<p>Re-cap what a census is – a count of all the people and households.</p> <p>How often is the census taken? 1801.</p> <p>When was it last taken? 2011</p> <p>How long is the information held before the public can see it? 100 years.</p>