

History From Below - People's History & History from Below

<p>Starting point: Discuss what we mean by People's History and how we have been affected by the people who have come before us. Make an ideas chart.</p>	<p>Objectives: To compare and contrast people then and now. To understand how our lives now are directly linked to those in the past. To investigate power and control. Understand the struggles for rights and power of those in the past – inc Suffrage. To investigate protest songs from different periods in British history & understand meaning. To investigate and & form own opinions about how young people's lives have changed over time. To choose own 2 x own mini topics re mass migration. To use interview techniques to glean information and to record it in an appropriate manner.</p>	<p>Resources: Internet Library NY Records office Northallerton Hub Northallerton Cemetery Castle Hills site</p>
<p>Differentiation:</p> <ul style="list-style-type: none"> • Use a reader where appropriate • Use a laptop where appropriate for recording ideas • Use enlarged text or coloured paper depending on IEP. • Limit choice of reading material or provide more choice. • Scaffolding for written recording of ideas. • A3 paper, coloured pens. 	<p>Classroom climate/SEN:</p> <ul style="list-style-type: none"> • Paired working • Buddy system • One scribe, one voice • Audio recording rather than written • Whiteboards • Post it notes • Active learning activities • TA support for guided reading or writing support • Visual aids and prompts • Project work – powerpoint, written, visual, audio. 	<p>Key words: Excavation Population Power Society Protest song Riot Suffrage Power Control Rights of Power Votes / voting.</p>

Reading: : Websites Leaflets Pamphlets Posters Display boards (library) Maps Ancestry records Gravestones		Visits: Northallerton Library County Hall NY Country Records Offices Northallerton cemetery Northallerton Hub		Assessment & Criteria for success: Informal assessment throughout the topic – ongoing. Record of notes or powerpoints created. Video evidence of presentation at end of topic.
	Objective & skills	Starter	Development	Plenary
Week 1 & 2	Diversity and representations of people from the past. History Skills – Diversity & interpretations. Continuity & Change.	Make an ideas chart on the whiteboard of ‘People’s History’ – what do we already know, what do we think we know?	Using text books from pre-selected from the library – look for images of people. Record ideas appropriately in whichever format, of the types of images of people in the book. Make a list of images of people who are not represented. What theory can we draw from this? Choose a period of history before 1800 – how was society organised and who had the most power? Who was most powerful and who was least powerful. Record in a chart format.	Why are some people not represented do we think? Is the face of Britain as we know it today different to what we have seen represented?

Week 3 & 4	<p>To understand the impact of protest songs and their purpose and power.</p> <p>History Skill - significance</p>	<p>Listen to a protest song together – what is being said, what are they protesting about? Make a list or brainstorm on the board.</p>	<p>Listen to two more protest songs – what do you learn and can we empathise with the people singing or writing the songs.</p> <p>Have a go writing our own protest song – together, choose an issue that we want to protest about and using appropriate language, write a couple of verses together. Maybe someone could perform the song?</p> <p>Now – design a CD cover of Spotify-type thumbnail to depict our joint protest</p>	<p>Share the final protest song and the CD artwork.</p>
Week 5 & 6	<p>Women's suffrage – votes for women, the struggles and the outcomes. Investigate Democracy and key eras and dates.</p> <p>History Skill – Evidence, interpretation, diversity.</p>	<p>What would our country be like if women couldn't vote? Would it be fair if women didn't vote? What would the justification be for women not being allowed to vote in the past?</p>	<p>Investigate in pairs, the campaigns for women to be allowed to vote in Britain. Use findings to make two posters – one for, and one against the campaign.</p> <p>What must each poster include and why? Use bullet points, images, data and other essential info.</p>	<p>Share the posters with the rest of the class – what works well, do the messages come across well etc?</p>

Week 7 & 8	<p>Rights and powers of ordinary people from 1066 onwards – 10 most important events.</p> <p>History Skill – Interpretation</p>	<p>What do we mean by the rights and powers of ordinary people – we are ordinary people, do we have any rights and powers? List them together on the board.</p>	<p>Research the events that have affected or changed the rights and power of ordinary people from 1066 – to the present day. Use the Black Death as an example of a dwindling workforce and the ramifications – discuss together.</p> <p>In pairs, find 5 to 10 important events that in YOUR opinion show how ordinary people got more power over time.</p> <p>Design a quiz or game to demonstrate understanding.</p>	<p>Give three quiz questions to demonstrate understanding – one q aimed at each pair.</p>
Week 9 & 10	<p>How children's lives have changed over time – education, work and leisure. Learning walk around Northallerton.</p> <p>History Skill – Change and continuity</p>	<p>As children – how do the YP of today have freedoms and what do they do with their time? Record on the board.</p> <p>Do you YP today value education? How do you think YP used to feel about education in the past? Why would this be?</p>	<p>Investigate how children's lives have changed over time – possible trip to Preston Park Museum old toy and childhood section. TBC</p> <p>Investigate how young people used to have to work from a very young age – use chimney sweep info. Look at early schools and how they could change lives.</p> <p>https://www.youtube.com/watch?v=DAZFK81DBjc</p> <p>Think about how YP spend their leisure time now – how is this different from the past.</p> <p>Learning Walk in Northallerton to see the old school and site of old prison – make connections with YP and petty crime in the past.</p>	<p>What 5 elements from past childhoods would we dislike, what 5 elements from past childhoods would we quite like? And WHY.</p>
Week 11,12	<p>Two key events in British history that have led to mass migration</p>			

Week 13	Find and interview people in the local community who have witnessed change in the area.			
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