CONSERVING THE BUILT ENVIRONMENT
KEY STAGE 2 GEOGRAPHY

Scheme of work and resources prepared by
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Nottinghamshire County Council &
The East Midlands branch of the Institute of Historic Building Conservation
Aims of the scheme of work

- To enhance children’s understanding of the built environment and issues related to its conservation.
- To promote an interest in the built environment and a desire to play an active part in its future.
How the aims will be met
The aims will be met through the content of the scheme of work that has been produced to:

1. Meet all the objectives for knowledge, skills and understanding in the
   geography programme of study for key stage 2.
2. Meet the ‘breadth of study’ requirement to present the knowledge, skills and
   understanding for geography through the context of ‘a locality in the United
   Kingdom’.
3. Provide fieldwork activities and follow up work as well as classroom based
   lessons.
4. Emphasise co-operative work and negotiation.
5. Be progressive. It takes children from finding the locality, to describing it,
   thinking about how it came to be like this, how it is changing now, what issues
   need to be considered in managing the place for the future, and individual
   feelings about the place.
6. Provide or allow for differentiation.
7. Provide examples of a diverse built heritage that many localities do not have,
   as well as investigating conservation issues using the example of Blyth,
   Nottinghamshire.
8. Provide activities that can be used in any locality with buildings from different
   periods in history.
9. Provide schools in areas with buildings of similar ages with an example they
   can contrast with their own area.

The presentation style of the scheme of work has been chosen because:

1. It will enable schools to adopt the lesson planning into their medium term
   (termly) plans with little or no extra work.

General introduction to Blyth
Blyth lies on a slightly elevated peninsula of land in the north-west of
Nottinghamshire, six miles north-east of Worksop and a few miles south of the
Yorkshire border. It takes its name from one of the rivers on which it stands, now
known as the Ryton but originally ‘blidan’. Blyth bridge provided a crossing point for
both the Ryton and Roach rivers. Blyth stands at the crossroads of two important
regional routes and has been by-passed by the A1 since 1960.
It was once one of the most important small towns in the county and was chosen by
Roger de Busli to be the site of a priory, founded sometime between 1086 and 1088.
The priory was endowed with various lands and churches, the rights to hold a weekly
market and two annual fairs together with extensive toll and passage rights.
A small but flourishing settlement grew up outside the gates of the priory, benefiting
from its position on a major medieval road leading to the north and from the success
of its markets and fairs.
Blyth was one of five places licensed to hold public tournaments (jousting) by
Richard I in 1194. By the early 1200’s however there were numerous bans against
tournaments at Blyth.
A leper hospital was founded by 1226 and dedicated to St John the Evangelist.
Around 1446 this became a lodging for poor strangers and pregnant women.
In 1228 Henry III granted letters of protection to the proctors of a second leper
hospital, that of St Edmund, outside Blyth.
By 1334 Blyth was relatively wealthy as can be seen from the Lay Subsidy tax of £6.11.3 ¼. Only three settlements, from a total of 79 in Bassetlaw had a higher tax quota.

By the early 16th century Blyth had developed urban characteristics, shown for example by the specialisation of work occupations. However the priory fell victim to the dissolution in 1536 and Blyth failed to grow significantly from the early 16th century, its decline assisted by the re-routing of the road going north/south around the village in the early 18th century.

A small school existed in Blyth from 1641, teaching only 10 children in 1743. In 1842 a girls’ school was constructed expanding provision.

The weekly markets stopped during the late 18th century although annual fairs continued until the 19th century. By 1864 the Wesleyan Methodists and the Primitive Methodists each had chapels in the village, the latter using the building that had been the Quaker meeting house. No further major growth occurred until the 20th century when it was prompted by the increase in car ownership and the ability to commute.

Now an attractive village, Blyth retains its market place as a village green and there are a variety of buildings of different ages. The church is the only remaining part of the priory.

(After; Stroud: 2001)

Fieldwork opportunities

The fieldwork opportunities that follow lesson plans 2, 4 and 6 address the same key questions and objectives for each lesson as the class based activities. They can be carried out before or after the class based activities and are designed to supplement them, they are not essential to meet the pack objectives.

As with the activities in the main pack the fieldwork activities can be carried out in your own area.

Information for carrying out fieldwork in Blyth

All the fieldwork activities can be completed during a half-day visit and take place on paved areas with no noticeable gradients.

A safe pick-up and drop-off point is available away from the main road directly outside the ‘White Swan’ public house adjacent to the village green (see fieldwork map). The village green also has a bus shelter if a waiting place under cover is needed. There are a few benches and a large litter bin on the village green so it is a good picnic site, despite being close to a fairly busy road. An alternative picnic site is on the green outside the churchyard to the north of the village centre. This is visible from the village green and also has a few benches and a litter bin.

Coach parking is available at the Moto services one mile from the centre of Blyth going north. There is also a coach dropoff point outside the main building which has toilets, a shop and various food outlets.

The Barnby Memorial Hall adjacent to the village green (see lesson 2, picture 6) is available for hire as follows:

Back room - (suitable for a class group, or two classes at a push) £3 per hour. Add 10% or more for non-village residents. The room has chairs and is carpeted.

Main hall - £5 per hour or £16.50 for four hours. Add 10% or more for non-village residents. (Prices correct at 1st April 2003)

The hall has toilets and a kitchen.

For further information contact the clerk to the parish council. Contact details can be found on www.bassetlaw.gov.uk by clicking on the ‘local democracy’ heading, then ‘parish councils’ in the first paragraph.
Conserving the Built Environment –Example Fieldwork Risk Assessment

Event: School fieldwork visit to Blyth, Nottinghamshire. Date:
Participants: Children and adults. Tour supervisor:
Type of activity: Fieldwork.

<table>
<thead>
<tr>
<th>People at Risk</th>
<th>Risk</th>
<th>Indoor/ wet weather facilities</th>
<th>Traffic</th>
<th>Resources</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail</td>
<td>Children running esp. on hard surfaced paths or down grass slopes. Insect bites. Scratches from low branches.</td>
<td>Potential misuse of furniture or equipment.</td>
<td>Crossing and working near busy roads.</td>
<td>Pencils in pockets.</td>
<td>Dehydration on hot days. Fainting, sickness, dog mess.</td>
</tr>
<tr>
<td>People at Risk</td>
<td>All, especially children.</td>
<td>Children</td>
<td>All, especially children.</td>
<td>All, especially children.</td>
<td>All, especially children.</td>
</tr>
<tr>
<td>Level of Risk</td>
<td>Low</td>
<td>Low</td>
<td>Medium</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Precautions taken</td>
<td>Warnings to children verbally before and throughout the visit. Suitable adult/child supervision ratio. First aid kit with group leader.</td>
<td>Warnings to children verbally before and throughout the visit.</td>
<td>Warnings to children verbally before and throughout the visit. Adequate adult supervision. Arrangements made to stop traffic if necessary.</td>
<td>Warnings to children verbally before the visit.</td>
<td>First aiders, drinks, antiseptic wipes and water available throughout visit.</td>
</tr>
</tbody>
</table>

Assessment made……………………………..(date)
Made by………………………….....
Signed……………………………..
Useful websites

Pictures of buildings
www.imagesofengland.org.uk
www.picturethepast.org.uk

Maps
www.ukvillages.co.uk Under ‘neighbourhood information’ this site gives links to:
Ordnance Survey
old-maps.co.uk
getmapping.com

Arial photographs
These can be purchased from:
www2.getmapping.com (vertical views)
www.aerofilms.com (vertical and oblique views)

Register for updates
Send an e-mail to Heritage@nottscc.gov.uk to receive updates that can be downloaded onto your CD-ROM, including forthcoming ICT activities for lessons 2, 3 and 6; more fieldwork activities and links to useful web sites.
You and your pupils can also use this address to contact us with reviews of the activities, suggestions for improvements and to receive details of future new resources to support the history and geography curriculum.
We look forward to hearing from you.

References


Mills D. (Ed) (1991) Geographical Work in Primary and Middle Schools. Published by The Geographical Association, Sheffield.

Acknowledgements
With thanks to the staff and children of:

Breadsall CE Primary School, Derbyshire
and
Breadsall Hilltop Junior School, Derby

who have helped in the development of this pack by using the first draft and giving valuable feedback.

Scheme of work objectives – each lesson is designed to last approximately 1 hour.

- **Lesson 1** - Where is this place?
  Objective – The children will learn where (Blyth) is located within its area and within The British Isles.

- **Lesson 2** - What is this place like?
  Objective – The children will learn about the different styles of buildings in (Blyth), their ages, location and use.

- **Lesson 3** - Why is this place like this?
  Objective – The children will learn that more building in a particular period shows important social change or important events in those periods.

- **Lesson 4** – How is this place changing now?
  Objective – The children will learn how the built environment is changing now, why it is changing and the process of creating change.

- **Lesson 5** – How is this place changing now?
  Objective - The children will learn about the process of creating change.

- **Lesson 6** - How do I feel about this place? (Assessment activity)
  Objective – The children will learn how to represent their feelings and knowledge about a place and their aspirations for the future.
Lesson 1 – Where is this place?

Objectives
The children will learn…
where Blyth is located within its area and within the British Isles.

Resources
Atlases / region maps with scale or Internet access
Rulers
Copies of worksheets 1 – 3.
Key vocabulary word list for classroom display.

Teaching Activities

Introduction
Explain to the class that they are going to find out about a place called Blyth beginning with where it is. Before the main activity the children may need to do some preparatory work on using maps to make them familiar with using contents, indices, co-ordinates etc.

Main Activity – Whole Class
Note: If the children are to use the internet during the lesson rather than having the maps pre-printed or using book atlases then a broadband connection is advisable.
Use the index of an atlas to find Blyth. There are two Blyth’s, one in Nottinghamshire and one in Norfolk. How do we know which one is in Nottinghamshire? What do the numbers and letters in the index mean? Find Blyth, Nottinghamshire. If suitable atlases are not available maps can be downloaded from the Ordnance Survey using the instructions following this plan. Once Blyth has been found use sticky notepaper or put a pencil on the map so that it does not have to be continuously re-found. Answer the following questions. What is the name of the nearest dual-carriageway? Approximately how close is it? Which is the nearest motorway? What type of settlement is Blyth? What do the wavy blue lines show? What does the blue diamond on the A1 / A1(M) mean? What is the nearest town? How many towns are within 10 miles or 16 kilometres? What is the nearest city? How many ways can you come into Blyth?

Key Vocabulary
– Blyth, Nottinghamshire, atlas, index, map, page number, grid reference, dual-carriageway, motorway, settlement, river, priory, motorway services, town, city, scale, key, direction, co-ordinates, symbol.

Main Activity – Individual Work
Complete one of the differentiated map sheets to show Blyth’s geographical context.
Sheet 1 – Using the atlas or Ordnance Survey map for reference identify features within the region by colouring according to the colours on the given key. Start by colouring in the roads as this will aid the placing of other features. Add the place names next to the black dots.
Sheet 2 – As above but with three features missing which the children will add – Sheffield (steel employment), Worksop (mining employment), A1(M) (transport route).
Sheet 3 – As Sheet 2 but including an outline of the British Isles. Draw a box on this map to show the location of Blyth’s region.

Key Vocabulary - Street plan, region, British Isles.

Plenary / Assessment Questions
Emphasise that Blyth has good transport links to other places.
Is it easy to get into and out of Blyth by road from every direction? Which directions?
Which are the better / faster roads? Which directions do they go in? Key Vocabulary – North, South, East, West.

Fieldwork Activities: None
Obtaining a map from the Ordnance Survey

Enter the site: www.ordsvy.gov.uk (If you have problems connecting to the site directly try putting ‘Ordnance Survey’ into a search engine).

Click on the ‘EDUCATION’ tab.

In the ‘FREE resources’ box click on ‘FREE resources’.

Move down the screen to ‘Get-a-map’, click on this.

Accept the terms and conditions which state under ‘Copies of Get-a-map mapping for teaching and classroom use’
‘Educational establishments may download sufficient copies of each map image as displayed on your browser to provide each pupil / student and teacher with an individual copy’. (Correct on 29th August 2003)

In the top left hand corner is the ‘SEARCH FOR’ box.

Type ‘Blyth’ then click on the ‘GO’ button, or press return on the keyboard.

From the ‘Search Results’ list click on ‘Blyth, Nottinghamshire’.

Use the ‘zoom’ circles to change the size of the area the map covers.

The third, fourth and fifth ‘zoom’ circles working from the bottom give the most useful maps. The fifth map up is the first one to show Blyth although it can be located on the fourth map up by looking for the first service area on the A1 / A1(M) north of Worksop, where these two roads join. This service area is about 1 mile or 1½ kilometres north of Blyth.
Using the third map up you can find where Blyth is by looking for where the A1 and A1(M) join, then moving south by about 1 mile or 1½ kilometres.

To print a map

In the top right hand corner of the screen click on ‘PRINT / SAVE / COPY’.

From the ‘File’ menu in the top left hand corner of the screen choose ‘Print’.

Make sure you have chosen to print in colour before you click ‘OK’.
Important Geographical Features Around Blyth

Use the Blyth Area Map to find out which features are shown on this map. Colour the features using the key on this sheet.

Key:
Motorway’s – blue
Primary routes – green
‘A’ Roads – red
‘B’ roads – orange
Rivers – blue

Service areas – blue
Built up areas - brown
Important Geographical Features Around Blyth

1. Use the Blyth Area Map to find out which features are shown on this map. Colour the features using the key on this sheet.

2. These features are missing – Sheffield, Worksop, The A1(M). Use the Blyth Area Map to find them and add them to this map.

3. Write the place names next to the black dots, don’t forget Blyth.

Key:
Motorway’s – blue
Primary routes – green
‘A’ Roads – red
‘B’ roads – orange
Rivers – blue

Service areas – blue
Built up areas - brown
Important Geographical Features Around Blyth

1. Use the Blyth Area Map to find out which features are shown on this map. Colour the features using the key on this sheet.

2. These features are missing – Sheffield, Worksop, The A1(M). Use the Blyth Area Map to find them and add them to this map.

3. Write the place names next to the black dots, don’t forget Blyth.

4. Draw a box on the British Isles map, to show where the area around Blyth is. You will need an atlas.

Key:
Motorway’s – blue
Primary routes – green
‘A’ Roads – red
‘B’ roads – orange
Rivers – blue

Service areas – blue
Built up areas - brown
Blyth
Nottinghamshire
atlas
index
map
page number
grid reference
dual-carriageway
motorway
settlement
river
priory
motorway services
town
city
scale
key
direction
co-ordinates
symbol

street plan

region

The British Isles

North
South
East
West
Objectives
The children will learn…
about the different styles of buildings in Blyth, their ages, location and use.

Resources
Note: Resources for the introduction are best on OHP sheets.
Detailed street plan of Blyth without labels.
Photographs of the different building styles present in Blyth.
Building style guide.
Base map for each pair with building photograph numbers and thick lines around building areas from different centuries.
Key outline to go with base map.
Key vocabulary word list for classroom display.

Teaching Activities

Key Vocabulary
Plan, pattern, map, location, century, key, function, style.

Introduction
Note: This is best achieved if all the resources are on OHP sheets. Children look at the detailed plan of Blyth.
Compare this with the map showing the locations of large groups of similar buildings as well as some individual buildings. Using an OHP pen, mark the roads on the transparency showing the locations of large groups of similar buildings. Emphasise the similar shapes of buildings and similar plot sizes in the large groups. Show the numbered photographs of buildings that correspond to areas numbered on the map.
Where are the older looking buildings? (in the centre) What does that tell us about Blyth in the past? (It has grown from the centre) Where are there buildings of different styles close together? (In the centre) Why? (Because buildings have been here so long more of them have changed) What sorts of buildings are in the centre of Blyth? What sorts of buildings are outside the centre?

Main Activity – Small Groups
The children will find out how old the buildings on the numbered photographs are by using the building style guides. They then colour the building area on the map enclosed by the thick line to correspond to the century of construction shown on the key they have drawn.

Plenary / Assessment Questions
Are buildings of the same age as each other near to each other? Generally yes but the centre of Blyth is more varied. What does this tell us about the centre of Blyth? There has been greater change in the use of land here. What types of building are there lots of? Houses and places for travellers to stay. Why are there so many places for travellers to stay in such a small settlement? (Important roads pass through and near here)

Fieldwork Activities: See Lesson 2 – Fieldwork Activities
Lesson 2 – Fieldwork Activities

Key question – What is this place like?

Objective – The children will learn about the different styles of buildings in Blyth, their ages, location and use.

Activities

1. Building materials survey – in pairs record particular features of buildings by sketching them. For example, doors and their surrounds, windows and their surrounds, chimneys, wall surfaces (wall rubbings could be taken here). Children could focus on one feature across several buildings or several features on each building. Number each drawing and record its location on a map. This activity can be used to give a more detailed building age survey of Blyth than the pack materials and would be particularly useful in the centre of Blyth where a variety of building styles can be seen close together.

   Resources
   Paper, pencils, rubbers, rulers, clipboards, thick wax crayons for rubbings, one map for each pair of children.

   Follow up work back in school
   Use the building style guide to identify the period of the buildings or parts of buildings that have been sketched. Colour the map with a different colour for each period. Draw a key for the map.

2. Building function survey – in pairs or small groups, using a base map, number each building according to its use and importance e.g. 1 = most important, 3 = least important. Decide in advance what types of building would fit into each group, thinking about how many people use different buildings and which have more symbolic importance e.g. churches. Take photographs of the most important buildings in preparation for the ‘Links to fieldwork’ activity on lesson plan 3. This fieldwork activity would be particularly useful in the centre of Blyth where a variety of building functions can be seen close together.

   Resources
   Base map for each pair or small group, pencils, rubbers, clipboards, list of previously decided building types for each group, camera.

   Follow up work back in school
   Colour maps with a different colour for each level of importance. What does this tell us about where the important buildings in a settlement are?
Lesson 2

Detailed Plan of Blyth
Lesson 2 - Picture 3 : Red Hart Hotel

Lesson 2 - Picture 4
Lesson 2 - Picture 5 : The Fourways Hotel

Lesson 2 - Picture 6 : Barnby Memorial Hall
Lesson 2 - Picture 9

Lesson 2 - Picture 10
Lesson 2 - Picture 15 – Use Picture 1

Lesson 2 - Picture 16
Lesson 2 - Picture 18

Lesson 2 - Picture 19 – Use Picture 11
Some large buildings stick out in the middle, and have a triangle shape on top of the middle bit. Sometimes there are bands going round the building that show where the different floors are. Some brick buildings look like they have large stones at the corners of the walls. This is called quoining.

Lots of doors have a window just on top of them. Many have real or pretend columns at the sides with a large piece of decoration on top. Look for the 6 rectangles in the door, 7 if you add the letterbox.

Windows have lots of small panes of glass. Most windows have a large windowsill under them. Some windows have a large stone on top and in the middle of them. If the building has got 3 floors, the windows on the top floor are smaller than the others.
Windows have small panes of glass. The panes at the top of some of the windows make them look like church windows.

Some windows have a line sticking out of the wall on top of them. This is called a hood moulding.

A lot of doors were made to look like church doors.
A lot of windows have a large stone block on top of them. This is called a lintel.

The window frames are nearly the same as in the 18th Century, but the panes of glass are bigger.
Lesson 2

Building Style Guide – 20th Century (up to 1940)

Lots of houses have windows upstairs and downstairs that stick out from the front of the house. These are called bay windows. The space between the upstairs and downstairs bay windows often sticks out as well, and is covered with tiles. The top of the upstairs bay window is usually flat. The roof sticks out to cover it. The windowpanes are smaller at the top of the frame and bigger at the bottom.

In buildings that are not houses, near the top there is sometimes something that looks like a bundle of sticks tied together. This is called a fasces. These buildings often have lots of straight lines going up and down them. There are not many windows and they are quite small.
Lesson 2


Most buildings are very plain, without much decoration. Where windows have three panes of glass in a row, the one in the middle is often bigger. In buildings that are not houses, there are often big areas of plain wall and big areas of window.
Lesson 2


In the 1980’s some houses started to be built with the house roof covering the garage as well. Some houses were built with lots of decoration to make them look old fashioned but they still look new. This is partly because all the houses in the same street have the same windows and doors. The older a house is, the more it will change.
Lesson 2 - Base Map

Map of Blyth Showing the Location of Different Aged Buildings
<table>
<thead>
<tr>
<th>Key</th>
<th>18th Century</th>
<th>Key</th>
<th>18th Century</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Early 19th Century</td>
<td></td>
<td>Early 19th Century</td>
</tr>
<tr>
<td></td>
<td>Late 19th Century</td>
<td></td>
<td>Late 19th Century</td>
</tr>
<tr>
<td></td>
<td>20th Century (Up to 1940)</td>
<td></td>
<td>20th Century (Up to 1940)</td>
</tr>
</tbody>
</table>
Lesson 2 – Key Vocabulary

plan
pattern
map
location
Century
key

function

style
Conserving the Built Environment – A 6 Week Scheme of Work for upper Key Stage 2 Geography

Lesson 3 – Why is this place like this?

Objectives
The children will learn…
that settlements grow different amounts in different periods and that there are reasons for this.

Resources
Large map of Blyth’s development over the centuries.
Enlarged copy of sheet showing events from the 16th to 20th centuries.
Enlarged ‘Introduction background’ sheet
Plain paper for main activity.
‘Main events from the medieval period’ sheet for pairs or small groups.
Glue
Scissors
Key vocabulary word list for classroom display.

Teaching Activities

Key Vocabulary
Settlement, development, century, centuries, event

Introduction
Remind the children about their maps from lesson 2 showing there were different aged buildings in Blyth. Show the map of the settlements development in different centuries. Which centuries had the most development? Which the least? Cut out the events from an enlarged copy of the sheet showing events in Blyth from the 16th to the 20th centuries. Show the children one event at a time from the 16th to 19th centuries. Children decide which events would cause Blyth to grow or make people want to live there. Put these on an enlarged ‘Introduction background’ sheet. Write the reason or reasons for putting them on the sheet by following the sentence with ‘So people would move to Blyth because…’. Put the remaining statements for each century to one side. If we sorted events from the medieval period in the same way what would you expect to happen after looking at the map? Why?

Main Activity – Pairs or Small Groups
Children cut out statements from the sheet showing main events from the medieval period (11th to 15th centuries). They then separate the events they think will cause Blyth to grow, sticking these on a plain paper background sheet entitled ‘Why Blyth grew in the medieval period (or why people wanted to live there)’. Under each statement write a reason why it will cause Blyth to grow beginning with ‘So people would move to Blyth because…’. Keep the leftover statements to one side.

Plenary / Assessment Questions
Review the map showing the settlements growth in different centuries. Blyth grew the most in the medieval period and the 20th century. We have seen that in the medieval period there were lots of reasons to move to Blyth and make it grow.
Show children the single reason for growth in the 20th century. Establish that some factors will have a greater influence than others, car ownership in the 20th century having a large influence by making Blyth into a commuter village. This could be compared to the combined reasons for growth in the 16th to 18th centuries that caused little growth.

Extension Activity – Look at the events put to one side that did not make Blyth grow. Identify why they did not cause growth. Might they have caused people to move out of Blyth.

Fieldwork Activities: None
Lesson 3

Blyth’s Development Over The Centuries
Showing When Areas Were First Built On

Key

- 11th to 15th Centuries
  (Medieval)
- 16th to 18th Centuries
- 19th Century
- 20th Century
Lesson 3 – Main events

Events in Blyth in the 16th Century

The Priory, which only had five monks living, working and praying there was closed in 1536. (16th century)

Markets were still held every Thursday but they were smaller. (16th century)

Events in Blyth in the 17th Century

The main road going from north to south through the middle of Blyth was moved, so it went around the village instead. (17th century)

A new school for girls was built in 1641. (17th century)

Events in Blyth in the 18th Century

Blyth Hall was built. This was a big house that needed servants to help run it. (18th century)

Markets stopped being held. (18th century)

A Friends Meeting House was built for Quakers to worship in. (18th century)

Events in Blyth in the 19th Century

The Enclosure Act of 1814 meant that village land anyone could use to keep their animals on was now owned by a few people, so most people could not use it. (19th century)

Railways that could move people and goods quickly were being built all over the country, but they did not go to Blyth. (19th century)

New coalmines and factories that needed workers were being opened away from Blyth. (19th century)

In 1826 a toll house was built on the main road so people had to pay to go through the village. (19th century)

Events in Blyth in the 20th Century

Most families now have a car, so it is easier for people to travel further away from home for work and to enjoy themselves while still living in the countryside. (20th century)
Lesson 3 – Introduction background

Why Blyth will grow (or why people will want to live there)

16\textsuperscript{th} to 18\textsuperscript{th} centuries

19\textsuperscript{th} century

20\textsuperscript{th} century
Main events in Blyth during the Medieval period
(11th to 15th Centuries)

Blyth was built on a crossroads of two important roads. Other roads went in all directions from Blyth.

The Priory, where monks lived, worked and prayed, was built in 1086.

There was a market every Thursday and two fairs a year.

Blyth was built next to two small rivers.

There was a bridge over the two rivers.

There was a lot of woodland around the village.

In 1194, Richard I gave Blyth a license to hold jousting tournaments where knights (soldiers on horses) could fight each other to try and win prizes.

A castle was built near Blyth.

There were two leper hospitals. In the 15th Century one of these became a hostel for the poor.

A windmill was built in Blyth.

A fuller’s mill was built in Blyth. A fuller cleaned wool before it was made into clothes and other things.
settlement

development

period
Objectives
The children will learn…
how the built environment is changing now, why it is changing and the process of creating change.

Resources
New housing site location sheet.
New housing site plan.
New housing elevation sketch.
Picture of site as a lorry park.
Site photographs.
‘Instructions and Things to Think About’ sheet.
Village map for each group with different areas for development highlighted.
Work from previous lessons for building style reference.
Key vocabulary word list for classroom display.

Teaching Activities

Key Vocabulary
Development, proposal, plan view, site, front elevation, sketch, materials, landscaping, location, car port,
detached, semi-detached, terraced, flats, bungalow.

Introduction
Show the class the map of Blyth with the new housing site highlighted. Explain that the focus of the lesson is on
how Blyth is changing now. Show the photograph of the site as a lorry park. Why do you think houses have been
built on this site when there were none before? Think about the changes discussed in Lesson 3, especially car
ownership enabling commuting in the 20th Century.
Show children the site plan, house elevation sketch and photographs of the houses. Discuss why:
There are different types of houses. (Attached houses take less room, there is a mixture of 2 and 3 bedroomed
houses to cater for different incomes and housing needs)
Some of the bricks have been used for decoration. (This helps the houses blend in with surrounding older
buildings)
The old wall in front of some of the houses has been kept. (As above)
The 17th Century timber frame in the wall of the adjacent building has been left visible. (It is an attractive feature
and adds interest to the site)
The windows and car ports like barns are in this style. (Links with the past, and through the carports, connections
with the countryside)
How could the site be improved? More landscaping? Windows with thinner glazing bars?

Main Activity – Small Groups
In groups use the given map with a vacant site highlighted to produce a housing development proposal using the
‘Instructions and Things to Think About’ sheet as a guide. Proposal to include – plan view of the whole site,
detailed front elevation of house types, partial colouring to show materials used and landscaping. Explain that the
groups will be judging each other’s proposals to decide whether they should be built, built with minor changes or
not built. Groups must give reasons for their decisions.

ICT opportunity: Use a drawing and colouring package to produce the proposals. Using the ‘Draw’ toolbar on
Microsoft Word can produce good results.

Plenary / Assessment Questions
Establish how much time, if any, is needed to finish this activity. Lesson 5 assumes this activity has been
completed.

Fieldwork Activities: See Lesson 4 – Fieldwork Activities
Lesson 4 – Fieldwork Activities

Key question – How is this place changing now?

Objective – The children will learn how the built environment is changing now, why it is changing and the process of creating change.

Activities –

1. Look for new buildings and changes to existing buildings. Changes might include new roofs, replacement windows and doors, additions like conservatories and porches. Record the location of the buildings on a map. Sketch the buildings, use a coloured pencil to show the changes. Consider why this change might have taken place.

Resources
Paper, pencils, rubbers, rulers, clipboards, coloured pencils, one map for each pair of children.

Follow up work back in school
Think about common changes to buildings. Design changes to an older building that sympathetically incorporate modern desires e.g. conservatories.
Lesson 4

New Housing Site Location

Site location
Lesson 4

New Housing Site Front Elevation Drawing
Site as a lorry park before the houses were built.
Lesson 4 – Site Photographs
Lesson 4 – Site Photographs
Lesson 4 – Site Photographs
Lesson 4 – Site Photographs
Instructions and Things to Think About

1. Draw a plan of the site.
   Think about…
   What sort of houses will be on the site: detached, semi-detached, terraced, flats, bungalows or a mixture.
   If you are going to have different sorts of houses, are you going to put all the ones of the same type together or mix them up and why.
   How many houses you can get on the site without it being too crowded.
   How big the gardens will be.
   Where you will put trees and bushes if you are going to have them.
   How cars will get to the houses.
   Where people who live in the houses will keep their cars.
   What the road surface will be.

2. Draw the front elevation of each type of house shown on your site plan.
   Think about…
   What sort of windows, doors, roof tiles and decoration you will have so the new houses fit in with the buildings already around the site.
Lesson 4

Areas for Development. Site 1.
Lesson 4

Areas for Development. Site 2.
Lesson 4

Areas for Development. Site 3.
Lesson 4

Areas for Development. Site 4.
Lesson 4

Areas for Development. Site 5.
development
proposal
plan view
site
front elevation
sketch
materials
car port
landscaping
location
detached

semi-detached

terraced

flats

bungalow
**Objectives**
The children will learn…
about the process of creating change.

**Resources**
Group work plans from last lesson.
‘Instructions and Things to Think About’ sheets from lesson 4.
Key vocabulary word list for classroom display.

**Teaching Activities**

**Key Vocabulary**
Support, objection, proposal, response, appeal, vote.

**Introduction**
Outline the three possible responses to a planning proposal.
- Support for the plan – giving reasons.
- Giving broad support but with small suggestion for improvement.
- Objection to the plan – giving reasons. (The proposer may appeal)

**Main Activity**
Give each group from lesson 4 another group’s proposal and an ‘Instructions and Things to Think About’ sheet to be used as a checklist. The group decides which of the three responses to give to the proposal they have received and why.

**Main Activity – Whole Class**
Each group gives its planning decision and reasons to the rest of the class. If there is a complete or partial objection to the plan, the proposing group can appeal before the rest of the class takes a final vote to make the decision.

**ICT opportunity:** Use a drawing and colouring package to redraw plans using feedback. Using the ‘Draw’ toolbar on Microsoft Word can produce good results.

**Plenary / Assessment Questions**
As a class, list the planning process.
- Produce plan view and elevation drawings.
- Publish plans.
- Receive responses.
- Appeal?

**Fieldwork Activities:** None
Lesson 5 Key Vocabulary

support

objection

proposal

response

appeal
vote
Objectives
The children will learn…
how to represent their feelings and knowledge about a place and their aspirations for the future.

Resources
Example of village sign with explanation labels.
Building photographs from lesson 2.
Building style guide sheets from lesson 2.
Information sheets on Blyth’s history from lesson 3.
Key vocabulary word list for classroom display.

Teaching Activities

Key Vocabulary
Symbol.

Introduction
Show children the example of a village sign. Explain that it uses symbols to tell people about important events and people in Blyth’s history.

Main Activity – Individual Work
Children design a village sign or heraldic shield with three parts.
1. Showing aspects of the interesting and important built heritage. This may include detail features of particular buildings as well as whole buildings.
2. Showing aspects of history that have given rise to the built heritage e.g. roads, river, medieval fairs, jousting field, Priory.
3. Personal aspirations for the future built heritage in Blyth. E.g. What would you like to see removed, changed, built in the future?

Plenary / Assessment Questions
Volunteers explain why they have drawn what they have.
Follow up – write captions around the sign / shield to explain the symbols.

Fieldwork Activities: See Lesson 6 – Fieldwork Activities
Lesson 6 – Fieldwork Activities

Key question – How do I feel about this place? (Assessment activity)

Objective – The children will learn how to represent their feelings and knowledge about a place and their aspirations for the future.

Activities –
1. Draw buildings or parts of buildings that you think are particularly interesting or important, label the drawing.
   **Resources**
   Paper, pencils, rubbers, rulers, clipboards, coloured pencils for indications of building material colour.

1. Choose a building you would like to see changed. Draw it as it is now. Make the changes on your drawing with a coloured pencil. Label the changes and say why they were made.
   **Resources**
   Paper, pencils, rubbers, rulers, clipboards, coloured pencils.

Follow up work back in school
The fieldwork activity will provide a detailed response to (Blyth) that can be used to increase the quality of classwork.
Lesson 6

Blyth Village Sign

The pillars and the rounded arch are the same as the ones in Blyth church.

The pictures of monks are a reminder of Blyth Priory.

Important activities in the history of Blyth. The village had a jousting field in the Middle Ages.

Important animals in the local area. Blyth has two rivers.

The handshake of friendship shows how Blyth welcomes travellers.

The playing cards show an important event in history when most of the village was gambled away.
symbol
National Curriculum Links For Class Lessons and Fieldwork

Lesson 1 – Where is this place?

Geography
Geographical enquiry and skills
Pupils should be taught to:
1a - ask geographical questions
1b – collect and record evidence
1e – communicate in ways appropriate to the task and audience
2a – use appropriate geographical vocabulary
2c – use atlases and globes, and maps and plans at a range of scales
2d – use secondary sources of information
2e – draw plans and maps at a range of scales
2f – use ICT to help in geographical investigations

Knowledge and understanding of places
Pupils should be taught:
3b – the location of places and environments they study and other significant places and environments
3c – to describe where places are
3g – to recognise how places fit within a wider geographical context and are interdependent

Wider curriculum links

English
En 2 (5a) – identify the use and effect of specialist vocabulary

Mathematics
Ma 3 (4a) – recognise the need for standard units of length…choose which ones are suitable for a task, and use them to make sensible estimates in everyday situations…know the rough metric equivalents of imperial units still in daily use.
Ma 3 (4b) – choose and use suitable measuring instruments for a task; interpret numbers and read scales

ICT
Knowledge, skills and understanding:
1a – talk about what information they need and how they can find and use it
4b – describe and talk about the effectiveness of their work with ICT, comparing it with other methods

Breadth of study:
5a – working with a range of information to consider its characteristics and purposes
5b - working with others to explore a variety of information sources

Lesson 1 – Fieldwork opportunities
No fieldwork opportunities
Lesson 2 – What is this place like?

Geography
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1c – to analyse evidence and draw conclusions
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2c – to use atlases and globes, and maps and plans at a range of scales
2d – to use secondary sources of information
2g – decision making skills

Knowledge and understanding of places
Pupils should be taught:
3a – to identify and describe what places are like
3e – to identify how...places change
3g – to recognise how places fit within a wider geographical context and are interdependent

Wider curriculum links

English
En 1 (3a) – make contributions relevant to the topic and take turns in discussion
En 1 (3b) – vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusion or actions
En 1 (3c) – qualify or justify what they think after listening to others’ questions or accounts
En 1 (3d) – deal politely with opposing points of view and enable discussion to move on
En 1 (3f) – use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

History
Knowledge, skills and understanding
Pupils should be taught:
1b – use dates and vocabulary relating to the passing of time, including...century
2a – about characteristic features of the periods and societies studied
4a – how to find out about the events, people and changes studied from an appropriate range of sources...
5c – communicate their knowledge and understanding of history in a variety of ways

Lesson 2 – Fieldwork opportunities

Activity 1
Geography
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2b – to use appropriate fieldwork techniques
2c – to use…maps and plans at a range of scales
3a – to identify and describe what places are like
4a – recognise and explain patterns made by individual physical and human features in the environment

**History**
1b – use dates and vocabulary relating to the passing of time…
4b – ask and answer questions…select and record information relevant to the focus of the enquiry
5a – recall, select and organise historical information
5b – use dates and historical vocabulary to describe the periods studied
5c – communicate their knowledge and understanding of history in a variety of ways

**Activity 2**
**Geography**
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1c – analyse evidence and draw conclusions
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2b – to use appropriate fieldwork techniques
2c – to use…maps and plans at a range of scales
2g – decision-making skills
3a – to identify and describe what places are like
4a – to recognise and explain patterns made by individual physical and human features

**Lesson 3 – Why is this place like this?**
**Geography**
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1c – to analyse evidence and draw conclusions
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2c – to use atlases and globes, and maps and plans at a range of scales
2d – to use secondary sources of information
2g – decision making skills
Knowledge and understanding of places
Pupils should be taught:
3d – to explain why places are like they are
3e – to identify how…places change
3g – to recognise how places fit within a wider geographical context and are interdependent
4a – recognise and explain patterns made by individual…human features in the environment
4b – recognise some physical and human processes and explain how these can cause changes in places and environments

**Wider curriculum links**

**English**
En 1 (3a) – make contributions relevant to the topic and take turns in discussion
En 1 (3b) – vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusion or actions
En 1 (3c) – qualify or justify what they think after listening to others’ questions or accounts
En 1 (3d) – deal politely with opposing points of view and enable discussion to move on
En 1 (3f) – use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

**History**
1b - use dates and vocabulary relating to the passing of time, including…century…
2c - identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
4a - find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources
5a - recall, select and organise historical information
5c - communicate their knowledge and understanding of history in a variety of ways

**Citizenship**
2f - resolve differences by looking at alternatives, making decisions and explaining choices

**Lesson 3 – Fieldwork opportunities**
No fieldwork opportunities

**Lesson 4 – How is this place changing now?**

**Geography**
**Geographical enquiry and skills**
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1c – to analyse evidence and draw conclusions
1d – identify and explain different views that people, including themselves, hold about topical geographical issues
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2c – to use atlases and globes, and maps and plans at a range of scales
2d – to use secondary sources of information
2e – to draw plans and maps at a range of scales
2g – decision making skills

**Knowledge and understanding of places**
Pupils should be taught:
3a – to identify and describe what places are like
3d – to explain why places are like they are
3e – to identify how...places change
4b – recognise some physical and human processes and explain how these can cause changes in places and environments
5a – recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people’s lives
5b – recognise how and why people may seek to manage environments sustainably...

**Wider curriculum links**

**English**
En 1 (3a) – make contributions relevant to the topic and take turns in discussion
En 1 (3b) – vary contributions to suit the activity and purpose, including exploratory and tentative comments where ideas are being collected together, and reasoned, evaluative comments as discussion moves to conclusion or actions
En 1 (3c) – qualify or justify what they think after listening to others’ questions or accounts
En 1 (3d) – deal politely with opposing points of view and enable discussion to move on
En 1 (3e) - take up and sustain different roles, adapting them to suit the situation, including chair, scribe and spokesperson
En 1 (3f) – use different ways to help the group move forward, including summarising the main points, reviewing what has been said, clarifying, drawing others in, reaching agreement, considering alternatives and anticipating consequences.

**ICT**
2a - develop and refine ideas by bringing together, organising and reorganising text…and...images
3b - be sensitive to the needs of the audience and think carefully about the content and quality when communicating information
4a - review what they and others have done to help them develop their ideas
4b - describe and talk about the effectiveness of their work with ICT, comparing it with other methods and considering the effect it has on others
4c - talk about how they could improve future work

**Breadth of study**
5b - work with others to explore a variety of information sources and ICT tools

**History**

**Knowledge, skills and understanding**
3 – recognise that the past is represented and interpreted in different ways, and to give reasons for this
4b - ask and answer questions, and to select and record information relevant to the focus of the enquiry
5a - recall, select and organise historical information
5c - communicate their knowledge and understanding of history in a variety of ways

**Citizenship**

**Knowledge, skills and understanding**
1a - talk…about their opinions, and explain their views, on issues that affect themselves and society
2a - research, discuss and debate topical issues, problems and events
2f - resolve differences by looking at alternatives, making decisions and explaining choices
Lesson 4 – Fieldwork opportunities

Activity 1

Geography

Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1c – analyse evidence and draw conclusions
1e – communicate in ways appropriate to the task and audience
2b – to use appropriate fieldwork techniques
2c – to use maps and plans at a range of scales
3d – to explain why places are like they are
3e – to identify how and why places change
4a – recognise and explain patterns made by individual physical and human features in the environment
5a – recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people’s lives

Lesson 5 – How is this place changing now?

Geography

Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1c – to analyse evidence and draw conclusions
1d – identify and explain different views that people, including themselves, hold about topical geographical issues
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2c – to use atlases and globes, and maps and plans at a range of scales
2d – to use secondary sources of information
2g – decision making skills

Knowledge and understanding of places
Pupils should be taught:
3a – to identify and describe what places are like
3d – to explain why places are like they are
4b – recognise some physical and human processes and explain how these can cause changes in places and environments
5a – recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people’s lives
5b – recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

Wider curriculum links

English
En 1 (1c) – choose material that is relevant to the topic and the listeners
En 1 (1e) – speak audibly and clearly, using spoken standard English in formal contexts
En 1 (2e) – respond to others appropriately, taking into account what they say
En 1 (3a) – make contributions relevant to the topic and take turns in discussion
En 1 (3b) – vary contributions to suit the activity and purpose, including exploratory
and tentative comments where ideas are being collected together, and reasoned,
evaluative comments as discussion moves to conclusion or actions
En 1 (3c) – qualify or justify what they think after listening to others’ questions or
accounts
En 1 (3d) – deal politely with opposing points of view and enable discussion to move on
En 1 (3e) - take up and sustain different roles, adapting them to suit the situation,
including chair, scribe and spokesperson
En 1 (3f) – use different ways to help the group move forward, including summarising
the main points, reviewing what has been said, clarifying, drawing others in, reaching
agreement, considering alternatives and anticipating consequences.

ICT
2a - develop and refine ideas by bringing together, organising and reorganising
text…(and)…images
3b - be sensitive to the needs of the audience and think carefully about the content and
quality when communicating information
4a - review what they and others have done to help them develop their ideas
4b - describe and talk about the effectiveness of their work with ICT, comparing it
with other methods and considering the effect it has on others
4c - talk about how they could improve future work

Breadth of study
5b - work with others to explore a variety of information sources and ICT tools

History
Knowledge, skills and understanding
3 – recognise that the past is represented and interpreted in different ways, and to give
reasons for this
4b - to ask and answer questions, and to select…information relevant to the focus of
the enquiry
5a - recall, select and organise historical information
5c - communicate their knowledge and understanding of history in a variety of ways

Citizenship
Knowledge, skills and understanding
1a – talk…about their opinions, and explain their views, on issues that affect themselves and
society
2a - research, discuss and debate topical issues, problems and events
2f - resolve differences by looking at alternatives, making decisions and explaining choices
2g – what democracy is, and about the basic institutions that support it locally and nationally

Lesson 5 – Fieldwork opportunities
No fieldwork opportunities.

Lesson 6 – How do I feel about this place (Assessment activity)

Geography
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1c – to analyse evidence and draw conclusions
1e – to communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2d – to use secondary sources of information
2g – decision making skills

Knowledge and understanding of places
Pupils should be taught:
3a – to identify and describe what places are like
3d – to explain why places are like they are
3e – to identify how and why places change
4b – recognise some physical and human processes and explain how these can cause changes in places and environments
5a – recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people’s lives
5b – recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

English
Knowledge, skills and understanding
Speaking
1c – choose material that is relevant to the topic and the listeners
1e – speak audibly and clearly, using spoken standard English in formal contexts

Listening
2e – respond to others appropriately, taking into account what they say

History
2c – identify and describe reasons for, and the results of, historical events, situations, and changes in the periods studied
5a – recall, select and organise historical information
5c – communicate their knowledge and understanding of history in a variety of ways

Lesson 6 – Fieldwork opportunities
Activity 1
Geography
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1e – communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2b – to use appropriate fieldwork techniques

Activity 2
Geography
Geographical enquiry and skills
Pupils should be taught:
1a – to ask geographical questions
1b – collect and record evidence
1c – analyse evidence and draw conclusions
1e – communicate in ways appropriate to the task and audience
2a – to use appropriate geographical vocabulary
2b – to use appropriate fieldwork techniques
3e – to identify how and why places change
5a – recognise how people can improve the environment or damage it, and how decisions about places and environments affect the future quality of people’s lives

**Learning across the National Curriculum**

The pack has particular links to learning across the curriculum through lessons 1, 4 and 5.

**Lesson 1**
Application of number – using maps for work on e.g. distance, co-ordinates and direction.
Information technology – using a web site for mapwork.

**Lessons 4 and 5**
Moral development – ‘through helping pupils to consider the impact of their own and others’ actions…on the environment’.
Social development – ‘through pupils working together to investigate how changes in…the local area affect…people’.
Citizenship – ‘developing pupils’ knowledge and understanding of the institutions and systems that influence their lives and communities, and how to participate in decision making, for example, in relation to a local planning issue…providing opportunities for pupils to reflect upon and discuss…issues’.
Communication – ‘participating in discussion and debate about contemporary geographical issues, and presenting information and ideas about places and environments in maps and diagrams as well as in words’.
Working with others – ‘cooperate to plan an activity’.
Improving own learning and performance – (and that of others) ‘through…reviewing their achievements and identifying ways to improve their own work…and that of others’.
Problem solving – ‘through recognising geographical problems and issues, and making decisions’.
Thinking skills – ‘through emphasis on the process of helping pupils to evaluate information and reflect on their own work’.
Work-related learning – ‘using a wide range of skills, both subject specific 9for example, the use of maps)…and general(for example, making presentations, decision making)’.
Sustainable development – developing and understanding of the concepts of interdependence and quality of life.

(Quotes from DfEE/QCA 1999 (2) )