



## **Key Stage 1 and Key Stage 2**

### **You Are Here**

#### **Significant historical events, people and places in their own locality [KS1] A local history study [KS2]**

*This publication has been developed by Lancashire Archives in partnership with Lancashire Professional Development Service.*

Old maps are a key historical source and interpreting them is an important skill in historical enquiry.

A local perspective can make looking at maps more personal, more relevant and the associated thinking and questioning more animated and enjoyable. Children are far more likely to fully engage with old maps if they are connected with them in some way. That is why Lancashire Archives and Lancashire Professional Development Service are developing these resources with a focus on the area where your schools are located.

Exploring these sources together will provide you with lots of opportunities to address the local history requirements of the National Curriculum. Local maps from different dates provide a great visual overview of the ever-changing local context and lots of points from which to dig down into the past.

Children can gain information just by looking at objects e.g. *maps* very carefully. Such activities stimulate interest, curiosity and motivation. The suggested activities are all based around discussion, devising questions, undertaking research and developing considered answers. Careful assessment of the children's ability should be undertaken by the teacher during the discussion; independent thinking and learning will be occurring. Whilst historical knowledge is socially constructed and communicated, children should also have the opportunity to organise and communicate their findings at the end of the sequence so that their learning gains coherence. Pupils should use their understanding of history to help them decide how to organise and present their ideas most effectively.

A flexible approach, with a focus on progression, means that these resources can be used with Years 1 to 6.

# KS1 and KS2 History Supplementary Guidance: You Are Here

## History

### Unit: You Are Here

- Possible Key Concepts:**
- Continuity and change
  - Cause and consequence
  - Similarity and difference
  - Significance

### Key Learning Progression:

- KS1 Events, People and Changes:**
- Significant historical events, people and places in the pupils' own locality

### LKS2 Events, People and Changes:

- A local history study

### UKS2 Events, People and Changes:

- A local history study

### KS1 Enquiry:

- Use sources to answer simple questions about the past e.g. Which object is older? How do we know?

### LKS2 Enquiry:

- Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did...?' 'Why were...?' 'What was important..?'

### UKS2 Enquiry:

- Use a wide range of sources as a basis for research to answer questions and to test hypotheses.
- Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember...?' 'Why do people disagree..?'

- Ask and answer questions about the past through observing, handling and using a range of sources e.g. maps

- Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'

- Describe the results of historical events, situations and changes e.g. the impact on people's lives

- Consider why things may change over time

- Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?'
- Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources.

- Recognise how our knowledge of the past is constructed from a range of different sources

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<p><b>KS1 Chronology:</b></p> <ul style="list-style-type: none"> <li>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</li> <li>Recognise that their own lives are similar to/different from the lives of people in the past.</li> </ul>	<p><b>LKS2 Chronology:</b></p> <ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>	<p><b>UKS2 Chronology:</b></p> <ul style="list-style-type: none"> <li>Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time.</li> </ul>
<p><b>KS1 Communication:</b></p> <ul style="list-style-type: none"> <li>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</li> <li>Talk about who/what was significant/important in a simple historical account.</li> <li>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</li> </ul>	<p><b>LKS2 Communication:</b></p> <ul style="list-style-type: none"> <li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</li> <li>Communicate historical findings through a range of methods including the use of ICT, maps and timelines.</li> <li>Produce own accounts that make some connections and describe some contrasts</li> </ul>	<p><b>UKS2 Communication:</b></p> <ul style="list-style-type: none"> <li>Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society.</li> <li>Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines.</li> <li>Produce structured work that makes connections, provides contrasting evidence and analyses trends.</li> </ul>

### Suggested Resources:

#### Lancashire Archives:

Lancashire schools should contact Lancashire Archives (Email: [archives@lancashire.gov.uk](mailto:archives@lancashire.gov.uk)) to receive their **free** *You Are Here* digital resource pack which will contain:

- An A3 comparative map sheet with 3 Ordnance Survey map sections, each showing the site of the school and the surrounding area at a different date.
  - Map 1: c1892 (surveyed 1884-1893; published from early 1890s)
  - Map 2: c1845 (surveyed 1844-1846; maps published 1848)
  - Map 3: 2020
- 20<sup>th</sup> century Ordnance Survey maps of the area.
- Examples of Lancashire county maps and other relevant local maps from the 17<sup>th</sup> to the early 19<sup>th</sup> centuries.

Lancashire Archives can also provide advice about what else in their collections might support teaching and learning in your school.

#### Mario:

- *Mario* is Lancashire County Council's online map-based resource tool. <http://mario.lancashire.gov.uk/agsmario/>
- You can use *Mario* to further explore maps, extend the area of your search and switch between maps and aerial photographs from different dates.
- Information about how to access and use *Mario* is included at the end of this publication.

#### Google Street View:

- You can also look at aerial photographs of your local area and access Google Street View. <https://www.google.com/streetview/>

#### Further maps:

- The National Library of Scotland provides the most comprehensive historic Ordnance Survey map resource. <https://maps.nls.uk/os/>
- Lancashire County Council's Archaeology Service published more old maps of the county online. <https://www3.lancashire.gov.uk/environment/oldmap/>

#### Additional Resources:

- *Red Rose Collections* has thousands of historic photographs of Lancashire places. <https://redrosecollections.lancashire.gov.uk/index-search>
- Map Vocabulary Words Flash Cards <https://quizlet.com/59732855/map-vocabulary-words-flash-cards/>
- A list of abbreviations used on Ordnance Survey maps <https://maps.nls.uk/os/abbrev/l.html>

# KS1 and KS2 History Supplementary Guidance: You Are Here

## History

### Mapping Vocabulary:

Vocabulary	Definition
cartographer	Someone who makes or draws maps.
degree	A unit of measure used to determine absolute location; on globes and maps, latitude and longitude are measured in degrees.
Equator	An imaginary line drawn around the middle of the earth an equal distance from the North Pole and the South Pole.
GPS – Global Positioning System	A system of satellites combined with receivers on the Earth that determines the latitude and longitude of any particular receiver through triangulation.
key	A list of the symbols, abbreviations and colours used in a map or book with explanations of what they mean.
latitude	The position north or south of the equator measured from 0° to 90°.
longitude	The distance of a place east or west of an imaginary line between the North Pole and the South Pole, measured in degrees.
map	A drawing of the earth's surface, or part of that surface, showing the shape and position of different countries, political borders, natural features such as rivers and mountains, and artificial features such as roads and buildings.
measure	To discover the exact size or amount of something.
scale	The relationship between the real size of something and its size on a map, model, or diagram. <ul style="list-style-type: none"> <li>- A map is always smaller than the area it represents.</li> <li>- Most maps include something called a scale to show how much smaller the map is.</li> <li>- A scale is expressed as a ratio e.g. 1:10000 means that 1cm on the map is equal to 10000cm (or 100 metres) on the ground.</li> <li>- The larger the scale the more "zoomed-in" it is, the more detail it shows.</li> </ul>
symbol	Maps often use symbols instead of words to label real-life features and make the maps clearer. Symbols can be small pictures, letters, lines or coloured areas to show features like campsites, youth hostels or bus stations. There will usually be a key next to the map to tell you what the symbols mean.
The Ordnance Survey	The government organization that makes detailed official maps of Britain and Northern Ireland
triangulation	The division of a map or plan into triangles for measurement purposes, or the calculation of positions and distances using this method.

### Learning outcomes:

- Children will be able to use a variety of historical terms. (KS1)
- Children will be able to use relevant and appropriate historical terms. (LKS2)
- Children will be able to use appropriate vocabulary when discussing and describing historical events and concepts. (UKS2)

## KS1 and KS2 History Supplementary Guidance: You Are Here

### Further useful vocabulary:

KS1	KS2	KS2
history past present time today yesterday tomorrow future here now then last week / month last year a long time ago order change changes hours weeks years hundred thousand	modern people event local national artefact object compare similar / different when / why?	chronology chronological duration sequence timescale sources primary source primary evidence secondary source secondary evidence evidence analyse hypothesis investigation change continuity society cause causation consequence
		similarity difference interpretation hypothesis Britain British decade century millennium AD, BCCE, BCE era

### Learning outcomes:

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## KS1 and KS2 History Supplementary Guidance: You Are Here

<b>Suggested Creative Learning Opportunities and Outcomes</b>	<b>Learning outcomes</b>
<p><b>Purpose of the learning</b></p> <p>Looking at old maps is a great way to introduce and provide learning opportunities relating to the specific local history content areas:</p> <ul style="list-style-type: none"><li>- significant historical events, people and places in their own locality [KS1]</li><li>- a local history study [KS2]</li></ul> <p><b>Enquiry:</b></p> <ul style="list-style-type: none"><li>▪ A high-quality history education should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li><li>▪ Children are required to: establish and follow a line of enquiry; identify and use relevant information; reason and problem solve; think flexibly, creatively and imaginatively and use their knowledge and make links.</li><li>▪ Provide opportunities for pupils to: use their own interests to undertake an historical investigation; explore questions requiring reasoning including speculation; develop their ability to ask a range of questions (provide question stems) including questions which encourage pupils to investigate cause and effect (if... then), to speculate (what if) and develop hypothesis (could this mean that?).</li><li>▪ When looking at maps, encourage the children to devise perceptive questions and research answers to those questions. How can the children's prior knowledge help them to address these questions?</li><li>▪ Encourage the children to be literal rather than rushing to make up a story about what might have happened.<ul style="list-style-type: none"><li>- What can we see on the maps?</li><li>- What might the reasons be for that?</li><li>- Can we be sure?</li></ul></li><li>▪ We can't always answer our questions by looking at maps. Consider other historical sources e.g. <i>photographs, newspapers, letters</i>. How might they help answer our questions? Where could you find additional information? What might you find online?</li><li>▪ Remember, there are usually far more questions than definite answers in historical research. Although you can rarely be completely certain about things, how can you be more certain? Concluding that "we don't know" is as valid an outcome as any other; it is the process of getting to that conclusion that counts.</li></ul> <p><b>Learning Opportunities:</b></p> <p>The following map-based activities are adaptable. It is a good idea to start on paper, for example using the <i>You Are Here</i> map sheet, before moving online.</p> <p><b>Talking about maps:</b></p> <ul style="list-style-type: none"><li>▪ Children can gain information just by looking at objects e.g. <i>maps</i> very carefully. Examining them carefully can arouse the children's interest, curiosity and motivation.</li><li>▪ Adult support scaffolds children's learning and provides the framework on which the children can categorise and place objects.</li><li>▪ Careful assessment of children's ability should be undertaken by the teacher during the discussion; independent thinking is occurring. The actual interaction during the process of talking is producing the learning. Please remember that historical knowledge is socially constructed and communicated.</li></ul>	<ul style="list-style-type: none"><li>▪ Significant historical events, people and places in the pupils' own locality (KS1)</li><li>▪ A local history study (KS2)</li><li>▪ Children will be able to use sources to answer simple questions about the past (KS1).</li><li>▪ Children will be able to use sources to ask and address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. (LKS2)</li><li>▪ Children will be able to use a wide range of sources as a basis for research to answer questions and to test hypotheses. (UKS2)</li></ul>

## KS1 and KS2 History Supplementary Guidance: You Are Here

### Key Questions:

Encourage children to devise their own questions when they are looking at maps. How could they find out the answers to their own questions?

- *What is a map?* Allow the children to make suggestions using maps for reference. Discuss the children's ideas in their own words e.g. *It's a drawing of a place done from the sky; it's something that shows you where to go.* Introduce vocabulary e.g. *aerial view* (from above). Collaboratively, create a child-friendly definition.
- *What features do maps have?* E.g. *words, pictures (or symbols), colours and patterns, keys, scale etc.*
- *How are maps created?* *Who would draw the best map?* Explain that anyone can draw a map, but some people are trained to create really accurate maps. Map-makers are called *cartographers*.
- *Who has looked at a map before?* Explore the children's experience of looking at maps. *Where have you seen maps? Have you used a map before? What was the map used for?*
- *What are maps used for today?* An up-to-date map is a really useful tool and arguably we rely upon them more than ever, particularly in the digital world where maps and GPS technology combine. *How would people find their way around without maps? How would delivery drivers find your house without one?*
- *What kind of information do maps contain?*
  - Natural features e.g. *ivers, hills, woods and moorland.*
  - Urban features e.g. *roads, houses and other buildings, railways lines, bridges etc.*
  - Digital maps can contain even more information, layered up. You can look at examples of this on *Mario*.
- *Can we use a map made 100 years ago to find our way around? Why might we find it difficult? How have things changed?*
- *Are old maps useful?* Although they might not be very good to help us find our way around now, they are brilliant as a historical source. They are a way of finding out what places were like in the past and what life was like back then.

### Comparing maps from different dates:

Look carefully at maps of the same part of your local area from different dates, for example on the *You Are Here* map sheet. Compare and contrast the maps.

- *Are maps the exactly the same?*
  - Maps can vary in terms of style but, in terms of the information, some things are the same.
  - The degree of difference will vary from area to area. You will probably see less change in rural areas than urban ones. Why?
  - If your school is in a rural area, you could also look at the equivalent maps of a nearby town and explore why the maps differ.
- *Are some things the same?* Ask the children to circle and draw lines between some of the things they can see that are the same e.g. *features or words.* Talk about other ways you can make marks or annotate differences and similarities.
- *Are the maps of the same place?* It may be the same location, but the place has changed over time from map to map.
- *Why are they different?* Because they were made at different times and the location has changed.
- *Can you find your school on any of the maps?* Your school will be on the 2020 map and may, depending on its age, feature on older maps.

- Children will be able to ask and answer questions about the past through observing, handling and using a range of sources. (KS1)
- Children will be able to ask questions and recognise how sources of evidence are used to make historical claims. (LKS2)
- Children will be able to regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. (UKS2)
- Children will be able to consider why things may change over time. (KS1)
- Children will be able to ask questions and recognise why some events happened and what happened as a result. (LKS2)
- Children will be able to describe the results of historical events, situations and changes. (UKS2)

## KS1 and KS2 History Supplementary Guidance: You Are Here

### Putting maps in chronological order:

*Which is the oldest? Which is the newest?*

- Ask the children to put maps from different dates e.g. 1890s, 1840s, 2020 in chronological order with reasons why. Tease out and introduce vocabulary.
- The idea that the more extensive the built environment the more recent the map is generally holds true. Overall, population increased dramatically during the period covered by these maps (1840s – 2020s). More houses, schools, churches and roads etc. were needed. This is sometimes not as obvious in rural areas where population growth might have been much less marked, or even declined, and much less might have changed. Again, a comparison between rural and urban areas could be useful.
- *What other clues are there as to the right order?* Stylistically, the older maps simply look older than the 2020 one. Discuss and agree the right order. If you have a timeline, use this to reinforce the order of the maps and the time distance between them.

### What do these maps tell us about the history of your school?

- *Has your school existed since 1845?* Historical maps will provide some evidence of how old your school is. If it is not on the 1845 map, your school did not exist then (most primary schools in Lancashire did not). If it is not on the 1892 map then it must have been built since. Other old maps, made after 1892, might help more.
- *What other historical sources might tell you how old your school is?* An old newspaper might have an article about the school opening or you might be able to find old photographs or plans of the school. Its log books and admission registers might also survive or there might be people who remember your school being built.
- *Is your school on more than one map?* If yes, *has it changed shape?* Maps are often very detailed and very accurate. If your school was extended in the past, this will show on later maps.
- *Where might the children who went to your school have lived? Where are the closest houses? Are there other schools close by or is yours the only one?* Don't forget that some children live quite a distance from the nearest school.
- Do not be put off if your school is not "old" e.g. if it is only on the 2020 map. There are still lots of questions to think about:
  - *What was there before?*
  - *If it is simply white space, what would that have been? A farmer's field? Is there a farm nearby?*
  - *Is the name of your school there? Perhaps as a place name or the name of a natural feature?*
  - *Where would children have gone to school in your area? Where is the nearest school on the older maps?*
  - *Why was your school needed when it was built?* Usually, it was a matter of population growth or the need to replace another school.

- Children will be able to place a few events or objects in order using common phrases to show the passing of time. (KS1)
- Children will be able to identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time. (LKS2)
- Children will be able to identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. (UKS2)
- Children will be able to recognise that their own lives are similar/different from the lives of people in the past. (KS1)

### Creative Learning Opportunities and Outcomes (contd.)

#### Looking at maps online:

Online maps, including *Mario*, bring maps to life and help people explore them more widely.

- *What old maps can we find online?* Lots of old maps can be found online. *Mario* is a brilliant resource for those relating to Lancashire and it is where the maps on the *You Are Here* map sheet are from. <http://mario.lancashire.gov.uk/agsmario/> Open *Mario* by entering your school's postcode.
- *How do online maps help us to investigate history?*
  - They enable us to see lots of great information easily.
  - Show the children how the different layers work. If you make one layer see-through, you can see the older map underneath.
- Ask the children to focus on a particular spot on the modern map; this might be their school or a local landmark such as a supermarket or cinema. Use the transparency slider to reveal what used to be there.
- Explore the local area more widely – what do the children want to see?
- Use the Street View button. You can do this on historic layers too.

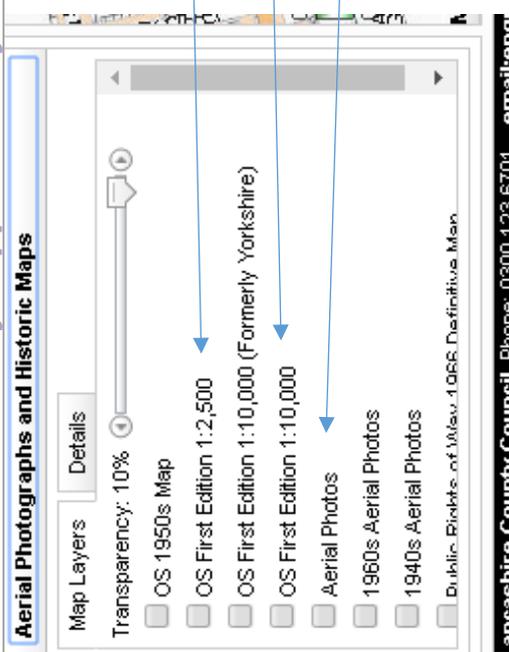
#### Accessing historic maps in Mario

1. Go to <http://mario.lancashire.gov.uk/agsmario/>
2. Enter the postcode of your school (or anywhere else in Lancashire you are interested in) and click *Enter Postcode*. (Alternatively you can click Open Mario and use the navigation toolbar to move around and zoom in from county level).

countryside are grouped together in the Countryside theme.

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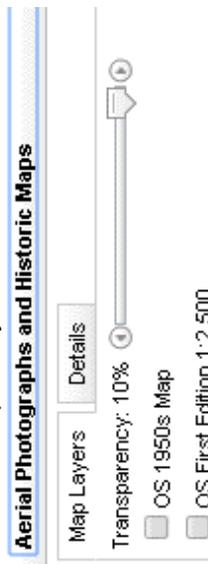
3. Mario will open with a modern map, with your school (or the postcode you entered) roughly at the centre.
4. Open the *Aerial Photographs and Historic Maps* menu



5. Select one of the layers – this will replace the modern map with the selected layer
6. Use the navigation toolbar to more around and zoom in and out



7. Use the transparency slide to fade from modern to historic



8. Access Google Street View by selecting the Street View icon

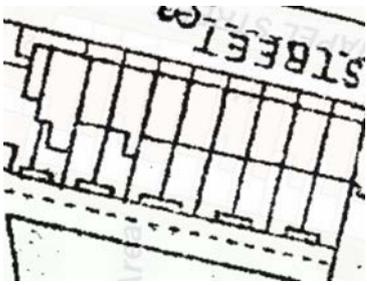
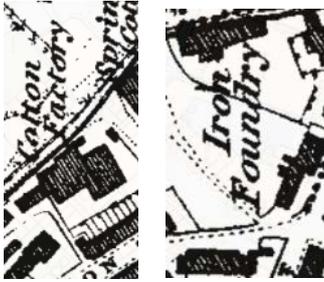


9. Then click on the map at the point you are interested in. This works on both the modern and historic layers and will launch a separate Street View window.

## KS1 and KS2 History Supplementary Guidance: You Are Here

### Things to look for:

Examples of the kinds of things that might feature on the Ordnance Survey maps.

Map Features	Information, Questions and Discussion Points
	<ul style="list-style-type: none"> <li>How many houses are there? More houses means more: people, schools, workplaces, shops etc.</li> <li>Are the houses detached, terraced?</li> <li>Are some bigger than others? Are they more spaced out? Why?</li> <li>On this example you can see where the outside toilets were at the end of the yard behind these terraced houses in 1892.</li> </ul>
	<ul style="list-style-type: none"> <li>Place names on maps will persist for centuries but might be spelt differently.</li> <li>They might also give their name to other things later.</li> <li>For example, Hyndburn Park Primary School in Accrington is on the site of Hyndburn House.</li> </ul>
	<ul style="list-style-type: none"> <li>Where did people in your area go to work?</li> <li>Do people still do those kinds of jobs?</li> <li>In 1845, for many people, home and workplace would have been the same e.g. <i>shopkeepers, weavers, blacksmiths.</i></li> <li>Going to work in a different place e.g. <i>a mill, foundry or a workshop</i> was something introduced during the Industrial Revolution.</li> </ul>

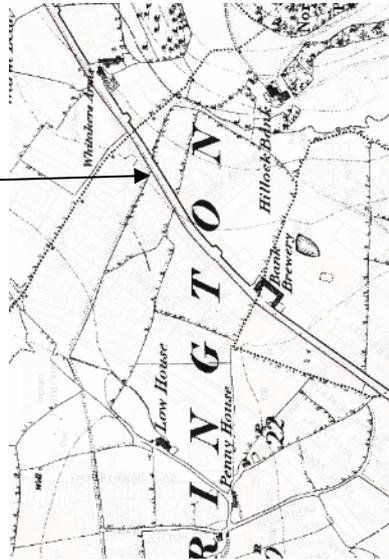
- Children will be able to identify some of the basic ways the past can be represented. (KS1)
- Children will be able to describe some of the different ways the past can be represented. (LKS2)
- Children will be able to recognise how our knowledge of the past is constructed from a range of different sources. (UKS2)

## KS1 and KS2 History Supplementary Guidance: You Are Here

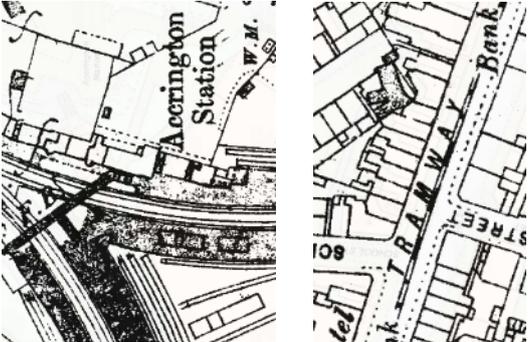
- Remember that farms, or large landed estates, were and are still the main employers in rural Lancashire.



- You will usually find that the route of main roads persists across all the maps
- This is Manchester Road, in Accrington, which has barely moved between 1845 and 2020.
- What has developed either side of it?*
- If main roads have changed course, why?*



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	<ul style="list-style-type: none"> <li>▪ <i>How did people travel around in the past?</i></li> <li>▪ 1845 - you will see roads (for walking and traveling on horseback and in horse drawn vehicles) and, in some areas, railways and canals</li> <li>▪ 1892 - as in 1845 with, in some towns, tramways. There were no motor vehicles on the roads.</li> <li>▪ <i>How are things different now?</i></li> <li>▪ You may find that railway lines have disappeared.</li> </ul>
	<ul style="list-style-type: none"> <li>▪ The trees on the 1845 and 1892 maps are not there for decoration! That's exactly where the trees were.</li> <li>▪ <i>Are they still there?</i></li> </ul>
	<ul style="list-style-type: none"> <li>▪ Where did people get water from in 1845? Clue: Not from taps in their house. Wells were really important then.</li> </ul>

**For further information, please contact:**

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