

Nottingham Castle and the development of Nottingham city centre

AIMS

To teach a range of history and geography concepts and skills within the context of a study of the development of Nottingham Castle.

To develop a range of thinking skills by providing opportunities for children to tackle problems and to identify, classify, evaluate, predict, interpret, extrapolate and analyse information from pictures, photographs, maps, graphs, charts, books, simulation games.

To develop a range of research and study skills by providing access to reference and resource materials, and opportunities for children to question, to experiment and to find, examine, collate and evaluate information.

To develop a range of communication skills by providing opportunities to record and present information in a variety of ways.

To develop a range of social skills and children's abilities to exercise empathy and to co-operate with each other by providing opportunities for them to work together in pairs and small groups.

Introductory Unit. THE LOCALITY OF OUR SCHOOL BACK INTO HISTORY

The locality around our school and where we live. What it "is" now, what it was like 50, 100, 200 years ago.

St. James' Church and other buildings which have changed their function; street names as historical evidence. The farm and allotments period, the two farms period back to the "original" Sherwood Forest

Learning objectives for this unit

Can recount, with approximate dates, the known development of the locality around our school over the past 200 years.

Auxiliary Unit. THE NATURE OF THE EVIDENCE

Written evidence: Anglo-Saxon Chronicle, Domesday Book, later documents, plans and papers

Archaeological evidence: remaining buildings; evidence in soil/crop growth of former buildings; open field strip-farming patterns: Archaeological finds: jewellery, other artefacts; archaeological sites and finds in and around Nottingham; archaeological techniques, activities and processes

Part 1. BEFORE THE CASTLE: THE RIVER AND INITIAL SETTLEMENT

Historical Background: The Anglo-Saxons

The Saxon homelands (location c.f. work on maps of Europe and changing boundaries)

Features of a Saxon village - homes, gardens, Thane's hall, defences, fields; nearby stream/river, woodland

Farming and the rural economy of a Saxon village: strip farming, crop rotation, crops, livestock, killing livestock before winter, shepherd, swineherd, beekeeper, etc.

Some aspects of daily life in a Saxon village: homes, furniture, heating the home, clothing, food and cooking, jewellery and possessions

Self-sufficient communities, barter economy

Shortage of land (drama/simulation)

Land hunger as reason for (a) raids and (b) migration

The Physical Geography of the Nottingham Area

The geology: bunter sandstone/ kuper marl; The relief of the land (c.f. work on contours etc.); Castle Rock, Lace Market area, Meadows area, the flood plain

The rivers (c.f. work on rivers): The River Trent: the Trent valley, shallows in the River Trent; the Trent flood plain; Rivers Leen, Rowel and Beck. i.e. land suitable for defence, building, arable crops, meadow, pasture soil-types

The Saxon Settlement

The Saxons choosing a new site (group problem solving exercise). Message "home" to describe the site for the new settlement.

The site thought to have been chosen by Snot and his followers and developed into a settlement by the 7th Century. The features of the settlement.

Landscape features of the area before the Saxon settlement and how they changed the landscape by making their settlement.

Learning objectives for this unit

Can explain reasons for Saxon migration (Ge)

Can list features of a place that Saxons would choose for a home (Hi)

Can compare features of societies in different periods (Hi)

Can use correct geographical language to describe landscape features of the settlement area. (Ge)

Can identify and describe the features of the area which made it suitable for settlement. (Hi)

Can offer several reasons/causes why Saxons would choose this as a site for settlement. (Hi)

Can relate choice of site to the geography of the area. (Ge)

Can explain how Saxon activity affected the landscape. (Ge)

Part 2. THE FIRST CASTLE: COMMUNICATIONS AND THE DEVELOPMENT OF NOTTINGHAM FROM SETTLEMENT TO MARKET TOWN

The key historical development from the situation in which everyone had to work on the land to one in which some could work as craftsmen. (The pre-requisite of this.)

The subsequent key development of the rise of the merchant classes.

The Viking invasion.

Investigation: Did the Vikings settle in the Nottingham area? (Using place name and surname evidence.) Using O.S. maps to determine settlement. References in the Anglo-Saxon Chronicle. The (lack of) impact of the Vikings on the Saxon community.

The development of Nottingham

Communications as an explanation of why some settlements grew to become towns while some remained small villages. The location of Snotingeham on the Trent (navigable river) and the London to York road (Snotingeham being the highest place that the Trent could be easily forded) in comparison with other settlements in the area. Why Nottingham became the market town. The importance of the building of the Trent Bridge (the lowest crossing point by bridge).

Nottingham Castle and development following the Norman invasion

The Norman settlement: the building of the first castle; their choice of site and materials; the later strengthening of the building and the rebuilding of the castle in stone; their diversion of the River Leen

The growth of a community around the castle; some of the effects of the new invasion on the Saxon community - aspects of life that changed and aspects that did not change (e.g. new land ownership but no change in farming methods, housing, etc.) ; the "two-centre" development of the city, notably evident in the road layout. Tracing the Saxon and Norman settlements from maps showing road layout. The location of the market (Market Square) between the settlements. The change of name from Snotingeham to Nottingham because of pronunciation. Street name evidence of activity in early Nottingham.

Can outline, with dates, the key events of the period from the Saxon settlement to the developed Norman/Saxon town. (Hi)

Learning objectives for this unit

Can explain and extrapolate from evidence about names of people and places the extent of the Viking settlement in England. (Hi)

Can explain some reasons/causes why the Viking invasion has been interpreted in different ways. (Hi)

Can explain the relevance of the pattern of road layout in the city centre. (Ge/Hi)

Can identify other features of the city which reflect its origins. (Ge/Hi)

Can describe and explain aspects of life in Nottingham which changed and aspects of life which remained unchanged over this period. (Hi)

Can identify and explain reasons/causes and results/consequences of some of these changes. (Hi)

Can link reasons/causes for and results/consequences of changes. (Hi)

Part 3. THE CHANGING CASTLE: COMMUNICATIONS AND
THE LATER DEVELOPMENT OF NOTTINGHAM

Changes in the castle medieval and Tudor times. The castle in the Civil War.

The poor state of roads around the time of the Industrial revolution when improved communications were needed. The building of the Nottingham Canal to circumvent the shallow part of the Trent. Some effects of the canal upon the development of Nottingham (e.g. the location of buildings and industry; other economic effects). The "Railway Age": Nottingham's two railways, the two stations; the effects of the location of the canal upon the route of the railways.

The link between improved communications and the development of an industrial society. Population movements and the effects of this upon Nottingham.

Learning objectives for this unit

Can give several reasons/causes why canals/railways were built. (Hi)

Recognises that many of the reasons/causes of the building of the canals and railways were the same. (Hi)

Can relate the choice of routes for Nottingham's canal and railways to the geography of the area. (Ge)

Can explain several results/consequences of the building of canals upon people's lives and the development of the town of Nottingham. (Hi)

Can explain why some buildings/activities are located where they are. (Ge)

Improving road building technology. The new roads and the influence of motor vehicles. Changes in Nottingham's railway lines: the changes and the reasons for these. The rise and fall of the tram system in Nottingham. Recent changes in the road layout in the centre of the city with increased pedestrianisation. How goods are moved to and around our city today.

The new Rapid Light Transport system. Survey of views about the new line and future proposals; considering different people's views (car owner, non-car owner, bus company employee, shop owner on/not on route, etc.)

Nottingham past and present in our present and future

The "structure" of our city: the location of industrial, retail and residential areas; the location of open areas; the castle now;

Recognising that some features of the city have been altered including the flow of the Trent (to reduce flood risk); the location of the Severns building, the function of the present castle; recognising that some features of past times have been destroyed by subsequent developments and that others have been partially destroyed (including parts of the castle)

Learning objectives for this unit

Can give examples of how the past life of Nottingham can be seen today in the buildings and layout of the city. (Hi/Ge)

Can explain why some buildings/activities are located where they are. (Ge)

Can describe the "structure" of our city. (Ge)

Can explain why different methods of transport are used within the city; why some of these and others are used for transport from our city to destinations elsewhere in the country and around the world. (Ge)

Can explain the probable impact (upon people, other transport systems, further development of the city) of the RLT system. (Ge)

Can explain why different people have different views about the NET system. (Ge)

Broad learning objectives common to all or several units

Children should interpret, evaluate and make inferences from available evidence.

Children should make use of available information in developing explanations about aspects of the development of Nottingham and life in the area in different periods.

Children should identify and explain links between different aspects of life at different periods and between aspects of life at different periods.

Children should know that events in the past have been interpreted in different ways. They should give some reasons for this.

Children recognise the importance of knowing the source of historical evidence/information in order to be able to evaluate it.

Children should answer questions, write descriptions and create stories etc. about life in Nottingham through the ages.

Children should ask questions of me and others and frame questions for their own research.

Children should know the approximate dates of critical events in the development of Nottingham.

Children should identify and describe characteristic features of society at different periods studied.

Children should use appropriate vocabulary when describing aspects of life in Nottingham at various periods studied.

Children should identify and describe similarities and differences between aspects of life in Nottingham in the different periods studied.

Children should identify relevant reasons for events and changes that took place in the development of Nottingham (causes) and describe and explain the results of those events and such changes (consequences).

Children should describe ways in which Nottingham has changed over the centuries including changes in size, occupation of its inhabitants, its status.

Children should describe and explain differences between Mapperley and Nottingham and how the nearby city has influenced the development of Mapperley and its economic activities.

Opportunities for assessment/gathering evidence of children's attainment

observing the children working
discussing with children (individually and in groups)
asking questions of children about their work/how they chose to work
asking children to explain their understandings
asking children to reflect on their work/working
using assessment tasks created to link with course work
examining and marking children's work
tests of knowledge

A note on differentiation of curriculum materials.

extending task or providing additional input to reduce the length of the tasks or to reduce the "load" e.g. by reducing the number of variables
intervening to offer encouragement and/or support for individuals/groups during activities; this may include modifying task by extension or simplification
providing assistance with writing activities: using of cloze/multiple choice/sentence completion/sequencing to reduce writing load
breaking down tasks into small units; reducing the number of factors that the task requires they consider; providing structure to guide pupils with their written work.
varying the level of detail expected; the level of explanation expected; the level of generalisation expected
allowing longer time on main work for slower pupils
introducing further content for more able pupils/those who show a good grasp of main work
allowing the opportunity to study aspects of life in more detail, to research additional themes and have the opportunity to make both broader and more detailed comparisons and links between periods