

Year: 4 (AP1)

Topic: Colchester Landmarks

Time Period: All


Learning outcomes:

- Know about at least 3 things that Romans did for our country
- Know about the lives of two famous Romans
- Know how Britain may have learnt from other countries and civilisations
- Research to find answers to specific historical questions about our locality
- Research what it was like in a given period
- Know how our locality today has been shaped by what happened in the past
- Know how historical items help us build a picture of the past
- Know about the impact that one historical period had on the world


- Lesson plan: Session 1

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children:</p> <p>What is a historical (evidence) source?</p> <p>Can they give examples? What is the difference between a primary and secondary source? Which would be more reliable and why?</p> <p>Are landmarks primary or secondary sources?</p> <p>Can the children list the landmarks they know in Colchester?</p> <p>Note down on board/flip chart paper to refer to later.</p> <p>On tables, have some images of OSM landmarks - Use the OSM website for these - www.onesquaremilecolchester.co.uk and some images in resources</p> <p>Can they go around with a partner and identify the landmarks?</p> <p>Come back together and look at the original list on the flip chart. Did they miss any? Do we need to add any?</p>	<p>sources</p> <p>primary</p> <p>secondary</p> <p>reliable</p> <p>chronology</p>	<p>WALT: identify the landmarks within OSM radius of St. John's Green School (town site)</p> <p>How do we know the age of the buildings?</p> <p>How do we know about landmarks in Colchester that no longer exist? (e.g. Temple of Claudius and the Roman Circus)</p> <p>Give the children the names of the landmarks: Jumbo Water Tower, Town Hall, Minories, Colchester Castle, Temple of Claudius, Dutch Quarter houses, Hollytrees, B</p> <p><i>In pairs, children use</i> http://www.onesquaremilecolchester.co.uk/ on iPads or laptops to find out:</p> <p>Before the children go and begin their tasks- predict as a class, the order they believe the landmarks were built/appeared through History (refer to this prediction at the end of the lesson).</p> <p>1) What each building/landmark was/is used for</p> <p>2) The chronological sequence of when they were built record into books</p> <p>Feedback as a whole class- does everyone agree on their findings- anyone find out anything different or extra? Were our predictions of chronology, correct?</p> <p>Record onto flip chart too, for reference and as part of the working wall.</p>	<p>Identify landmarks in OSM/local area</p> <p>Describe the landmarks that they recognised</p> <p>Explain the uses (past or present) of the landmarks</p> <p>Predict the order in which they became part of Colchester's landscape (OSM)</p>	<p>iPads</p> <p>Laptops</p> <p>Images of landmarks</p> <p>www.onesquaremilecolchester.co.uk</p>


Lesson plan: Session 2

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Looking at photographs on http://www.onesquaremilecolchester.co.uk/ recap of landmarks in the OSM and together put, them in chronological order on a timeline from time of being built (washing line in class). This should be based on their recall from previous lesson.</p>	<p>landmark</p> <p>historical</p> <p>chronological</p> <p>purpose</p> <p>physical features</p> <p>map</p> <p>location</p>	 <p>WALT: identify landmarks on OSM and understand their location in relation to SJG by completing a local area walk.</p> <p>Take the children on the Heritage Walk- identify key landmarks on the map and discuss features (physical). Take photos for next sessions.</p>	<p>Understand the location of key landmarks in our OSM, in comparison to the school.</p>	<p>Colchester walk map</p>

Lesson plan: Session 3


INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Ask the children: Can we tell a story about a building from only looking at it? What story might this tell? Share some ideas. Show:</p>  <p>Ask the children to talk about what they see- have they seen this building in Colchester? Can they work out anything from the image, to explain when it might have been built, who by, for which purpose and what may have been around it, at the time of building. Ask the children to discuss- then share: <i>This is Peakes House, a timber-framed house in the Dutch Quarter. Originally Peake's House three weavers' cottages, the earliest dating from the late 14th-century. The long-mullioned windows were designed to give light to the weavers at their loom. It now a holiday home!</i></p> <p><i>This area was going to be knocked down, but the Colchester Civic Society fought for it to be preserved. Is this a positive thing?</i></p>	<p>past primary source landmarks features history evidence cultural Heritage preservation</p>	<p>WALT: understand how buildings are evidence and can give us clues about the past.</p> <p>Explain to the children that Historic building preservation helps to remember a town or city's culture and interesting past. These old buildings are visual reminders of an area's cultural heritage and the people and industries that once played a key role in establishing the area and making it what it is today. This is the case with the Dutch Quarter (remind children of their work in Year 2, re the cloth trade and the Dutch Quarter).</p> <p>Have photos of other landmarks (from the walk for instance) and children can choose one at a time, stick into books, then they can write 3 sentences about what you / people could predict the about the building and its History, just by looking at its location, surrounding area and physical features, followed by some written facts (from learning so far, or form research on laptop/iPads).</p>	<p>Identify common features of historical buildings.</p> <p>Describe how the landmarks played a part in Colchester's history.</p> <p>Explain when and why buildings were built.</p> <p>Evaluate how Colchester's landmarks tell a story about Colchester's cultural heritage.</p>	<p>Photos of OSM landmarks from heritage walk.</p>

Lesson plan: Session 4

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>Re-cap on The Romans – how much History do we have around us, that links to The Romans? Discuss and record on flip chart. Can you list the Roman landmarks?</p> <p>https://www.gazette-news.co.uk/news/18566497.tales-emperor-claudius-visit-colchester---boudicas-revenge/</p> <p><i>(Share this news article with the children- it mentions Claudius and Colchester being the first recorded city- it also mentions Temple of Claudius. Explain that Boudicca intentionally burnt this to the ground in her rebellion against the Romans).</i></p>  <p>So, who was Claudius and why did he build the temple (now where the Norman Castle sits).</p> <p>(Information to share with the children:)</p> <p>After the Roman conquest of Britain led in person by the emperor Claudius in 43 CE, a legionary fortress (discuss meaning) was established at Camulodunon (Colchester),</p>	<p>past</p> <p>primary source</p> <p>landmarks</p> <p>features</p> <p>history</p> <p>evidence</p> <p>Emperor Claudius</p> <p>first-recorded city</p> <p>43CE</p> <p>Camulodunon</p> <p>Colchester</p> <p>temple</p> <p>Invasion</p> <p>Legionary fortress</p>	<p>WALT: identify a famous Roman, who had an influence on Colchester. Identify the significance of Colchester Castle (where it stands) in the Roman legacy.</p> <p>Children use laptops and iPads and the fact sheets in resources, to create fact files/posters about Temple of Claudius and Emperor Claudius and their importance in Colchester.</p> <p>Model on the flip chart initially- remind children about subheadings, facts, vocabulary.</p> <p>Possible subheadings: Who was Emperor Claudius? When did he/The Romans come to Colchester? Why did he/The Romans come to Colchester? What did he/they do? What was the Romans Temple in Colchester for?</p> <p>Children to work in pairs and at the end of the session- present their findings to the class- CT to write down common facts for the working wall.</p> <p>Fhttps://www.youtube.com/watch?v=ZfpPp81D3IY</p>	<p>Identify who Emperor Claudius was and what Roman landmark stood where Colchester Castle is today.</p> <p>Describe what role Claudius played in the invasion of Britain.</p> <p>Explain how the Roman Temple was used.</p>	<p>Photos of OSM landmarks</p> <p>Fact sheets in resources about Claudius and Colchester Castle</p>

<p>the Iron Age capital of the Trinovante and Catuvellauni tribes.</p> <p><i>The <u>Temple of Claudius</u> was the largest temple building in Roman Britain, an indication of Colchester's status and the focus for the worship of the emperor and his successors. The inside of the temple was reserved for priests to worship the spirit of the emperor; everyone else would have gathered outside in a large enclosed space known as the precinct. It is likely the precinct would have housed a statue of Claudius and an altar, approached through a monumental arch.</i></p>				
---	--	--	--	--

Lesson plan: Session 5

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>On tables - have some maps of past Colchester (see resources). Can the children place them in chronological order and give their reasons for this.</p> <p>Have a map of Colchester -1880's (as close to 1898 as possible).</p> <p>http://www.onesquaremilecolchester.co.uk/</p>  <p>Source: Essex 1st EdRev 1862-96 XXVII.12 Revised 1896 Published 1897 Reproduced with the permission of the National Library of Scotland CC-BY</p> <p>Explain that this map is as close to representing Colchester and the OSM around St Johns Green when it opened, 1898) as possible.</p> <p>Show the children where SJG is on the map. Can they predict (have copies with a partner) where the landmarks we have studied might be? Start with Claudius's Temple (from last lesson). Then give them: Romans Wall, St. John's Abbey, St Botolph's Church and Priory, St. Gile's Church, The Garrison, The War Memorial and Hollytree's.</p>	<p>landmarks</p> <p>historical</p> <p>location</p> <p>physical features</p> <p>chronology</p> <p>significant</p>	<p>WALT: locate OSM landmarks on both a historical and modern map of Colchester.</p> <p>Give the children (in pairs) a modern map of Colchester and ask the children to locate the landmarks (from intro) and plot them correctly using the information they know.</p> <p>Check with teacher as a class, afterwards.</p> <p>Could use Google Earth (https://earth.google.com/web) to zoom in on the landmarks, and children can notice other physical features such as roads, parks, the River Colne etc.</p> <p>Can the children add predicted dates to the landmarks (when they appeared on Colchester's' landscape)?</p> <p><i>This may require research on the iPads or as a class, with the teacher on the class computer.</i></p> <p><i>Children record on their books when they believe the listed landmarks appeared through time- this will be continued in next week's lesson.</i></p> <p><i>Share some predictions on flip chart at end of lesson- to get them thinking for the following session.</i></p> <p>Teacher Information – to be used in next lesson too:</p> <p>Roman Colchester:</p> <p>Roman Temple (Colchester Castle)</p> <p>Roman Wall 65-100AD</p> <p>Saxon Colchester:</p> <p>Norman Castle 1079-1100</p>	<p>Explain where different OSM landmarks are in relation to St. John's Green school, using a map to support.</p>	<p>Google Earth</p> <p>Maps of past Colchester</p> <p>List of OSM landmarks</p> <p>1880's map</p> <p>Modern map of Colchester</p>

		1095 St. John's Abbey St Botolph's Priory 1100 16th Century Colchester: 1565 – refugees to the Dutch Quarter 17th Century Colchester: St. Giles' Church remodelled 1600s 18th Century Colchester: The Minories 1776 19th Century Colchester: St. Botolph's Church 1837 Barracks 1860s (Napoleonic War and start of Garrison town) Jumbo Water Tower 1882-1883 1898 St John's green Primary School 20th Century Colchester: War Memorial 1923 Hollytrees Museum 1929		
--	--	---	--	--

Lesson plan: Session 6

INTRODUCTION	VOCABULARY	ACTIVITIES	LEARNING OUTCOMES	RESOURCES
<p>See the resource sheet to give overview of Colchester and the landmarks through the 'ages'.</p> <p>Read together – Shared Reading. Pause and discuss as you read as a class.</p> <p>Can the children identify key information which links to the (OSM) landmarks and their learning in this unit?</p> <p>Explain that if we want to create a chronology (timeline) of Colchester it would be easier to organise in this way:</p> <p>Roman Colchester</p> <p>Saxon Colchester</p> <p>16th Century Colchester</p> <p>17th Century Colchester</p> <p>18th Century Colchester</p> <p>19th Century Colchester</p> <p>20th Century Colchester</p> <p>21st Century Colchester</p> <p>Use the OSM website http://www.onesquaremilecolchester.co.uk/</p> <p>To show this, as each section of the website represents a clear Historic era/period.</p>	<p>landmarks</p> <p>historical</p> <p>location</p> <p>physical features</p> <p>chronology</p> <p>significant</p> <p>timeline</p> <p>centuries</p> <p>ages</p> <p>eras</p>	<p>WALT: create a timeline of Colchester historical landmarks</p> <p>In the Hall (or large space), have a huge timeline (or separate ones for the groups) with the 'ages' as highlighted in the introduction-spread out on the floor. In pre-selected teams, the children get given the landmarks (images or words) that they have learnt about to encourage discussion/debate.</p> <p>The children have to work in teams to try and put the landmarks in the century or time period that they believe they are in.</p> <p>Give the children 5/10 mins to make their first choices.</p> <p>Then silence, the children can look at the decisions made and then reform with their 'team'. Are they happy with their choices?</p> <p>Take photos for History books as evidence.</p> <p>Class teacher then to reveal the actual time periods for each landmark, as a class- finalise the timeline and this can then be put into the classroom or even better- as a display for the whole school to see!</p> <p>Answers:</p> <p>Roman Colchester:</p> <p>Roman Temple (Colchester Castle)</p> <p>Roman Wall 65-100AD</p> <p>Saxon Colchester:</p> <p>Norman Castle 1079-1100</p> <p>1095 St. John's Abbey</p> <p>St Botolph's Priory 1100</p> <p>16th Century Colchester:</p>	<p>Create a timeline of the landmarks of Colchester</p>	<p>Images if landmarks in sets for the team activity</p> <p>Answers for the timeline activity</p> <p>time era/ages labels for the floor work</p>

<p><i>How is a century defined? A century is a period of 100 consecutive years, e.g., the period from 1600 to 1699. This time period can be referred to in one of</i></p>		<p>1565 – refugees to the Dutch Quarter</p> <p>17th Century Colchester:</p> <p>St. Giles' Church remodelled 1600s</p> <p>18th Century Colchester:</p> <p>The Minories 1776</p> <p>19th Century Colchester:</p> <p>St. Botolph's Church 1837</p> <p>Barracks 1860s (Napoleonic War and start of Garrison town)</p> <p>Jumbo Water Tower 1882-1883</p> <p>1898 St John's green Primary School</p> <p>20th Century Colchester:</p> <p>War Memorial 1923</p> <p>Hollytees Museum 1929</p> <p>(If time allows- children record this onto their own timeline in books).</p>		
---	--	---	--	--



Made possible with

**Heritage
Fund**

One Square Mile: Heritage on our Doorstep

St John's Green Primary School
and National Lottery Heritage Fund