**Lesson Overview**

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| **AOLE:** Health and Wellbeing / Humanities | |
| **4 Purpose:** | |
| **WM:** | **DL:** |
| **LO:** Examine changes in the community over time and understand the factors that have influenced these changes. | |
| **Prior Knowledge:** To assess pupils' prior knowledge, start discussing with the class what they think a community is. Ask them to share any comments they have about their community changing. This will help gauge their understanding and provide a starting point for the lesson. | |
| **Intro:**   * Show the pupils pictures of different places in their community from the past and present. Ask them to compare the images and discuss any differences they notice. * Discuss their community - do they feel they belong to the community? Is their community similar / different to the community portrayed in the show? | |
| **Main:**  Teacher input:   * Define the term 'community' and discuss its importance. * Explain that communities change over time due to various factors such as technology, urbanization, and population growth.   Main activities (ideas)   * Present a schedule of significant events that have influenced the development of the community. * Ask the students to discuss how these events have shaped the community. * Introduce the concept of primary and secondary sources when examining community history. * Show examples of primary sources (old photographs, maps, etc.) and secondary sources (books, articles) relating to the community. * **Group Work:** Divide the pupils into small groups and give them primary and secondary sources about the history of the community. Ask them to analyze the sources and identify key changes that have occurred over time. * They could create a small presentation and share their findings with the rest of the class. Ask them to analyze the sources and identify key changes that have occurred over time. * **Community Timeline:** In small groups, pupils create a timeline that displays key events that have shaped their local community over time. This can include historical landmarks, population changes, and notable developments. * **Interviewing an older member of the Community:** Pupils can interview an older member of the community to understand directly how the community has changed over the years. They can prepare questions in advance and document their findings by recording or creating a presentation. * **Community Mapping:** Pupils can work together to create a detailed map of their local community, highlighting key amenities, landmarks and changes that have taken place. They can present their maps to the class and explain the significance of each element. * **Virtual Community Tours:** Using digital tools such as Google Earth or virtual reality apps, students take virtual tours of their community's past and present. They compare historic sites with contemporary landmarks, discussing the evolution of their environment. * **Community Podcast:** Pupils work in groups to create a series of podcasts discussing how their community has changed over time. They can conduct interviews, research historical facts, and share personal reflections on the subject. * **Augmented Reality Heritage Hunt:** Pupils use augmented reality apps to go on a heritage hunt around their community. They virtually explore historical sites, uncovering stories and hidden facts about their neighborhood's past. | |
| **Plenary:**  Class Discussion: Facilitate a discussion on how understanding community changes can help us value and preserve our local heritage. | |
| **Useful links:**  [The folk collection](https://www.peoplescollection.wales/)  [Amgueddfa cymru](https://museum.wales/) | |