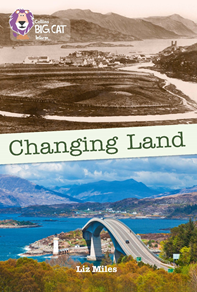


Changing Land

# **Book background**

The book investigates how places change over time and how they are still changing today. Portree on the Isle of Skye and Colchester in Essex provide good case studies of how change has occurred in both a rural and an urban location. The book is rich in resources such as maps, present day photographs and historical pictures which help pupils to identify how and where change is happening.

# **Subject areas / curriculum links**

Geography / History

# **Learning objectives**

* Identify features on photographs
* Describe what features and places are like
* Interpret a range of evidence
* Recognise that change happens over time and will continue to do so in the future

# **Prior knowledge**

It would be helpful if pupils:

* are able to recognise features in both urban and rural landscapes
* have some experience of finding evidence in photographs
* are able to use maps to find out and plot information.

# **Activities**

## Resources

* Big Cat *Changing Land* activity sheet material for white board or print.
* Useful reference material on pages 42–43 of Big Cat *Changing Land* book.

## Introduction

1. Show the class the pictures on the Big Cat *Changing Land* activity sheet and ask what they think the places are used for now. What’s the evidence for saying this?

## Activity

1. Study the feature closely and discuss with a partner what each one might have been used for in the past. Are there any clues?

* Antiques shop – a post office
* Lake for water sports – old sand quarry
* Modern post office – Edwardian house
* Mosque – Anglican church
* Residential apartments – old Victorian hospital (asylum)
* Bath / shower shop – pub (evidence the signs still suspended from the building)

1. In your local area – walk for 5 ( / 10) minutes and note down all the changes you come across.
   * What is this place used for today?
   * What was it used for in the past?
   * What is the evidence for your suggestions?
2. Then ask the class to also identify any places which could benefit from being changed. Display the comments on a map back in the classroom. Pupils can be encouraged to sketch or take pictures to illustrate their display.

## Extension

* Why do you think that people often don’t remember what was in any given place prior to the present feature?

## Plenary / reflect

* What did the class found most surprising?
* Was it hard to recognise how and where places / features were changing? (Parking restrictions are a favourite!)
* Can they remember any changes that have taken place recently? (roads / change of building use etc.)
* What did they suggest could benefit from being changed in their locality? Why?

# **Assessing progression**

How far have the pupils moved along in mastering the skill of interrogating pictures or landscapes including:

* identifying and describing what features / places are like?
* working out how features / places have changed?
* understanding that change is happening all the time, everywhere?
* visualising past, present and future scenarios?

This is quite a high level skill as it requires imagination and an ability to think more clearly at the abstract level.

# **Further ideas**

* Interview some adults to ask about changes they remember in the area. Do they remember their school days or starting their first job?
* Look up the local paper archives to find out more about local changes.
* Research the local area on the internet: use pictures such as Frith’s postcards to see life in the past.
* Think about other changes in our lives – seasons / fashions / hobbies / music / sports.