

# Adapted unit: How do we decide what should be recorded?

**HISTORY  
YEAR 5/6**

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## About the unit

In this unit children are encouraged to approach an historical enquiry into their local area through a focus on the key concept of historical significance. By comparing three specific periods: today, 1985/86 and 1086, children have the opportunity to develop their thinking skills by considering reasons for recording some events and not others and to develop a criteria list for assigning significance. Through fieldwork, interrogation of electronic and other sources and museum links via video-conferencing, children will develop their sense of chronology and bias and learn how to find out about their locality both now and in the past.

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## Where the unit fits in

This local study makes substantive use of data held electronically and therefore provides a context for ICT. Specifically, by exploring a variety of information, reorganising text and images and exchanging ideas and information.

This unit could consolidate the concepts of invasion and settlement and the skills of interrogating primary sources addressed in units 6a, 6b, 6c. Progression in deductive thinking could be accommodated if the children had studied history unit 10 'What can we find out about Ancient Egypt from what has survived?'

It could be combined with the geography unit 6 'Investigating our local area' or the adapted unit 20 'Local traffic – an environmental issue'. There are links with citizenship issues such as local identity and responsibility. By requiring children to read and understand texts, skim, rewrite, devise questions, key point, form and develop an argument and present information in a different way, the unit complements work in literacy.

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## Expectations

### At the end of this unit

**most children will:** be able to explain what makes an event, person or place significant; be able to use and select information from a variety of different materials; be able to ask and answer historical questions; be able to justify their own views; identify changes and continuity in the locality over a wide period of time.

**some children will not have made so much progress and will:** describe some significant features and changes in the local area over the period of time; present selected information from a limited range of source material.

**some children will have progressed further and will:** be able to offer reasons why significance changes over time; select and combine information from several sources to find out about the past; be able to pose objective, critical questions about the source material; give results of some of the main events and changes in the locality; produce extended writing that is organised and structured appropriately; extend their enquiry into other localities.

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## Prior learning

### It is helpful if the children have:

- the ability to read maps and coordinates
- experience of asking and answering questions from a variety of source materials to find out what happened in the past
- experience of making notes from a document and writing up the work in a structured, ordered, chronological and clear way
- experience of using the internet
- considered some of the attitudes and values of people in the past, their motives and the results of their actions
- identified similarities and differences between aspects of life today and in the past.

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## Language for learning

Through the activities in this unit children will be able to understand, use and spell correctly:

- words associated with the collection of evidence and writing of history, eg *bias, primary/secondary sources, significant/significance, survey, record, opinion, reasons*
- words associated with local history studies, eg *directory, log book, archive, article, database*
- words associated with *The Domesday Book*, eg *manuscript, scribe, feudal, lord*
- words associated with historical time, eg *anniversary, commemorate, change, continuity, cause, consequence.*

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## Resources

Resources include:

- recent large-scale edition of Ordnance Survey map of the local area
- the 1986 Domesday Project Community Disc (new interface produced in 2003 available at the National Archives but expected release as a website in foreseeable future)
- local residents for oral testimony
- local history sources for the 1980s, eg *newspaper articles, bus/train timetables, telephone directories, advertisements, photographs, ephemera (available from local library or in personal collections eg parents/carers)*
- the National Archive Education Services (to support video-conferencing)
- Domesday entry available from Phillimore's publisher in translation and Latin or purchased via [www.domesdaybook.co.uk](http://www.domesdaybook.co.uk)
- video-conferencing equipment
- resources related to *The Domesday Book* (the *National Archives* website has a range of activities for key stage 3, which could be adapted):  
[www.learningcurve.pro.gov.uk/Focuson/domesday/close\\_upnfr](http://www.learningcurve.pro.gov.uk/Focuson/domesday/close_upnfr)
- The British Library for resources on the work of a scribe
- class timeline
- local environment the choice of locality will depend on access to comparative data across 1985/86 and 1086. Not every local area is represented in *The Domesday Book*. Choose the nearest community for which there is an entry and for which there is also an entry within the 1986 Domesday Project.

## Section 1: What should be remembered about us and how should we record it?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to devise a range of criteria for deciding the importance of an event, person or location in the local area</li> <li>that people hold differing points of view</li> <li>that there are many factors that contribute to significance of an issue, person or event</li> <li>to communicate and explain their point of view</li> <li>to observe and select significant features to record in the local community today</li> <li>to identify ways of collecting and recording evidence</li> <li>to ask and answer questions about different sources of information based on their own enquiry</li> <li>to report on their findings.</li> </ul>	<p>Ask the children which parts of their locality they think are special. Ask them to locate these on a large-scale map of the local area. Emphasise the different points of view that arise from their responses.</p> <p>Organise the class into groups or pairs to brainstorm their ideas about who and what is important in their local area today for people in the <i>future</i> to know about.</p> <p>Record the children's responses using interactive whiteboard or PC and digital projector.</p> <p>Ask children to identify the features that have determined their choice, <i>eg makes a difference (disaster/town development/bypass), size, make us happy/sad, somewhere we go regularly, necessary to stay alive, been here a very long time, only one of its kind, pleasing to look at.</i></p> <p>Help the children to rearrange the recorded brainstorm according to these criteria for assigning significance. Print out and display in the classroom as a prompt for future discussions.</p> <p>Ask the children to work in pairs to consider how we could find out more about life in the locality in the present day.</p> <p>Hold a plenary discussion to bring together the ideas of the class.</p> <p>Give some ideas about sources that could be collected and used in a local enquiry.</p> <p>Provide a list of topics to be investigated to find out more about the community today. Ask children to choose one topic for further enquiry to select significant information.</p> <p>Divide the class into groups according to the theme chosen. Allocate relevant sources to each group. Prepare a prompt sheet with a few questions to direct the research, <i>eg how many, what type of, seasonal variation.</i></p> <p>Children choose the most appropriate way to record their findings that</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>locate places of interest on a local map and give reasons for choosing them</li> <li>give local examples of important people and events and classify these according to a set of criteria</li> <li>in discussion, recognise different points of view</li> <li>speak about their opinions and give reasons</li> <li>select an appropriate way to record their findings</li> <li>record a range of observations during fieldwork</li> <li>speculate how other people might view their interpretations and representations of the local area.</li> </ul>	<p>It might arise that the children consider that their school is very special both now and for future generations to know about. In this case, the unit could be amended; the same learning objectives and outcomes could be achieved using the same key resources.</p> <p>Take note of points that are considered 'significant'. They may not arise when interrogating the 1985/86 data to be used in Section 2. If they don't, encourage children to consider why not. What has changed in society, <i>eg bullying, vandalism</i>, and what could we do about it? (links to citizenship: awareness of impact of behaviour on local community).</p> <p>Save some examples of current events that the children do not offer in order to provoke and extend their thinking (a local newspaper might be helpful).</p> <p>Resources to provide for the children could include leisure club leaflets, OS maps, tourist information, interviews with peers or other children in the school, photographs, bus/train timetables, local newspapers, local environment.</p> <p>In section 2 the children will be</p>

	<p>involves all group members, <i>eg a graph or spider diagram</i>. Prompt the children to consider which sources will provide the answers, are they reliable and accurate, how can we check?</p> <p>As a class, discuss each group's findings. Refer to the criteria for significance list created electronically and amend if any other criteria or features have emerged during the group work.</p> <p>Arrange a walk around the local area so that children can find answers to questions that the classroom-based resources stimulated, to take photographs as a visual record and to prompt further thoughts on assigning significance in the local context.</p> <p>Start a timeline and help the children to locate the present day, and display their recorded group findings under the relevant date.</p> <p>Hold a plenary discussion to consolidate the concept of evidence, the type of sources that were used and the bias that has been introduced through the children's selection of information. Ask the questions 'how did we decide what to record and why did we record it this way' as a lead-in to section 2 in which the children will use this experience to appreciate how information was collected and recorded in 1985.</p> <p>Ask children how people in the future might view us if this timeline display was the only evidence that survives.</p>		<p>comparing their local community today with life in 1985/86 using <i>The Domesday Project Community Disc</i>.</p> <p>The information for this survey was classified under specified headings and it would enable the children to engage in direct comparisons if similar topics are studied in section 1, <i>eg daily routine, school and school life, games, hobbies, shops, leisure, transport, occupations, buildings, health</i>.</p> <p>There are sufficient possibilities of topic to meet the different interests and abilities of children in the class and to incorporate the ideas that arose in the initial brainstorm.</p> <p>Throughout, this work would integrate with literacy sessions, <i>ie comprehension when looking for information, key pointing, writing in a clear, organised way and providing a structure to writing</i>.</p> <p>Children will need to practise their mapping skills so that they have a grasp of the location of features observed in the fieldwork. Children may be encouraged to take digital photographs to add to the classroom map showing places of interest.</p> <p>Additional features may be discovered and incorporated back in the classroom. Microsoft PowerPoint would be a convenient way for children to store, organise and present their findings, which could then be shared with a parallel class or used in a</p>
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			<p>school assembly.</p> <p>The divisions on the timeline should include present day, 1985/86 and 1086 and be located along a wall with display boards underneath of sufficient depth to provide space for each topic group to display its work. Horizontal layers would allow each group to plot change and continuity across the present day and 1985/86.</p> <p>This discussion will lay the foundation for the children's evaluation of <i>The Domesday Book</i> as evidence in section 3.</p>
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## Section 2: What did our parents/grandparents think should be recorded in 1985/86 and how do we know?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• that sources are created for a particular purpose and that the information will be influenced by personal opinion</li> <li>• to understand the meaning of anniversary and commemorate/commemoration</li> <li>• to place events in a chronological sequence</li> <li>• to develop understanding of change and continuity</li> <li>• to identify reasons for changing attitudes to significance</li> <li>• to select information from an electronic source</li> <li>• to devise appropriate questions for an oral source</li> <li>• to ask questions and identify and use an appropriate range of</li> </ul>	<p>Ask children to decide on the three most important aspects of the local community today that they would want to record through photographs.</p> <p>Prompt children to give their reasons.</p> <p>Introduce children to <i>the</i> 1986 Domesday Project. Explain why and how the survey was accomplished.</p> <p>Demonstrate the nature of the electronically-held information by choosing examples appropriate to the school's local environment. Focus on the photographs included and compare the locations with those chosen by the children to represent the locality today. Discuss why these views of the local area had been specifically chosen. Ask the children to offer reasons for similarities/differences in the selection. Relate children's ideas to the significance criteria created in Section 1.</p> <p>Invite children to identify similarities and differences in the two periods portrayed in the photographs and to offer reasons.</p> <p>Ask children to place details of the 1986 Domesday Project on the class timeline.</p> <p>Organise the class into the same groups and focus on the same topics as for section 1 to work collaboratively at the keyboard to interrogate selected pages from the 1986 Domesday Project.</p> <p>Design a template or invite children to create their own diagram to record similarities and differences in the features that were considered significant for inclusion in 1985/86 and the present day. Some children should be asked to offer reasons for change.</p> <p>Ask children to list what else they would like to know that isn't provided in 1986 Domesday Project.</p> <p>Invite a member of the local community to talk through experiences of living there in 1985/86.</p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>• in discussion, recognise different points of view</li> <li>• give examples of anniversaries and how local events have been commemorated</li> <li>• find out and record similarities and differences between 1985/86 and today through a diagram, annotated picture or extended writing</li> <li>• add details to timeline in correct order</li> <li>• in discussion, make inferences about why some information has been included/excluded from 1985/86 survey</li> <li>• ask appropriate questions of an oral source</li> <li>• demonstrate knowledge of life in 1985/86 from the information extracted from oral, electronic and other sources and organised</li> </ul>	<p>The photographs taken during the local walk in section 1 would provide visual prompts, but should not prevent further ideas being offered. The deliberate limitations placed on the choice links directly with the electronic archive collected in 1985 for the 1986 Domesday Project. Each community surveyed includes a maximum of three photographs and twelve short pages of text. This limited selection gives ample opportunity to discuss what to/what not to include, and why, and to compare with the features considered worthy of inclusion by the class in section 1.</p> <p>The new interface for the 1986 Domesday Project database is a unique source, which will need careful explanation to give a context for its creation. It was initiated to commemorate the 900 years anniversary of the 1086 <i>Domesday Book</i> by utilising new technologies to compile a modern version of a national survey.</p> <p>The material was collected in 1985 ready for publication in 1986. It is expected that many parents/carers or people in the local community will remember it or will have been directly involved in the survey and could be invited to talk through their reminiscences. Few people actually</p>

<p>primary sources to find out about life in 1985/86</p> <ul style="list-style-type: none"> <li>to select information and present it diagrammatically or in writing.</li> </ul>	<p>Ask children to list what else they would like to know that isn't provided in the 1986 Domesday Project.</p> <p>Invite a member of the local community to talk through experiences of living there in 1985/86.</p> <p>Help the children to devise questions to extend their understanding of their chosen group topic</p> <p>Ask children to add information provided by the oral source to the class timeline.</p> <p>Ask the children to produce a piece of extended writing in which they take the hypothetical scenario of an ex-local resident returning to the area and recalling the changes seen.</p> <p>Ask the children to suggest additional sources from 1985/86 that might help them to find out about each of their topics. Brainstorm and list responses on flipchart or interactive whiteboard for future reference</p> <p>Provide additional sources for children to evaluate the quality of the information provided in the 1986 Domesday Project, <i>eg other photographs, newspaper articles, advertisements, artefacts, music.</i></p> <p>Ask children to decide how to record their findings and to add information extracted from some sources to a class timeline.</p>	<p>and communicated in written or diagrammatic form</p> <ul style="list-style-type: none"> <li>in discussion, assess what makes an event or person significant.</li> </ul>	<p>saw the final product in its entirety and this unit could give opportunity for closer ties with the school's local community by making it available to them and by encouraging them to share in the children's investigations.</p> <p>There should be several examples in street furniture or buildings to support understanding of commemoration, <i>eg inscriptions on buildings such as the opening or extension of the school; war memorials.</i> Depending on the time of year that this unit is studied, there could be examples of national events being commemorated at a local level to provide a context for understanding why and how people remember the past and why the 1986 Domesday Project was initiated.</p> <p>Prepare modern-day photographs taken from the same angle as those included in the 1986 Domesday Project to facilitate a comparative study.</p> <p>Images from the 1986 Domesday Project could be copied and saved to a word file that children could annotate by means of callouts and labelled arrows to show their understanding of the similarities and differences between the two time periods.</p> <p>Some children might need support to guide their interrogation of the database by providing a list of questions, <i>eg what did people in 1985 write about; how many of these features did we think were important to</i></p>
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			<p><i>record about our locality today; why did people in 1985 choose to write about these events/people; what would we like to know that isn't in this material? (this anticipates preparation for the oral source)</i></p> <p>A project that links to recent family/community history should stimulate offers of resources from the time. Ensure that the timeline has sufficient space to accommodate photos, artefacts, ephemera that can extend the sense of 'period'</p> <p>Work from section 1 is likely to have been displayed in the classroom and would provide a good visual vehicle for discussion.</p> <p>Children should be encouraged to make links with work in earlier units, such as oral sources, artefacts and photographs.</p> <p>More able children could extend their interrogation of the 1986 Domesday Project to compare the local situation with the national scene to consider whether other communities felt that the same topics were significant to record. Keyword searches provide easy access to a diverse range of topics.</p> <p>A link with another school, via video-conferencing facilities, would give opportunities for comparing local areas in 1985/86 and discussion of ways in which the children had recorded their findings.</p>
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			<p>It is important that children are given time to compare the two periods to consolidate their understanding of how long ago 1985/86 was before moving on to introduce a time period from the distant past.</p> <p>The pronunciation of the dating of the third millennium (two thousand and ...) can cause some confusion as 1980s are perceived to be of a very much earlier time period than they actually are.</p>
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### Section 3: What was thought important to record in 1086?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> <li>• about the Norman Conquest</li> <li>• that the type of information available depends on the period of time studied</li> <li>• that what we know about the past depends on what has survived</li> <li>• that <i>The Domesday Book</i> was written for a particular purpose</li> <li>• about the methods used to collect and record the information in <i>The Domesday Book</i></li> <li>• to make comparisons between 1086 and today</li> <li>• to extend their knowledge of <i>The Domesday Book</i> by questioning an expert</li> <li>• to recall, select and organise information</li> <li>• to deduce from <i>The Domesday Book</i> what life was like in the local area at that time</li> <li>• to evaluate the</li> </ul>	<p>Tell the children how the 1086 Domesday Survey was organised. Organise a role play in which the children reenact the tax assessor's visit to the local community</p> <p>Give copies of the most appropriate entry of <i>The Domesday Book</i> to children and ask them if they can decipher any of the words. Provide a translation for children to check their achievements.</p> <p>Arrange a workshop for children to experiment with writing with a quill pen, copying the script in the Domesday entry. Prompt children to evaluate through discussion the skills needed by scribes and how the technology might have affected the quantity of data recorded. Ask children to suggest ways in which present day writing technologies are different and how these differences affect our way of life. Ask children to offer reasons for these changes.</p> <p>Guide the children in devising a range of open-ended questions to ask the education officer at the National Archives about <i>The Domesday Book</i> to extend their understanding of their Domesday entry. Organise an online video-conference for question/answer session to utilise resources available at the National Archives. Encourage children to pose their questions, to listen to the responses and to answer questions.</p> <p>Ask children to list any new information that they found out about <i>The Domesday Book</i> through questioning the expert.</p> <p>Brainstorm what life might have been like in England at the time of Domesday. Provide a range of secondary sources for children to search for information to follow-up their initial ideas. Prepare a list of headings to guide children's information search.</p> <p>Set a homework task to draw a picture to depict life in their local area at the time of Domesday. Discuss their achievements to reinforce the concept of interpretation. Add examples of drawings to class timeline.</p> <p>Organise a plenary discussion for children to give their views on why <i>The</i></p>	<ul style="list-style-type: none"> <li>• select details to add to class timeline in correct location</li> <li>• give examples of the type of primary sources that could be used to answer specific questions</li> <li>• in discussion, recognise that there are limits to what we can find out</li> <li>• give examples of reasons for the writing of <i>The Domesday Book</i></li> <li>• show, through drama, how information was collected and recorded</li> <li>• write using a quill pen in the style of Domesday script</li> <li>• suggest similarities and differences between past and present writing technologies and their impact on society</li> <li>• devise and ask open-ended questions during the online video-</li> </ul>	<p>Activities could be extended to incorporate further investigation of the Norman Conquest for children to write a narrative account, although this might duplicate work undertaken at key stage 3. Depending on the long-term plans of the school it would be appropriate to consolidate understanding of invasion and settlement (units 6a, 6b, 6c) and to locate the Norman Conquest on a timeline associated with these concepts. By asking 'how do we know' children's understanding of the nature and purpose of sources can be reinforced.</p> <p>Headings for the table could be background to the battle, stages through the battle, how the battle ended, what happened next, with a separate column to record the type of primary source used to answer each aspect.</p> <p>Extracts from the Anglo-Saxon Chronicle and the Bayeux Tapestry would provide examples of contemporary life.</p> <p>Through role play children have the opportunity to consider peoples' motives in providing their particular responses to the tax assessor and the potential bias of the person</p>

<p>significance of <i>The Domesday Book</i> as a record of life in the local area in 1086.</p>	<p><i>Domesday Book</i> is considered to be a significant source. Focus attention on the class timeline, which should provide a visual prompt by revealing the dearth of primary sources for this early period in comparison with 1986 and today.</p>	<p>conference</p> <ul style="list-style-type: none"> <li>• select and record information accurately</li> <li>• find out and record a pictorial representation of life at the time of Domesday</li> <li>• decide whether <i>The Domesday Book</i> is a significant source and offer a reason.</li> </ul>	<p>undertaking the recording. This links directly with Section 1 of this unit. Follow-up work could take the form of an eye-witness written account of the tax-assessor's visit.</p> <p>The text within <i>The Domesday Book</i> is potentially uninviting but children rise to the challenge of trying to decipher parts of it. Features such as conventions for highlighting words and correcting errors provide interest.</p> <p>The British Library has a permanent display of information associated with the work of a 15th century scribe.</p> <p>Larger local libraries will stock Domesday entries for the local area. The publishers, Phillimore, have a comprehensive range of copies of the Latin originals and translations.</p> <p>The National Archives are keen for primary-aged children to use <i>The Domesday Book</i> in their history studies. An alternative to an actual visit is via a video-conference link for which a copy of an appropriate page of <i>The Domesday Book</i> can be displayed and analysed online. Prior negotiation by the teacher would enable additional resources to be available to the children.</p> <p>Background information about <i>The Domesday Book</i> is available on the <i>National Archives</i> website, although it has been specifically designed for key stage 3 children (<a href="http://www.learningcurve.pro.gov.uk/FocusO">www.learningcurve.pro.gov.uk/FocusO</a>)</p>
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			<p>n/domesday/close_up/closerfr).</p> <p>Archaeological evidence for the local area may be available in the local library or by contacting the local Records Office. Within secondary sources, Bayeux Tapestry extracts could provide a visual image of the people of the time, as could images from The Luttrell Psalter, although of a later date. Headings for the prompt sheet could include work, play, homes, home life, food. Main points could be listed under each heading.</p> <p>Details omitted from <i>The Domesday Book</i> entry might prompt questions such as where would the villagers have lived, what would the children do if they didn't go to school?</p> <p>The children could compile an electronic representation of the village, by scanning images from information texts for inclusion in a Microsoft PowerPoint presentation.</p> <p>'Significance' defined by paucity of other sources will be the distinctive criterion for assigning significance in this section.</p>
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## Section 4: Why are some events recorded and not others?

Learning objectives	Possible teaching activities	Learning outcomes	Points to note
<ul style="list-style-type: none"> <li>• to begin to compare events and records across three periods of time</li> <li>• to identify similarities and differences across three periods of time</li> <li>• to present their ideas in discussion.</li> </ul>	<p>Ask the children to scrutinise the timeline and to read through their project books compiled throughout this unit to identify and sort events and people according to the criteria for significance designed in section 1.</p> <p>Ask the children whether people consistently thought the same things were important to record. Ask children to support their views.</p> <p>Compare the type of sources used to identify any that are particular to one period.</p> <p>Ask children to evaluate the information included on the timeline as an accurate record.</p>	<ul style="list-style-type: none"> <li>• through discussion, recognise that sources are different for each period studied</li> <li>• through discussion, offer some reasons why attitudes towards significant issues change across time.</li> </ul>	<p>This is a plenary discussion to draw together concepts and viewpoints shared throughout the unit. Children should be encouraged to consider how the interpretation changes according to the quantity and quality of information available, and to have a point of view about significance.</p> <p>It should also enable children to evaluate their own work, to recognise limitations and to suggest ways of extending the research.</p>