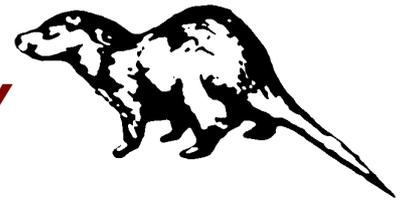


NUFFIELD PRIMARY HISTORY



FULWELL WINDMILL: A LOCAL STUDY

TEACHERS' NOTES

The lesson described formed part of a local study of Fulwell and Fulwell Windmill in Sunderland. It could also be taught as part of the Victorian Britain Study Unit. The children have already looked at maps, and various texts about Fulwell in their literacy lessons. We have also talked about how we think areas become populated. In the two lessons before this one the class used four maps, ranging from 1765 to 1942, to investigate local growth patterns and the changes that have taken place over time. We identified features on the maps and formed conclusions as to why Fulwell developed in the way it did.

Now we are ready to work with census returns to investigate changes in the socio-economic structure of Fulwell.

Year group/class

Year 5, mixed ability and gender; 30 in the class, with three statemented children (Stage 3). The children's reading ages range from 5.5 to 16+ years.

Teaching time

One 1-hour lesson, with some work being completed later.

Learning objectives

For the children to:

- develop confidence in using historical documents, and through them to build up a mental picture of the past, forming viewpoints based on fact
- become more independent in their learning

- extend their literacy in the areas of oracy (questioning, presenting conclusions), reading non-fiction texts and writing (recount genre)
- learn to co-operate; and to discuss and value other pupils' points of view
- develop an enthusiasm for historical enquiry.

Key questions

What is a census?

Why are they taken?

What can we learn from them?

Resources

Census extracts for your local area – you can obtain these from your local archives or record office

(this lesson used extracts for Fulwell Parish, 1851 and 1861)

Census documents recording and recount frame

The census extracts and the frame were blown up to A3 size, so pairs could work on them easily.

Magnifying glasses

The teaching

Episode 1

Focus: What is a census? Why are they produced?

The children were very unsettled this afternoon, for it was St. Valentine's day. We recapped previous lessons' learning, revisiting how we thought Fulwell had developed. We talked for a little longer to settle the children into an appropriate frame of mind to take the enquiry further.

Now I introduced the idea of a census, and held one up quickly for them to see. Together we explored questions such as: Where do we get a census from? What information might we find in a census?

I gave out the 1851 census extracts, one per pair of children.

We read the column headings and discussed their meanings.

Episode 2

Focus: Non-fiction reading; developing skimming and scanning skills; using historical documents – census returns.

With a magnifying glass each, the pairs became history detectives. I asked: What can we find out about Fulwell Windmill from this census extract?

The children scanned their extracts eagerly, and soon found the miller to be a Mr Dodd. They were keen to express their jubilation at learning other facts such as the age of his wife and the fact that his son was a doctor.

The children talked at length about the characters and exchanged opinions about the Dodd family. At this stage I distributed the frame to focus their discussions.

The questions on the Census C1 section of the frame proved effective in taking the children through the various columns of the census extract, and also in stimulating their own questions, e.g. Why was a windmill built in this place?

From the occupations recorded (such as farm labourer, farm servant) the class decided that Fulwell was a largely rural area.

Episode 3

Focus: Studying the 1861 census and comparing it with that of 1851; raising questions and making inferences.

Now I distributed the 1861 extract. It was greeted with enthusiasm and speedily studied. The children had trouble with the term 'scholar', which I had to explain. I circulated, asking questions ranging from closed naming questions (Who was the miller's wife?) to observational and speculative questions (Do you think the miller is prospering?).

They were very eager to share their observations with the whole class, and decided that the miller in 1861 was the son of the 1851 miller. In 1851 he had been a young doctor. They thought he had given up being a doctor to become the miller.

I asked: Why do you think the miller's youngest child was born at Monkwearmouth? This open-ended question brought forth some good ideas, such as: Was there a hospital there? Was the youngest child born there because the dad used to be a doctor?

Now the children were truly engaged in drawing inferences from the census data, and took off, with each pair of history detectives seeking connections and explanations.

Each pair also drew a family tree for the miller.

Episode 4

Focus: Whole class plenary; children's explanations.

We now held a plenary session to bring together all the pairs' ideas. Each pair explained to the class what they had found out from the census.

Faye thought the miller must be doing well, for he could afford a helper and his wife had a local girl as a house servant. One pair decided that perhaps the old 1851 miller and his wife were dead, as they were not recorded in the 1861 census. This inference was countered by another pair, who suggested that they may simply have retired and moved away.

We also discussed the occupations of people in the 1861 census extract. From this, we concluded that Fulwell was still mainly arable, although there was a ship owner – perhaps he commuted to the docks on the Wear and lived away from the shipyard bustle in quiet pleasant Fulwell!

This led to a discussion about the socio-economic growth of Fulwell. The children offered explanations that drew together the mapwork from earlier lessons with the work done today.

Episode 5

Focus: Recording learning using a discussion writing frame.

The children now recorded their findings and conclusions, using the discussion writing frame. This extended writing was completed in a later lesson.

Learning outcomes

- The children gained a greater understanding of how Fulwell has developed over time.
- They gained familiarity with using historical documents.
- Their oracy skills and subject-specific vocabulary developed through investigating and discussing the census.
- They learnt that they could draw conclusions based on evidence.
- They began to sort information efficiently and write structured, coherent accounts.
- They learnt to work and co-operate with each other and value the opinions of others.

Reflections

Excellent oral work took place during this lesson, and at the end the children were clear in their minds about what they had learnt from the two census returns. The less able children whom I had paired up with more confident and able children were fully involved orally. The co-operation and sharing of ideas and thoughts were good to see. The children definitely became more tolerant towards each other's opinions. The atmosphere in class was good, with the children on task and engrossed in what they were doing. They enjoyed the lesson, were keen to work out details of the miller's family and asked many questions.

The writing the children produced did not fully reflect the quality of their oral work. The questions I posed on the census frame may have restricted the children – a section for the children to fill in entitled *My questions* should perhaps have replaced some of those posed by me.

We are now in the process of asking at old people's homes nearby if there are residents willing to share their recollections of Fulwell and its mill, with a view to recording these oral memories on audio tape. We are also doing percentage work in mathematics based on the theme of Fulwell Windmill and in literacy writing a story centred around Fulwell Windmill, involving the characters from the census returns.

Nuffield Primary History project

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