

Milestone Project – The Highwayman

Teacher Notes – Upper Key Stage 2

Session 2-4 – Finding Your Way Then and Now

Core Curriculum Areas

Geography / History

Main Objectives

Geography - To identify and describe how the physical features affect human activity within a location.

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

History -Use sources of evidence to deduce *information* about the past.

Select suitable sources of evidence, giving reasons for choices.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

Cross Curricular Links

Drama / Literacy

ICT / Comp Tech

Maths / Outdoor Learning

Preparation / Resources

Highwayman Video

Flipchart or IWB

Access to Computer

Access to outdoors

Maps of local area from modern day and 17th or 18th Century – eg www.old-maps.co.uk ,
<http://maps.nls.uk/>

Chalk Paper

String Twigs

Clipboard Pencils / pens

Waymarkers are shown on www.MilestoneSociety.co.uk and www.geograph.org.uk

Introduction

Teacher introduces the Highwayman video to whole class.

Class watch video once and discuss general differences between what was described about life then and what we have now that is different.

Teacher notes these differences on a flip chart or interactive whiteboard dividing it into two columns Then and Now. Teacher explains that life was very different in the times of highwaymen and travel took much longer than modern times. Class discuss how people travelled then and now. Class consider why people might have travelled in the times of Highwaymen e.g. to trade, to visit family...

Main Activities

Teacher informs class that they are going to watch the video again

Teacher asks students to listen to the highwayman describe the journey that he has taken and note on a worksheet or in geography topic books, the methods he uses to plan his route and identify his location e.g. he mentions land markings, distances travelled (measurements in statute miles) parish boundary markers, guide posts in the wild places.

Class discuss their findings.

Teacher asks students to consider ways that we identify our routes in modern day.

What has replaced guide posts, way markers, distance travelled?

Teacher also explains that way markers are still used even though they may be modern ones as well as ones that still exist around the country i.e. ancient way markers across the UK which are recorded on the Milestone Society website and on the Geograph website.

Teacher informs the class that they will be working in groups and that each session the groups will change activity in order for every pupil to have a chance to participate in each activity.

Group A

Pupils are given a modern day map and compare this to an old map of the same area comparing and describing the differences in physical features.

Pupils discuss place names and possible changes in activity e.g. farm land may now be a housing estate or shopping precinct... Pupils record their findings on a worksheet.

Pupils research maps on Google / internet identifying physical features from old maps. Pupils can then visit Google Earth to see how easy it is to research anywhere in the modern world. Pupils take turns to choose a place on Google and travel there virtually, noting place names and physical features of each area in their geography books.

Group B

Pupils discuss the importance of waymarkers. What did they look like? Pupils use a computer to investigate waymarkers. Pupils visit the Milestone Society website to understand the variety of waymarkers that exist across the UK. Pupils create a PPT of waymarkers around the country or globe.

Pupils choose 6 different looking waymarkers and identify what each one may be marking e.g. distance to a place, directions to a place.

Pupils explore ways of giving directions using their own verbal waymarkers e.g. turn left at the tree.

Group C

Outdoor Activity

Teacher informs students that they are going outside to create a waymarked trail.

Teacher reminds the students of the health and safety issues of working outside.

Pupils then work in pairs to give verbal directions to a partner.

Once this game has been practised giving verbal instructions, the pupils will work individually to prepare a route using chalk, string, twigs to mark out the way.

Pupil A uses natural resources and possibly chalk to mark the route they would like their partner to take, leaving clues to make sure they follow the direction.

Pupils swap over.

Pupils discuss the outcomes of the activity. Was it easy to find the destination? Could anything have been done differently? What if it was raining – would chalk work?

Discuss the activity and consider what could be done to make the journey more straightforward including use of way markers. Students return to class and create a map of their journey.

Plenary

At the end of this set of activities, each group presents a summary of their activity to the class outlining their activity, research and conclusions.

Examples of this session :

Group A – share Google Earth map on the IWB and take the class on a journey looking at physical features of their chosen destination, comparing this to an old map.

Group B – Share their PPT about waymarkers and their meanings

Group C – Explain the different natural resources that can be used to convey a route and also any problems they encountered on their outdoor adventure.

Pupils move to a different group next session.