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Curriculum Links

Environmental Studies:

Strand 1 Knowledge and Understanding

People in the Past, Primary 1 - 7; S1 & 2

Strand	Level A	Level B	Level C	Level D	Level E
<p>People, events & societies of significance in the past:</p> <p>developing an understanding of distinctive features of life and why certain societies, people & events are regarded as significant.</p>	<p>Give examples of people & events in the past that are important to them in relation to their families or their community.</p> <p>Give examples of stories they have heard that give them information about the past & describe what they have learnt.</p>	<p>Describe some features of life in the past for a particular topic.</p>	<p>Describe the diversity of lifestyles of people in the past e.g. life of a peasant as opposed to a landowner</p>	<p>Describe some features of societies, people & events from the past & suggest why they might be significant.</p>	<p>Explain the motives or actions of people in particular historical situations.</p> <p>Explain the values or attitudes that characterised various societies in the past.</p> <p>Explain why particular societies, people & events from the past are thought to be of significance.</p>
<p>Local study - People in the past</p>	<p>Stories of miners who worked in the Barony & lived in the local area</p> <p>Important events associated with the Barony</p>	<p>How life was different e.g. growing up in the “rows” with no inside toilet, bathing by the fire.</p> <p>The daily routine around the pit.</p>	<p>Different lifestyles & work patterns - miners & managers.</p> <p>What role women had</p> <p>Social mix at the mine and in the villages.</p>	<p>Examine more closely working life at the Barony. What mining is; why it is dangerous; more detailed examination of working day.</p> <p>Significant events related to Barony - their local & national importance</p>	<p>Historical context of the Barony - motives / actions around key periods particularly the 1980s strike.</p> <p>Values & attitudes of miners and their families; also of others within the community e.g. shopkeepers</p> <p>Understand the significance of these events in relation to the Barony and outside world.</p>

Environmental Studies:

Strand 2 Change & Continuity, Cause & Effect

People in the Past, Primary 1 - 7; S1 - 2

Strand	Level A	Level B	Level C	Level D	Level E
<p>Change & continuity, cause & effect:</p> <p>developing an understanding of change & continuity over time, & of cause & effect in historical contexts.</p>	<p>Give some examples of changes that have affected their own and other people's lives and the life of their community.</p> <p>Develop concepts of before, past and present.</p> <p>Give some reasons why these changes took place.</p>	<p>Describe changes that have led to present circumstances in relation to their own lives; e.g. how homes, lighting, clothes etc have changed.</p> <p>Give reasons why these changes took place.</p> <p>Give examples of continuity in relation to their own lives.</p>	<p>Make a comparison between present lifestyles/ circumstances/ features</p> <p>- what is different, - what is the same?</p> <p>Give some reasons for the differences & for aspects of continuity.</p>	<p>Identify important features of a development that have changed over an extended period of time.</p> <p>Explain in simple terms why these features were important & describe what effects they had on people's lives.</p>	<p>Demonstrate a detailed knowledge and understanding of the main features of a particular event/development/ attitude with regard to change and continuity.</p> <p>Give some reasons to explain why a specific historical event/action/ development took place and what the specific consequences were.</p>
<p>Local study - People in the past</p>	<p>Investigate whether any of their family was involved in mining at the Barony; what jobs they are doing now and why they are no longer in mining.</p> <p>Investigate how the loss of mining has affected their community.</p> <p>Understand that The Barony belongs to "the past" and that they are investigating it from the perspective of "the present."</p> <p>Reasons why there is no mining at the Barony.</p>	<p>Opportunity to investigate the different methods used today to produce electricity and the move from coal as the only source of heat in the home.</p> <p>Reasons for these changes.</p> <p>Some homes may still have a coal fire which is lit for special occasions like Christmas.</p>	<p>Compare & contrast their lives today with the lives of miners' families, particularly when the "rows" were in existence.</p>	<p>Working life of a miner - implementation of mechanization into mining compared to 19th - early 20th century techniques; impact on workforce; development of new skills.</p> <p>Family life: Housing - life in the "rows" compared to life in the "scheme"; impact of move on family life.</p>	<p>Events important to Barony:</p> <ul style="list-style-type: none"> o the disaster o the strike o closure <p>These events are put into historical context and the consequences of these events to the miners, their families, their community & Scotland.</p>

Environmental Studies:

Strand 3 Time and Historical Sequence

People in the Past, Primary 1 - 7; S1 - 2

Strand	Level A	Level B	Level C	Level D	Level E
<p>Time and historical sequence</p> <p>Local study - People in the past</p>	<p>Demonstrate an awareness of annual patterns & the sequence of events in their own & others' lives</p> <p>Know ways of describing & measuring time</p>	<p>Demonstrate an ability to sequence a small number of pictures/objects from different periods in chronological order.</p> <p>Use the word "century" correctly.</p>	<p>Put a series of events with their dates in chronological order.</p> <p>Use the words "decade" & "millennium" correctly.</p>	<p>Explain the meaning of the terms "BC" & "AD" correctly.</p> <p>Place a number of events from a specific historical development on a timeline that crosses the BC / AD divide</p>	<p>Explain the relationship between specific dates and the relevant century.</p> <p>Name and place significant historical periods in chronological order</p>
<p>Time and historical sequence</p> <p>Local study - People in the past</p>	<p>Pupils able to see the difference between the kinds of houses they live in compared to the past e.g. miners' "rows"</p> <p>Ways of describing the time:</p> <ul style="list-style-type: none"> o long ago o the past o old <p>Draw a plan of their house and compare it to a miner's cottage.</p>	<p>Objects or pictures of objects that were used in homes of miners early to mid 20th century - washing clothes with wash board etc.</p> <p>Objects identified to relevant century.</p>	<p>Significant dates associated with the Barony in correct order.</p> <p>Able to identify different events in different decades.</p>	<p>Significant dates:</p> <ul style="list-style-type: none"> o the disaster o the strike o closure <p>Using class timeline where BC / AD divide already apparent, add these new dates. Find out what other events taking place in the world at these times.</p>	<p>Significant dates:</p> <ul style="list-style-type: none"> o the disaster o the strike o closure <p>Able to see the significance of these dates against the backdrop of what else is going on in Scotland and the wider world.</p>

Environmental Studies:

Strand 4 Nature of Historical Evidence

People in the Past, Primary 1 - 7; S1 - 2

Strand	Level A	Level B	Level C	Level D	Level E
Nature of Historical Evidence	Describe what old photographs, films, etc can tell us about people or places in the past.	Suggest simple types of evidence that would tell you about a given person, event, or development from the past	Describe ways in which people remember & preserve the past and suggest reasons why they do this.	Suggest a variety of sources of information about the past and what use they might be. Explain the meaning of the term "heritage" and give some examples.	Suggest ways in which society's awareness of its own past can affect its development
Local study - People in the past	Old prints, engravings, drawings, maps, photographs etc of the Barony & villages where the miners lived - by examining these, pupils are able to understand how people of that particular time saw the world around them.	Evidence of the period: Objects - items in museums Buildings - the A Frame Old books - libraries maps, paintings, newspapers, letters diaries, poetry photos Oral testimony Possible linked visits with Baird Institute & Scottish Mining Museum From these pupils are able to see these as sources which give us evidence of life in the past.	Objects - items in museums Buildings - the A Frame Old books - libraries maps, paintings, newspapers, letters diaries, poetry photos Oral testimony Pupils learn why people record things about their lives and the different ways in which they do this.	Objects - items in museums buildings - the A Frame Old books - libraries maps, paintings, newspapers, letters diaries, poetry photos Oral testimony Understanding the different uses of historical evidence and their varying levels of objectivity. From their work the pupils are able to understand the meaning of the word "heritage" in the context of their environment.	From their examination of the evidence, the Barony and coal mining can be seen as significant within the community. The loss of this industry and how it has affected the local communities. The legacy of mining in east Ayrshire.