

# History Lesson Plan – Inventories / Researching History

## Subject content from the National Curriculum 2014 (content in bold can be met through this topic)

**Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

[non-statutory examples]

- **Changes in an aspect of social history, such as how houses and their contents have changed since the Tudor period and what can be learnt about the lives of individual from inventories and wills.**

**A local history study** [non-statutory examples]

- **a study over time tracing how several aspects of national history are reflected in the locality**

- **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**

## Aims of the National Curriculum 2014 (aims in bold will be met during this day)

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- **Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. (KS2)**
- **Know and understand significant aspects of the history of the wider world:** the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; **achievements and follies of mankind.**
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- **Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.**
- **They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. (KS2)**
- **They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (KS2)**
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. (KS2)
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- **They should understand how our knowledge of the past is constructed from a range of sources. (KS2)**
- **Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.**

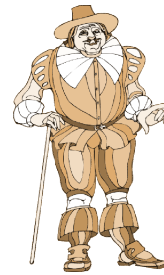
## History Lesson Plan – Inventories / Researching History

<b>Cross-Curricular Links</b>	
<b>English</b> <ul style="list-style-type: none"><li>• Elaborate and explain clearly understanding and ideas.</li><li>• Discussing words and phrases that capture the reader's interest and imagination.</li></ul>	<b>Design &amp; Technology</b> <ul style="list-style-type: none"><li>♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li><li>♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li></ul>
<b>Learning Objectives</b>	
<ul style="list-style-type: none"><li>• Put periods of history in chronological order</li><li>• Identify similarities and differences between items today and the past</li><li>• Explain how inventories and wills can be useful research in showing the lives of people in the past</li><li>• Explain how an aspect of British society has changed over time</li></ul>	

## History Lesson Plan – Inventories / Researching History

### Q Where would we see inventories today?

Children might suggest in rented or holiday accommodation.



Explain to the children that they will be looking at some household inventories from the Tudor period. When a man died a record was made of his goods and chattels with their value in the same way as estates are valued today for death duties.

Display the inventory that can be found attached. Scroll down and read that this is the inventory of William Rogers, a gentleman from Warwickshire, who died in 1597. With the children, read through the first four or five items and help the children decipher the Tudor spellings.

Explain to the children that they are now going to have a few minutes to try to decipher 4 or 5 lines each (these have been deciphered so you may want to blank out the right-hand side).

Allocate 4 or 5 lines to pairs of children and ask the children to record the main items.

Explain to the children that they will use the Tudor inventory to produce an estate agent's particulars for this house.

### Q What rooms do we think William Roger's had in his house?

Children might suggest a parlour, kitchen, great chamber (master bedroom), inner chamber, study etc.



## History Lesson Plan – Inventories / Researching History

**Q What other buildings are mentioned in his inventory?**



A stable, store room etc. It would be useful if the teacher records the rooms on a flip chart for children to use later in their estate agent's particulars. It is up to the teacher to decide whether the children should use the spellings from the original inventory or modern equivalents.

**Q What sort of person do you think he was?**

Children might suggest that he was a Publican or Tavern Keeper

Gather an example / template of an Estate Agent's house sale.

Explain that the children are going to use this model to create their own version of an estate agent's particulars based on William Roger's inventory. Tell the children that the drawing or photograph can be added only when they have completed the other particulars.

Children may need to use their previous knowledge about Tudor houses to complete an imaginary description of the property and its position in the town e.g. near the stocks.

Once the children have finished their text they may add a drawing or photo of a Tudor house to complete their estate agent's particulars or this task can be used as part of an ICT lesson or Design and Technology.

### Plenary

Draw the children back together and display 2 or 3 of the completed particulars. Focus on the two sections describing household items, both indoor and outside rather than the imaginary sections.