# CENTURY of CHANGE

CENTURYOFCHANGE.ORG

# BACKGROUND NOTES FOR TEACHERS

MILLS

MINES

NATURAL ENVIRONMENT

IMPACT OF WAR

FUTURE COMMUNITIES

## EXCITE · EXPLORE · COMMUNICATE

*Heritage Learning in the Classroom • Session Plans*

*Background Information for Teachers • Activity Mat of Key Inquiry Questions*

*Themed Film • Resource Pack of Documentary Evidence*

Miner2Major
The Real Sherwood Forest

Made possible with Heritage Fund

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## 1. Introduction to teaching resources

### Miner2Major

Miner2Major is a Landscape Partnership scheme supported by the National Lottery Heritage Fund. It encourages local communities to get involved in projects that celebrate the diverse wildlife, important habitats and rich heritage of Sherwood Forest.

Century of Change explores the history and geography of the old Sherwood Forest Hunting Ground leading up to 1850 and ending at 1950. The old Hunting Ground stretched from Ollerton to Bestwood, Mansfield to Newark.

Through partnership working, the project is creating learning resources to support a local history investigation, Century of Change. These resources are provided as a starting point. Teachers can choose which elements to teach.

The programme aims to:
- Excite learning
- Explore local history
- Communicate findings
- Celebrate learning.

The themes for Century of Change have evolved from research carried out by Miner2Major partners.

There are five themes focusing on different activities that have impacted the Sherwood Forest area. These are:
- Mills
- Mines
- Natural Environment
- Impact of War
- Future Communities.

Each theme is inspired by a local expert and supports children and young people to develop skills in research and communication used by historians, archaeologists or geographers. These techniques include:
- How to find and interrogate evidence, whether documentary, in the landscape or from testimonies
- What objects can tell us
- Doorstep heritage.

Each theme is organised and supported by resources in the following way:

### Session Plans

These follow a similar structure of between three and five actvities per theme in a pattern of Excite, Explore, Communicate and Celebrate. Each session plan begins with an opportunity to watch a film either created especially for, or appropriate to, each theme. The films created for Century of Change are divided into key questions with pauses and space for children to investigate and share their findings. The films are designed to provide a virtual expert in the classroom.

### Background Notes for Teachers

This information is designed to provide teachers with sufficient (and interesting!) information to help answer potential questions from pupils. The background notes align to the information and challenges in the films.

### Activity Mat of Key Inquiry Questions

Each Activity Mat provides a number of questions that teachers could pose to pupils to stimulate discussion during session activities or as an introduction or evaluation/assessment activity.

### Themed Film

Each film is designed to be used as an introduction to each theme and incorporates most of the Key Inquiry questions for the theme it is introducing. Each film includes 'Pause the video now' moments to give pupils some time to carry out particular tasks or have focused discussions. Where possible the film is accompanied by a PowerPoint presentation that includes each of the photos used in the film. The photos and documents can be printed and shared between pupils to support discussions.

### Resource Pack of Documentary Evidence

Each theme has either maps, photographs, scripts and stories presented as documentary evidence packs. In some cases, resource packs include sub-sets of resources such as map collections or photographs to accompany a particular story.

Historic England's Heritage Schools programme has provided a set of historic maps for participating schools.

The Century of Change programme is designed to be the starting point for a local history curriculum for young people that will:
- Build on prior knowledge, learned in the classroom
- Create memorable experiences so children remember the learning
- Support children to make/do more, to consolidate learning.

Themes are designed so that they can be delivered flexibly over the 4 to 6-week period of the project. You may decided for example to explore one theme each day for a week or themed activities could be delivered over a term or half term.

## 2. National Curriculum links

### National Curriculum Aims

This resource supports children to:

- Carry out a local historical study
- Ask relevant questions
- Investigate aspects that interest them
- Share learning creatively.

Key questions for example, for Mills and Mines themes:

- Why were there so many mills/mines in and around the area of the Sherwood Forest Old Hunting Ground.
- What was it like to work in the mills/mines?
- What impact did mills/mines have on the environment?

### Curriculum objectives

**Key Stage 2**

**History**

Significant events, people and places in their locality in History.

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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

**Geography**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

**Locational knowledge**

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

- describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## 3. Background information to the project

### Miner2Major

Miner2Major focuses on the heart of the Sherwood Forest area from Nottingham to Ollerton, and Mansfield to Rufford Abbey, an area that has a distinctive landscape character, which is recognised and valued by local people, as well as visitors from around the world.

Century of Change is one of eight projects within Miner2Major, being delivered over a three-year period. Century of Change is for local primary schools. It aims to be the starting point for a local history curriculum. Supported by heritage and community groups, artists and heritage venues Century of Change explores the legacy of the period 1850 to 1950. These resources are one of the key outcomes of the project focusing on:

- Mills
- Mines
- Natural environment
- Impact of War
- Future communities.

## 4. Further resources and support

We are very grateful to several local experts who have guided the content of these resources. All are available to support schools taking part in the Century of Change project.

Experts are:

**Mills**

Dr Stephen Walker (Mills) Friends of Moor Pond Woods.
Further resources are available from Mill Waters Project

**Mines**

Dr David Amos (Mining) https://miningheritage.co.uk/author/n_z5swuva/
Bilsthorpe Heritage Museum
Blidworth and District Heritage and Historic Society
Nic Wort Greenwood Forest Trust
Natalie Braber, Nottingham Trent University

**Impact of War**

Sherwood Forest Trust
Susie Johns of Sherwood Forest Trust has researched the story of Sherwood Forest in the Second World War.

**Natural Environment**

The RSPB https://www.visitsherwood.co.uk/about-sherwood-forest/
The Sherwood Forest Trust - a charity focussed on the Forest - www.sherwoodforest.org.uk

The Nottinghamshire Wildlife Trust https://www.nottinghamshirewildlife.org/champions-sherwood-more
The Woodland Trust https://www.woodlandtrust.org.uk/
Nottinghamshire Wildlife Trust https://www.nottinghamshirewildlife.org/nature-reserves

**Future communities and doorstep heritage**
Captivate
Heritage Schools Programme
Inspire
Miner2Major Team

## 5. Heritage learning in the classroom

### General guidance

Museum Learning offers a range of tried and tested ways into historical inquiry.

Museums, galleries and heritage venues hold the stories, treasures, objects and records for a community. They are unique resources for schools, colleges and young people to use creatively.

Museum and heritage learning teams use a variety of methods to engage young people. Here are some examples of tried and tested ways to engage children and young people with heritage.

Children tell us that they want to:
- Be inspired by heritage
- Learn about objects, artwork, artefacts and documents first hand
- Work with experts
- Produce a creative response to the collections, exhibitions and archives
- Share skills to stimulate a community project back to school
- Share their best work with friends, family and the community.

This section provides some generic approaches to developing skills:

- ***Object Handling***
- ***Creating an interpretation board***
- ***Creating an arts and heritage pop-up exhibition***
- ***Oral histories.***

### Object handling

Object handling is a great way for children and young people to make a direct link with history and learn from the evidence. Object handling is a staple of most museum visits but it has to be offered with care.

Safe object handling starts before the session in careful selection of objects that children can handle. These should be: replaceable, robust, made from different materials, have a story to tell through simple investigations. Make sure objects are stored appropriately with a laminated list of all contents. Do not leave handling collections unattended if they contain expensive, delicate or sharp objects.

An effective way to help children and young people to handle objects safely is to invite them to make and agree a set of rules. There are lots of resources that provide step by step guidance for museum professionals, for example this online resource from the Museum of London.
https://www.museumoflondon.org.uk/Resources/e-learning/handling-museum-objects/

There are three stages to handling objects:
- *Observing*
- *Investigating*
- *Deducing.*

**Observing**
Observing means looking at the object in detail and asking questions like:
- What is it made from?
- What does it look like?
- Have you seen anything like it before? Where?
- Is it broken?
- What does it feel like?
- Is it old or new?
- Is it big or small?
- Is it heavy or light?
- What colour is it?

**Investigating**
- Who might have used it?
- What might it have been used for?
- When might it have been used?
- Where might it have been used?
- Who might have owned it?

**Deducing**
- From the evidence, what might the object be?

From this point, children can go onto create. They might create a story about the object, what it has seen, who owned it, what adventures it has been on. They might draw it. They might create a poster from the information they have gathered about the object. They might create a label for a museum, an interpretation board or even an exhibition.

**A good way to start**
Explain that children and young people will be allowed to handle objects in the same way museum experts are allowed to handle objects but because they are precious, they need to follow the same rules.

Generally this means, clean hands or gloves (if providing gloves make sure they are latex-free as some children may have severe allergies).

An effective way to demonstrate the damage that can be done simply through handling objects is to hand a pristine piece of paper round the group. Make sure everyone touches it and then passes it on to the next person. When the paper returns to the session leader it will (most likely) be crumpled, dirty, a bit tatty round the edges. Use the paper to show what damage can be done by thirty pairs of hands.

The session leader in a museum will know the collection and where care is needed. As a starter make sure children recommend:

- Clean hands
- Nothing on hands or clothes that can damage the object (rings, jewellery, slime)
- Sit down at a table and hold the objects over a table (less distance to drop)
- Hold safely with both hands
- If objects are very delicate use gloves. This gives a sense of occasion and enhances the idea of the preciousness of the object. Make sure gloves are latex free
- Make sure all of the objects are returned at the end of the session.

## Creating an Interpretation Board

Creating an interpretation board is a great way for children and young people to explore and share their learning creatively and concisely.

Interpretation boards are a way of conveying engaging information through a limited number of words or images. Museum professionals work on the basis that people will spend:

- 3 seconds deciding if the subject of an interpretation board interests them
- 30 seconds engaging with an interpretation board that interests them
- 3 minutes in front of something that fully engages them.

What will children and young people use to make people want to look at the interpretation board? Images, textures, words, games, QR codes for further information or activities?

Look at the example board from Moor Pond Woods. This has strong images and a few words.

Children may choose to create an interpretation board about the children who worked in the mills and mines in the area, or they may choose to share the stories of displaced people or share information to inspire local families to take care of vulnerable habitats such as local heathland. Invite them to draft headings, text and choose images. Focus on making the best use of resources to encourage people to look at the interpretation board.

## Creating an Arts and Heritage Pop-up Exhibition

Invite children and young people to create a pop-up exhibition on a Century of Change theme that interests them. They may choose to investigate one of the following themes from this project:

- Mills
- Mines
- Impact of War
- Natural Environment
- Future Communities.

The Background Notes provide good starting points to explore themes.

Ask pupils when they might have seen an exhibition, at a museum, festival or event. What can they remember about the exhibition? What was good? What could have been better? Was it designed for children or adults?

There are lots of things to think about when creating an exhibition. Invite children and young people to make suggestions of key things to think about. The list they develop should include:

*Theme*

- The theme of the exhibition
- Topics to cover in the exhibition

*Audience*

- Who is the exhibition for? Who will it interest?
- How will it grab their interest?

*Venue*

- Where is the venue? In a museum, gallery, school, in a village hall?
- Is the venue accessible? What might they need to put in place to make sure as many people as possible can access the exhibition?

*Interpretation*

- How stories are told
- Objects and how they are displayed (think about height, whether people can touch them or not, can everyone see or access information about the object)
- Labels (what does the label tell you/the museum curator?) Is this valuable?
- Colour schemes, which colours work best to display items
- Logos, design a logo for your exhibition to use on publicity material.

Sharing information or stories

- How much information is on labels giving information (no more than ten words)
- How much information is on panels giving information (100 to 200 words)
- How easy or difficult is it to read the panels (size of text/font)
- What else might be happening in museums or exhibitions when people are trying to read panels?

Pupils now need to make decisions. In small groups invite them to discuss:

- A theme for their exhibition
- Where to hold the exhibition
- Which stories to tell and how to tell the stories
- Which objects to include
- Which art forms work well to tell stories? (Photography, story-telling, creative writing, labels, drama, dressing up boxes,

letters, cartoons, interactives, computer screens?)
- Whose stories they will tell.

**Creating a display**
We've already found out that visitors to a heritage venue or attraction will spend:
- 3 seconds in front of something they find a little interesting
- 30 seconds in front of something they find interesting
- 3 minutes in front of something that fully engages them.

An adult takes roughly a minute to read 200 words so children and young people need to think very carefully about how they use words either on labels or panels. Think about people who may need extra help to see, or hear, or engage with an object.

An interpretation board, like those in Moor Pond Woods will have fewer than 200 words to tell a story.

**Pop-up exhibition**
Finally children and young people may like to create a pop-up exhibition about their objects (or school) telling their story of creating an exhibition.

To create their exhibition each child can:
- Create a piece of artwork
- Work on how items will be displayed (plinths, boards, cabinets)
- Write labels or text, act as a guide and share the exhibition with other children in the school.

The children and young people may also ask parents, carers, grandparents and friends to contribute to the exhibition with objects or by sharing stories from the community.

When children and young people are happy with their exhibition, they can invite other classes or family/friends to view it. This means thinking about how to advertise their event, how to welcome people, whether the exhibition should be free or charged for and how to engage people with the stories of their objects.

They may also choose to evaluate their exhibition by gathering feedback from visitors.

## Oral histories

Through the Century of Change children and young people will be able to use a variety of ways to discover the secrets of the past. Historians and museum professionals believe it is important to collect and preserve people's memories so they aren't lost. Oral History is a great way to capture people's experiences and opinions. National Lottery Heritage Fund provides the following guidance.

Oral history is a structured conversation that gathers first-hand evidence of the past. In museums oral histories have to be recorded, documented and archived to professional standards. This is to make sure that recordings will be preserved and available to current and future generations.

It's also important to share oral histories. Oral histories can be shared as a resource in their own right, or as part of the way we explain a museum collection, historic building, community or place.

Oral history interviews should be gathered with the intention of creating substantial records of the past. Another approach is referred to as reminiscence group work. This is unstructured short conversations or vox pops. These activities are useful in engaging people with heritage, but curators do not consider these to be oral history.

National Lottery Guidance suggests oral histories:
- 'Fill gaps in historical evidence and secure history at risk
- Bring new perspectives and challenge our view of the past
- Give voice to those people excluded from traditional historical records
- Document traditions and stories passed down from generation to generation
- Record the changing and enduring culture of a place or community, or shifts in everyday practices
- Contribute to the preservation of customs, dialects and ways of speaking.'

Everyone has a story to tell. The Century of Change hopes to capture the stories and voices of people who might not otherwise be heard. There is a real skill to capturing oral histories. It's key to ask open questions, Who, What, When, Where and How. Why needs to be asked with care.

When recording oral histories, be sensitive, allow space for people to tell their stories in their own way, in their own words.

And memories are memories… they are not always reliable. A good activity to start off with is to ask the children to share what they remember about a recent school event, choose the event with care. It's highly likely that each child will remember different things. This can lead to a great discussion about how we know what we know, what is the evidence from the past, whose stories get told, and why. A good point to make is that what we know about the Roman invasion of Britain was written by the Romans, the victors. Their documents survive. The Celtic Britons had an oral history tradition of sharing stories so their version of events is not recorded.

In addition to Oral History, children might like to explore an aspect of heritage that is often forgotten, language. Century of Change is working with Prof Natalie Braber from Nottingham Trent University to look at what we can learn from language, dialect and the vocabulary of the Sherwood Forest area, particularly when it is linked to mining.

As part of this project, children are encouraged to gather oral histories from family members who may wish to share memories in a local dialect. Teachers can access an insight from https://www.leftlion.co.uk/read/2017/april/pit-poetry/ where Natalie speaks to David Amos about mining dialect and vocabulary.

Natalie and David have also produced a fantastic book of mining poetry called Coal in the Blood.

## 6. Theme Summaries

### Mills

**Introduction**

The background notes are designed to provide teachers with information and ideas to support the Mills theme of the Century of Change.

We are grateful to Dr Stephen Walker whose research into Moor Pond Wood has unearthed a story of invention, power, subterfuge and myth that brings to life a hidden history.

Further resources are available through the Century of Change website, Historic England's Heritage Schools programme and the Mill Waters Trust.

**Key questions**

The Century of Change Week focuses largely on the period 1850 and 1950. The story of mills in and around Papplewick ends just before the Century of Change. It is an important story and informs the Century of Change.

The Background Notes for this unit focuses on the development of mills in villages in the Nottinghamshire area. Information is divided into four key sections:

- What is a mill?
- Why were there so many mills in the Sherwood Forest area?
- What was it like to work in the mills?
- What impact did mills have on the landscape?

### Resources

**Session Plans**

Activities within these sessions include:
There are three sessions.

***Activity 1.* Why were there so many mills in the Sherwood Forest area?**

Excite. An introduction. ***A film and flowing discussion.***
Explore and make connections. ***Looking at maps and images.***
Explore and explain. ***Maps in a muddle.***
Defining features. ***A question of quantity.***

***Activity 2.* What was it like to work in the mills?**

Excite. An introduction to jobs in the Mills.
In Summary. ***Jobs of the day***

***Activity 3.* A London Boy at Mr Robinson's Mill**

Communicate. ***Who lived and worked in Papplewick?***
Communicate. ***What do we know about the people of Papplewick?***
Interpret and share. ***How might we tell their stories?***
In Summary. ***What impact did mills have on the environment?***

**Background Notes for Teachers**

The Background Notes include information in relation to each of the key questions.

- What is a mill?
- Why were there so many mills in the Sherwood Forest area?
- What was it like to work in the mills?
- What impact did mills have on the landscape?

**Activity Mat of Key Inquiry questions**

- What do we know about mills?
- What do we know for certain?
- Sources of information, how can we find out more?
- Carrying out research? How can you use documents to answer your questions?
- Share your findings. How has what you have learned made a difference to you?

**Film**

Dr Stephen Walker introduces key questions about the Mills built in and around Papplewick and Linby in the Moor Pond Woods area. He also provides some answers to these questions.

**Resource pack of documentary evidence**

Story: A London boy at Mr Robinson's Mill.

**PowerPoint for discussion and to print**

Mill images pack of maps, photos, diagrams and ledger entries.

### Mines

**Introduction**

These Background Notes are designed to support the Mines theme of the Century of Change.

We are grateful for the help and support of local experts and heritage groups in creating this resource. Particular thanks go to:

- Dr David Amos
- Bilsthorpe Heritage Museum
- The Blidworth and District Historic and Heritage Society
- Historic England's Heritage Schools Programme.

Further resources are available through Historic England's Heritage Schools programme and the Bilsthorpe Mining Museum.

**Key questions**

This unit focuses on the development of the Nottinghamshire coalfields between 1850 and 1950. Information is divided into key sections:

- What is coal?
- Why were there so many mines in and around Sherwood Forest?
- Who worked in the mines?
- What was it like to work in the mines?
- What impact did the mines have on local communities?

### Resources

**Session Plans**

Activities within these sessions include:

***Activity 1. Why were there so many mines in the Sherwood Forest area? An introduction.***
Excite! An introduction. ***A film and discussion.***
Communicate! Building an investigation. ***A discussion and Mind Map.***
Sources and interpretations. ***Developing our ideas.***

***Activity 2. Investigating mines. Handling objects to find out more.***
Excite! Object Handling. ***Prepare and protect.***
Explore and uncover. ***Examining the evidence.***
Communicate! Our favourite object. ***An adjective challenge.***
Timeline. ***A conversation about development***.
In Summary. ***How do the objects help to answer the enquiry questions?***

***Activity 3. Why were there so many mines in the Sherwood Forest area? Using maps to find out more.***
Excite! Representing places. ***Exploring maps and tracks.***
Explore. ***Mapping the evidence of today.***
Explore and communicate. ***Mapping the evidence from a century ago.***
In Summary. ***Why maps matter.***

***Activity 4: What was it like to work in the mines? Using photographs to find out more.***
Excite! ***Exploring stories through photographs.***
Explore and Communicate. ***Poetic imaginings.***
In Summary. ***More poetry please.***

***Activity 5. What impact did the mines have on the area? Finding out more using explanatory guides.***
Excite! ***What's in a guide? Exploring villages.***
Explore. ***What do buildings tell us about mining communities?***
Communicate. ***Match the maps***
Communicate and create. ***Design a guide for your own village.***
In Summary. ***A trail and a tale soundtrack.***

**Background information for Teachers including a PowerPoint from Dr David Amos.**
The background information includes information in relation to each of the key questions.

**Activity Mat of Key Inquiry questions**
- What do we know about mines?
- What do we know for certain?
- Sources of information, how can we find out more?
- Carrying out research? How can you use objects to answer your questions?
- Share your findings. How has what you have learned made a difference to you?

**Film**
Dr David Amos introduces key questions about Mines in the Sherwood Forest Area, particularly the Dukeries. He also provides some answers to these questions.

**PowerPoint presentation**
**Miners' Words**
**Resource pack**
**Object Boxes**
Contains:
- User notes
- A piece of coal
- Tags
- Carbolic soap
- Snap tin
- Clothes a miner might have worn
- Helmet
- Lamps
- Photographs and documents

## Natural Environment

**Introduction**
These background notes are designed to provide teachers, children and young people with information and ideas to support the Natural Environment theme of the Century of Change.

We are grateful for the help and support of local experts and heritage groups in creating this resource. Particular thanks go to:
- Greenwood Trust
- RSPB
- Sherwood Forest Trust.

**Key questions**
This unit focuses on the development of the Sherwood Forest. It explores the Century of Change but provides a wider context to how the Forest has evolved over time. It is divided into key sections:
- What is a forest? What is a forest for?
- Who owns the Forest?
- How has Sherwood Forest changed over time and why?
- Who worked in the forest / What's it like to work in a forest?

## Resources

**Session Plans**
Activities within these sessions include:
***Activity 1. Ancient Sherwood Forest***
Excite! ***An introduction. Ancient Sherwood Forest through poetry***
Communicate! ***Mapping the changes How has Sherwood Forest changed over time?***

***Activity 2. The Rufford Park Poachers***
Excite! ***Watch the Ballad of Rufford Park. Share the story of the Rufford Park Poachers. Meet the Rufford Park Poachers***
Explore and uncover. Explore the different interests and levels of power at play in this story. Who is in the right? Who has the power? What does justice look like? ***Judge and jury***
Create a ballad for modern times about issues important to Sherwood Forest. ***A ballad for our times.***

***Activity 3. Making a difference. An impassioned plea from Sherwood Forest Trust***
Excite! What are the challenges facing Sherwood Forest and the charities managing the grassland, heathland and woodland.
How might they overcome these?
How might children and young people help?
What is the key message that SFT would like people to take away?

**Activity Mat of Key Inquiry questions**
What do we know about the Natural Environment of Sherwood Forest?
What do we know for certain?

Sources of information?
How has Sherwood Forest changed over time?
Sharing your findings. How has what you have learned made a difference to you?

**Videos**
Sherwood Forest Trust Explainer Video
https://vimeo.com/373923184
Sherwood Forest Trust Ancient Sherwood Forest
https://vimeo.com/457723396
The Rufford Park Poachers
https://www.youtube.com/watch?v=9mkyA92XuTg

**PowerPoint presentation**

## Impact of War

**Introduction**
These background notes are designed to provide teachers, children and young people with information and ideas to support investigation into the Impact of War theme of the Century of Change.

We are grateful for the help and support of local experts and heritage groups in creating this resource. Particular thanks go to:
- Sherwood Forest Trust, Spirit of Sherwood, Susie Johns
- The Blidworth and District Historic and Heritage Society

**Key questions**
This unit focuses on the hidden history of the Impact of War in the Sherwood Forest area. It looks at the archaeological evidence of a Prisoner of War camp which was very close to what is now the Sherwood Forest Visitor Centre. It explores key questions using archaeology and testimony to uncover a hidden past.
- What is the evidence of the Impact of War on Sherwood Forest
- How were people in the area affected by the First and Second World Wars
- How did the First and Second World Wars change the local area?

## Resources

**Session Plans**
Activities within these sessions include:
***Activity 1. How did the Second World War impact the Sherwood Forest area?***
Excite! An introduction. ***A film and discussion.***
Communicate! Building an investigation. ***A discussion and Mind Map.***
Sources and interpretations. ***Developing our ideas.***

***Activity 2. What is the evidence of the impact of the Second World War on Sherwood Forest?***
Excite! If I were a tree, what changes would I see. ***Prepare and protect.***
Explore and uncover. ***Examining the evidence, introducing the changes made to the forest as a result of the Second World War.***
Communicate! Mural. ***Create a class frieze to document the changes to the forest.***
In Summary. ***A poem to share thoughts about how the forest changed?***

***Activity 3. Keeping up morale***
Excite! ***Discussion around how people kept up their morale during the Second world War.***
Explore. ***Great ideas***
Explore and communicate. ***Implement the best ideas.***
In Summary. ***When a plan comes together, building activities to lift spirits into the timetable.***

***Activity 4: A place of welcome***
Excite! ***Exploring stories of Displaced People and how they were welcomed into the community.***
Explore and Communicate. ***What can children put in place to welcome children into their community***
In Summary. ***A welcoming classroom, ground rules.***

***Alternative Activity. War memorials***
Excite! ***What is in a war memorial?***
Explore. ***Looking at the evidence.***
Communicate. ***What has changed.***
Celebrate. ***Celebrate our community.***

**Background information for Teachers including a PowerPoint from Greenwood Trust.**
The background information includes information in relation to each of the key questions.

**Activity Mat of Key Inquiry questions**
- What do we know about the Impact of War on Sherwood Forest?
- What do we know for certain?
- What do we think we know?
- How can we find out more?
- What are the pros and cons of different sources of information?

**Film**
Impact of War. Susie Johns of Sherwood Forest Trust Spirit of Sherwood Project shares her research into the impact of the Second World War on Sherwood Forest.

**PowerPoint presentation**
**Resource pack of documentary evidence**
**Testimonies**
**Archaeology**

## Future Communities

**Introduction**
This theme is investigated slightly differently. It takes children and young people's learning over the Century of Change week and invites them to imagine future communities in the area. It takes inspiration from Claire Hartwell and Chris Matthews' research into Model Villages in the Sherwood Forest area. Their publication, Colliery Company, Model Villages of the Nottinghamshire Coalfields is available to teachers taking part in the Century of Change.

Their story uses the archaeology and architecture of mining villages to tell the story of how colliery companies created model villages for mine workers and their families. There was a very strict hierarchy

built into the villages and the colliery companies wielded great power over the miners in their employ.

**Key questions**
- How do young people want to see their communities in the future?
- What do they want to protect?
- What is the heritage of the area?
- What is the character of the area?
- What would they like to change?
- What would they like to stay the same?

What would young people like to see in future communities? What sort of housing would they like to see? What sort of businesses? How will they generate heat and power for the houses and businesses? What sort of activities would they like to be able to access?

## Resources

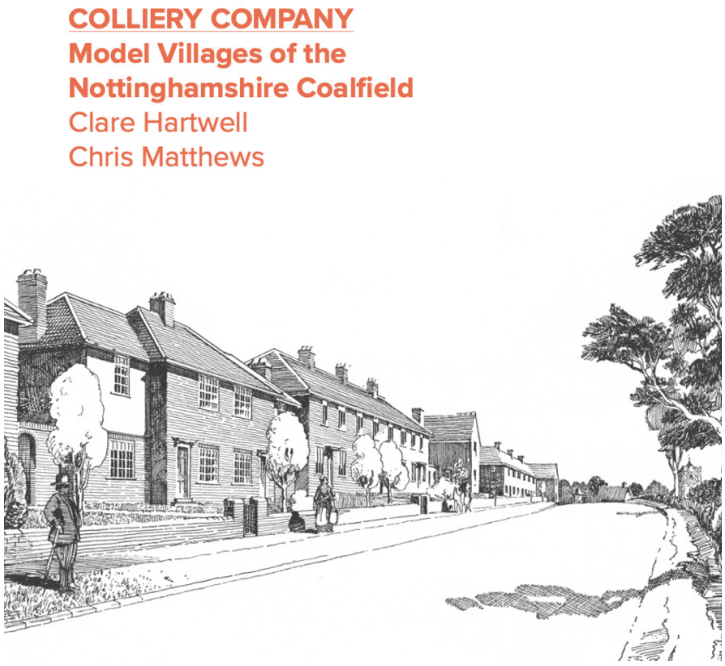
**Session Plans**

Century of Change Day - Future Communities
The activities for this theme are slightly different to the other themes. Children and young people are invited to explore what they have learned and look to the future to design a community they would like to live in. This can be a one day activity to sum up what children and young people have learned from each of the Century of Change themes, and to capture their visions for the future.

***Activity 1. The big idea***
Excite. An introduction. ***A community for the future. What do we have already?***
Explore and make connections. ***What has happened in the past? What can we learn?***
Communicate. ***The big idea***

***Activity 2. Activity 2 Setting a trail***
Excite. What's great about where you live? ***Ideas for a trail to share the great things about your community.***
Explore and Communicate. Who is the audience, what will they do? ***Design the trail.***
Explore and Communicate. Test the trail. What works, what could be improved? ***Perfect the trail.***

***Activity 3. Live briefs***
Excite. ***Choose a live brief (Create a Mobile Space, Brand new space, Repurpose an old Space or building).***
Communicate. ***Work as a team to respond to the brief.***
Interpret and share. ***Pitch your idea to the rest of the class.***

**Resources**
Colliery Company, Model Villages of the Nottinghamshire Coalfield by Clare Hartwell and Chris Matthews.

Nine map trails of model villages
- Annesley
- Bestwood
- Newstead
- Warsop Vale
- Rainworth
- Bilsthorpe
- Clipstone
- Edwinstowe
- Ollerton