



# Teacher Fellowship Programme

## Local history: untold stories of the people of Britain

Why is the Meeting House a significant place in the history of  
Claverham?

Fern Hunt

## **Enquiry overview and supporting notes**

### **Enquiry**

#### **Why is the Meeting House a significant place in the history of Claverham?**

This local history enquiry is aimed at Key Stage 1 and focuses on the Key Stage 1 National Curriculum objective 'pupils should be taught about significant historical events, people and *places* in their own locality'. The enquiry takes children through the process of exploring a building of local significance to discover what it can tell them about the history of the locality itself. Within the enquiry they are encouraged to make links with any prior learning that they have done around the meaning of 'significance' and explore criteria for significance with regard to places. The enquiry consists of five lessons leading to a final outcome, which can be shared with parents and the wider community to showcase what they have learnt.

### **Rationale**

This enquiry was inspired by the desire to encourage children at my school to engage more in the history of their immediate locality. As a small village school in a semi-rural area of North Somerset, we have struggled to build local history into our curriculum in a meaningful way. We have mixed-aged classes, necessitating a three-year rolling programme for foundation subjects. This in turn heightens the challenge of ensuring a clear progression of skills and knowledge across the school. We have some existing units that cover local history, although these mostly focus on history related to the nearby city of Bristol rather than the more immediate area surrounding our school. Many of these units are currently too general, don't focus enough on the local aspect and are largely aimed at Key Stage 2. This resource will provide a foundation on which other year groups can build, so that local history becomes more of a driver for our curriculum rather than an add-on or afterthought. I was keen to focus on developing a resource for Key Stage 1, as local history can be difficult to cover with this age group due to their lack of prior knowledge, limited understanding of key historical concepts and limited experience of the world around them. In addition, teachers often lack the confidence and resources needed to develop a unit of work with local history at the heart.

Through this enquiry, I want my pupils to learn that there are places of historical significance and interest on their doorstep. There is no real 'hub' to our village and the main road is a busy through-road, so many of our children travel by car and do not explore the narrow lanes that make up much of the village itself. With this enquiry, I felt that it was crucial to get the children out into the community and engaging with the buildings, which they might never have stopped to look at otherwise. I chose to focus on one significant building so that they could have an opportunity to develop their historical skills by exploring a variety of sources to help to build a picture of the building's history. I also wanted to further develop the work that we have done previously with regard to exploring the term 'significant' within the context of significant people, and extend this to significant places. This enquiry will inspire the children to look more closely at their immediate environment and the stories that it can tell them about the past.

For the enquiry itself, I wanted to build the children’s knowledge and skills over the course of a six-week period, so that they would have plenty of time to engage with the material. To make the enquiry a good foundation for subsequent units on local history, I also wanted to ensure that the question led us back to what the building can tell us about the village itself. When planning the enquiry, I thought carefully about when best to include a visit to the building. I wanted the children to have time to gather some prior knowledge before visiting, but I also wanted to allow them time after their visit to consolidate and contextualise what they saw there. In order to build upon their prior learning, I wanted to revisit the significant person criteria that we had explored earlier in the year and demonstrate how this could be developed into significance criteria for places. These criteria made up a crucial part of the enquiry and something that I planned to revisit during every session, so that at the end of the enquiry the children would feel confident in their understanding of what makes the Meeting House (or any building at which they may look subsequently) a significant place. To enable them to explore the significance of the building to the history of the village itself, I wanted to personalise the story of the building and how people had interacted with it over time. I was fortunate to have access to the diary of former local resident Eliza Gregory, which provided the perfect source material to help the children to develop a personal connection to the building, by seeing it through her eyes when she was a similar age to them. For the final outcome, I wanted to create something that was not too writing-dependent and would enable Key Stage 1 children to demonstrate their learning in as creative a way as possible. The 3D timeline provides an excellent opportunity for the children to develop their sense of chronology, as well as an understanding of how a building’s significance can change over time.

### **Summary of lessons**

| <b>Lesson focus and learning objectives</b>   | <b>Learning activities</b>  | <b>Resources for the lesson</b>                           |
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| <p><i>Lesson 1: What does it mean for a place to be significant?</i></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• What we mean by the term ‘significant’</li> <li>• What makes somewhere a significant place</li> </ul> | <p>Starter:</p> <p>Introduce ‘mystery building’ by showing a recent photograph, and ask children whether they recognise the building or whether there is anything they notice about it that tells them where it may be. Explain that this is a local building, which many of them may have seen before, or perhaps it is one that has gone unnoticed by them.</p> <p>Main teaching:</p> <p>Unpick the meaning of the term ‘significant’ and make links with any prior learning related to significant people (the PowerPoint references Sarah Forbes Bonetta and Isambard Kingdom Brunel, but these can be substituted with any significant</p> | <p>PowerPoint Lesson 1 slides</p> <p>Activity Sheet 1</p> |

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|   | <p>individual previously studied). This is also a good opportunity to revisit any criteria that they may have used to determine an individual's significance. (*Note: The term <i>significant</i> can be substituted with <i>special/important</i> if this is something that your pupils have not yet explored).</p> <p>Share significant places criteria, which have been generated based loosely on Ian Dawson's significant individual criteria:<br/>Places are <i>significant</i> because they...</p> <ul style="list-style-type: none"> <li>• played an important <i>role</i> in people's lives</li> <li>• were the location for a key <i>event</i> in the past</li> <li>• are a good <i>example</i> of a building from a particular time period</li> <li>• are <i>linked</i> with a significant individual (e.g. their home)</li> </ul> <p>Activity 1:</p> <p>Children to draw/label/describe a building that is significant to them (worksheet provided). Encourage them to think about what it is that makes the building significant to them and to begin thinking of the building with regard to the significant building criteria (e.g. Does it play an important role in their life? Has an important event happened there?).</p> <p>Plenary:</p> <p>Discuss whether a place's significance changes over time and whether any of the buildings that they chose would be significant to anyone other than themselves.</p> |   |
| <p><i>Lesson 2: What places are significant in Claverham?</i></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• How to identify places on a map</li> </ul> | <p>Starter:</p> <p>Share map of local area (could use Ordnance Survey maps, image from <a href="http://www.streetmap.co.uk">www.streetmap.co.uk</a> or any simplified maps that may be available for your area), ideally enlarged so that children can easily see the map together. Ask children to see whether there are any places they know that they can find on the map. It is good to start with shared familiar places, such as their school, a local church, etc., and then move on to some of their houses or other local landmarks</p>   | <p>PowerPoint Lesson 2 slides</p> <p>Map of local area</p> <p>Historic Environment Record available</p> |

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| <p>(geography link)</p> <ul style="list-style-type: none"> <li>• The meaning of key vocabulary associated with significant buildings (historic environment, listed building, preserved, protected)</li> <li>• Why some buildings and places are 'listed'</li> <li>• How their local area has changed from 100 years ago to now</li> <li>• What these changes might tell them about their local area</li> </ul> | <p>with which they are already familiar (include the building that they will be exploring in this enquiry).</p> <p>Activity 1:</p> <p>Explore map of local area to spot key buildings (could include the addresses of some of the children). Children can find and label these on their own copy of the map, or it works well if you do this as a class or in groups, using an enlarged copy of the map and stickers to mark the key locations.</p> <p>Main teaching:</p> <p>Introduce children to the term 'historic environment' as meaning places that tell us about our past. (Historic England defines historic environment as parts of the environment that tell us about 'the interaction between people and places through time': <a href="https://historicengland.org.uk/advice/hpg/hpr-definitions">https://historicengland.org.uk/advice/hpg/hpr-definitions</a>)</p> <p>Use Historic Environment Records map for your area to explore any listed buildings or conservation areas nearby.</p> <p>Share the concept of listed buildings using video from Historic England, and reshare significant places criteria. Discuss with children that many significant places matching the criteria may be listed (especially if they are over 200 years old) but that not all significant places will be old and some may not have visible remains of a building or even be a building at all. Also make sure that they understand that not all old buildings are listed and not all will match our significance criteria just because they are old.</p> <p>Activity 2:</p> <p>Compare with historic map of the area from 100 years ago. Identify what has changed and what was previously in the location of the key buildings that they have found on the map in Activity 1. If using an enlarged copy of the local map, use sticky notes to label over the top of the places that they found in Activity 1, showing what used to be there.</p> | <p>through: <a href="http://www.heritagegateway.org.uk">www.heritagegateway.org.uk</a></p> <p>Historic England 'What's special near you?' video: <a href="http://www.youtube.com/watch?v=ZxLZ4uAvUg">www.youtube.com/watch?v=ZxLZ4uAvUg</a></p> <p>Map of local area 1885–1900, available on National Library of Scotland website: <a href="https://maps.nls.uk/geo/explore/side-by-side">https://maps.nls.uk/geo/explore/side-by-side</a></p> |
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|  | <p>Discuss with children what the changes can tell them about how Claverham has changed (e.g. Were there more people living here in the past or less? Did people live close to each other or spread out?).</p> <p>Plenary:</p> <p>Share initial thoughts on why the Meeting House might be a listed building.</p>  |  |
| <p><i>Lesson 3: Who used the Meeting House in the past and why was it significant to them?</i></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• Why and when the building was built</li> <li>• Who used the building in the past</li> <li>• How the popularity/ usage of the building varied over time</li> <li>• What it was like to visit/use the building in the past</li> <li>• How to order images chronologically</li> </ul> | <p>Starter:</p> <p>Recap what we mean by ‘significant’ by sharing significant places criteria.</p> <p>Main teaching 1:</p> <p>Give children background information about why the Meeting House was built, including looking at the will that left them the land to build on and a brief overview of who the Quakers were and why they needed the land for a meeting house. Share timeline to give children an idea of how long ago this was.</p> <p>Activity 1:</p> <p>Give children images of the Meeting House from different time periods and challenge children to try to put them in chronological order from oldest to most recent. Share correct chronological order and discuss what the pictures tell us about the building’s significance at that time (e.g. Do you think it was being regularly used when it was overgrown and the roof was broken?).</p> <p>Main teaching 2:</p> <p>Introduce Eliza Gregory (a local resident who used the Meeting House in the 1840s) and her family. Reshare timeline to show when Eliza and her family were living in Claverham and using the Meeting House.</p> <p>Activity 2:</p> | <p>PowerPoint Lesson 3 slides</p> <p>Lesson 3 activity sheets</p> <p>Photos of Meeting House from different time periods (obtained from Meeting House Trust and local newspaper archives)</p> <p>Extracts from Eliza’s memoirs</p> |

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|   | <p>Read to the children some extracts from Eliza's memoirs and ask them to draw/write a short sentence answering four key questions about Eliza's life and how she used the Meeting House.</p> <p>Plenary:</p> <p>Introduce and discuss the question of whether the building's significance stayed the same throughout its history or whether it was more significant at certain times.</p>  |  |
| <p><i>Lesson 4: What can the building tell us about the significance of the Meeting House to Claverham?</i></p> <p><b>Visit to the Meeting House</b></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• What the building looks like today</li> <li>• What the building would have looked like in the past and how it would have been used</li> <li>• How the building has changed/ been adapted to suit modern usage</li> <li>• What key features make the building significant</li> </ul> | <p>Starter:</p> <p>Recap what we already know about the building and what we might expect to see on our visit. Reshare 'significant places' criteria and discuss what clues children might find related to each of these (e.g. there may be a blue plaque if a significant individual was connected with it).</p> <p>Main teaching:</p> <p>Introduce the key skills that children will be using/developing during their visit to the Meeting House:</p> <ol style="list-style-type: none"> <li>1. Observing and describing (e.g. describing what they can see outside and inside the building, looking for familiar names among the gravestones and exploring key artefacts associated with the building, such as Joseph Metford's Bible).</li> <li>2. Doing a fieldwork sketch (sketching key details that make the building a good example of Georgian architecture, e.g. the symmetrical front and large windows, and which make it more unusual compared to buildings of its time in the area, e.g. unusual sundial).</li> <li>3. Enquiry skills (looking for clues within the meeting room that show us how it was once used and how the size/layout of the room may have been altered from the original).</li> <li>4. Questioning (e.g. How is the Meeting House used today? Does it still match what Richard Dawson wanted it to be used for when he left them the land?).</li> </ol> | <p>PowerPoint Lesson 4 slides (fieldwork skills taken from Dixon, L. and Hales, A. (2014) <i>Bringing History Alive Through Local People and Places: a guide for primary school teachers</i>, London and New York: Routledge, p. 42)</p> <p>Clipboards, paper and pencils for sketching</p> <p>Camera</p> <p>Visit risk assessment (appropriate for your school)</p> |

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|   | <p>Activity 1:</p> <p>Have a tour of the Meeting House, exploring the meeting room and learning about how it was used in the past and how it is used now. Introduce children to some key details (e.g. the women’s gallery) and artefacts (e.g. the embroidered Bible given to Joseph Metford when he attended the meetings in the 1840/50s). Explore the burial ground to see what familiar names children can find based on what they have learnt so far about who used the Meeting House in the past.</p> <p>Activity 2:</p> <p>Look closely at the front of the Meeting House and create a fieldwork sketch of some of the Georgian features, including the unusual sundial set to ‘Bristol time’.</p> <p>Plenary:</p> <p>Share what children discovered on their visit and discuss how the building might meet our significant places criteria. Share any questions about what else they would like to find out about the building now they have visited.</p> |  |
| <p><i>Lesson 5: How has the significance of the Meeting House changed over time?</i></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• How the building fits the significant places criteria</li> <li>• What makes the building unique/ worth preserving</li> <li>• What role the building played</li> </ul> | <p>Starter:</p> <p>Recap our discoveries from the visit to the Meeting House and what these told us about the significance of the Meeting House in the past.</p> <p>Main teaching:</p> <p>Revisit the ‘significant places’ criteria and discuss with children which part(s) they think apply to the Meeting House.</p> <p>Explain how the architecture being in the Georgian style makes the Meeting House unusual for a Quaker meeting house of its time, as they were usually much simpler in design. Go through other design features that make it unusual (e.g. separate gallery for women to have business meetings and the sundial).</p>   | <p>PowerPoint Lesson 5 slides</p> <p>Activity 1 ‘Key event’ card sheet</p> <p>Red, orange and green crayons</p> <p>*Possible simplification of using alternative Activity 1 sheet and Lesson 3</p> |



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| <p>in peoples' lives in the past compared to now</p> <ul style="list-style-type: none"> <li>• How the significance of the building was impacted by other changes locally/nationally</li> <li>• How the significance of the building changed throughout time and did not remain constant</li> </ul> | <p>Recap the important role that the building played in people's lives for a significant period of time (nearly 200 years), as they visited it for meetings regularly.</p> <p>Share information about how the popularity of the Meeting House was impacted by the railway coming to nearby Yatton, using images of Yatton Meeting House and the Claverham Meeting House being in disrepair (shared by Meeting House Trust).</p> <p>Use more recent photos (obtained through the Meeting House Trust) to share with children how the building is used today.</p> <p>Activity 1:</p> <p>Children read through fact cards about the Meeting House at different times and colour-code each one to show how significant they think that the building was to the people of Claverham at that time (red = not significant at all, orange = quite significant, green = very significant). Challenge children to think about when it was at its most significant and why this might have been (in early to mid-1800s, when there were lots of Quakers in the area who would visit the Meeting House on foot or by horse and carriage at least once a week). (*Note: If this is too challenging, as an alternative you could revisit the photos from Lesson 3 Activity 1 and ask the children to sort the photos into two groups, depending on whether the Meeting House looks like it is well cared for/being used regularly by people or not.)</p> <p>Plenary:</p> <p>Consider what the frequent renovations of the Meeting House in its nearly 350-year history tell us about its significance.</p> | <p>Activity 1 resource photos instead</p>                                   |
| <p><i>Lesson 6: Final outcome: How can we record and share the history of the Meeting House?</i></p>   | <p>Starter:</p> <p>Explain to children that they will be bringing what they have learnt about the Meeting House together to create a 3D timeline display that demonstrates the significance of the building for the people of Claverham since it was built until now. (*Note: If this</p>  | <p>PowerPoint Lesson 6 slides</p> <p>Images from Lesson 3 and fact card</p> |

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| <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• What the key events in the building's history are</li> <li>• How the significance of the building changed over time</li> <li>• How to consider what the significance of the building might be in the future</li> </ul> | <p>is too challenging or time is limited, pupils could create images (drawings or paintings) to form a timeline.)</p> <p>Main teaching:</p> <p>Ask children to look back/think about the work that they have done and suggest what they consider to be the key moments in the building's history. They may come up with:</p> <ol style="list-style-type: none"> <li>1. When the land was first given for the building of a meeting house</li> <li>2. When the Meeting House was rebuilt and expanded in 1729</li> <li>3. At its peak popularity, when families like the Gregorys attended bi-weekly meetings in the 1840s</li> <li>4. The coming of the railway and how that led to its decline, when an alternative meeting house was built nearby</li> <li>5. When it was abandoned and overgrown in the 1930s and '40s</li> <li>6. When it was renovated by the Clark family and became a listed building in the 1950s</li> <li>7. When regular meetings started again (1980s)</li> </ol> <p>Share ideas for what they could use to represent each of these stages in the building's history (e.g. model of train to show the railway's impact on the building's popularity, model of the Meeting House's unique sundial, which was added when it was rebuilt in 1729).</p> <p>Activity 1:</p> <p>Children work in groups to each create part of the 3D timeline display by making the models to represent each aspect.</p> <p>Activity 2:</p> <p>Once each model is made, decide as a class what rank to give each stage of the building's life with regard to its significance, using the colour-coding that they used in Lesson 5 (red = not very significant, orange = fairly significant, green = very significant). Add these colours on to each part of the timeline to</p> | <p>sheet from Lesson 5</p> <p>Fieldwork sketches of the Meeting House and its significant features, including photos from visit</p> <p>Work from previous lessons (including annotated map from Lesson 2)</p> |
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|  | <p>track how its significance changed over time. (*Note: If this is too challenging, you could omit this activity or adapt it by just focusing on discussing as a class when the building was most significant and why.)</p> <p>Display completed timeline either on classroom display board or on tables in hall, along with any other work (e.g. annotated local map, photos from our visit, sketches created on our visit), and invite parents and Meeting House Trust trustees in to celebrate our learning.</p> <p>Plenary:</p> <p>What do you think might impact the significance of the Meeting House in the future? Remind children that there have been lots of new houses built in Claverham lately, but also that the land given for the building of the Meeting House was theirs for 2,000 years and the Meeting House has only been there for 350 years.</p> |  |
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### **Reflections**

The power of this enquiry lies in making use of the immediate area to make history tangible to the children in my class. It opens their eyes to history being found all around them, and that the lives of ordinary people across several time periods can be connected through their relationship to a place that can still be explored today. It also encourages the children to become 'history detectives' and uncover details from the past, using a range of source materials (e.g. maps, photos, first-hand accounts and the building's features themselves). This was particularly inspiring for the children, as they got to piece together the story of the building by unpicking what they could learn from each piece of evidence.

While creating this enquiry, there were several underlying principles that I wanted to ensure remained the foundations of the sequence. The first of these was providing the children with the opportunity to be 'hands-on' with history. I didn't want to just present them with the sources of evidence and tell them about the history of their locality; rather, I wanted them to be part of discovering it for themselves. This is something that I believe should be at the heart of all local history studies, with teachers seeking as many opportunities as possible for their pupils to explore the tangible sources of history available to them. This can be through visits to places within the local area but can also be achieved through use of oral history testimonies, exploring original documents or photos or handling genuine artefacts from their locality.

Second, I was keen that the children developed confidence in using their historical skills to explore the information that they uncovered. This is something that can be developed across the school and built upon year on year, as children develop their historical knowledge. In this enquiry, the breadth of the building's history provided the opportunity to explore chronology through the creation of a timeline. This is something that can easily be transferred to any local history study in order to support children with charting the significance of a place and how it links to the wider context of their local area, as well as any relevant national events.

Finally, I wanted to provide a way for the children to find a personal connection to their local environment. Through introducing the story of Eliza Gregory and her family, I cemented their understanding of how people just like them and their families were living in the area and interacted with it in ways not dissimilar to themselves. If personal recollections are not available, then it is possible to build the story of a local individual through use of census data, which is an invaluable resource for tracking their lives across a series of decades.

If this enquiry is something that you wish to emulate, then I would recommend starting by using the historic environment record for your area (available through [www.heritagegateway.org.uk](http://www.heritagegateway.org.uk)). This will allow you to pinpoint any buildings/places that have 'listed building' status or are of historic interest. In addition, a walk around the local area to explore the architecture will often provide clues as to which buildings may have an interesting history of significance to explore further. The best buildings on which to base an enquiry are those where public access is easily obtainable – for example, libraries, schools, post offices, council offices or shops.

The planning and resourcing of this enquiry would have been infinitely more challenging without the support and expert knowledge of local residents themselves. I was fortunate in being able to build on the work of an active local history group. This cut down the amount of time that I needed to spend on teasing out information and sources of evidence, as much of this had been done already. I would strongly encourage any teacher who feels overwhelmed by the prospect of planning an enquiry on their local area to see whether such a group exists in their locality. If not, every community generally has at least a handful of individuals who have lived there for a significant amount of time and may be able to shed light on any key areas of local history that you may wish to explore. Community groups can be good places with which to make contact, as they will generally know who has lived in the area for a long time and who may be a useful source of information. I would also recommend reaching out to your school community itself, as many families may have links with the area going back for generations, and will have family records that may be of use in your enquiry, once again emphasising the personal connection that children can have with the history of their local area. With regard to basing an enquiry on a building itself, the owners of the building are a good place to start, as often they have already developed a clear picture of the building's history and may hold original documents related to the building's past or images of how it has changed over time. If the building in question is a listed building, then it is worth reading the listing on Historic England to glean as much information as possible about the building. I

also found that accessing local newspapers provided some interesting insights into the building's significance to the community. Many of these can be accessed through the local library or online using [www.britishnewspaperarchive.co.uk](http://www.britishnewspaperarchive.co.uk).

### **A note on simplifying/adapting the enquiry**

This is a challenging enquiry to carry out with a Key Stage 1 class, and I appreciate that not all classes will be able to access the resources at the level at which they were pitched for my class. My class coped well with the challenge overall, especially as we carried out the enquiry in the summer term when they had already covered a unit of work exploring a significant individual, so had some understanding of the term 'significant', which they were able to discuss and develop further in this enquiry. For classes where this is not the case, I have included some suggestions as to how to adapt the enquiry below.

- The term **significant** can be a challenge for pupils to understand, especially within the context of a building, so this could be substituted with **special/important**, as these will already be familiar to them.
- To support children with their developing understanding of timelines and chronology, you can make the timeline interactive by getting children to hold photographs/key events and space them out in the classroom (or, even better, in a larger space, such as a school hall or outside) to represent the differences in the times. For example, children holding key events that happened within a few years of each other will stand next to each other, whereas children with a key event that happened decades ago will be several steps away. I also made use of Dienes blocks of 10s and 1s to represent the jumps on our timeline. We combined this with using lots of time vocabulary, such as now/then and a long time ago, to encourage them to understand that the past has different stages to it.
- The enquiry could also be simplified by taking out some of the contextual information about the building's history (e.g. the Quaker movement) and focusing solely on its physical changes and how its usage by people in the local area then and now has changed. This puts the emphasis on using the photographic source material, as well as evidence of the building's change of use, which they can see for themselves during their visit.
- The best way in which I found to support children working at pre-Key Stage 1 levels or children with special educational needs or disabilities was to keep making links with their own lives and experiences, as well as making each lesson as visual and tangible as possible – for example, discussions around how people in the 1800s travelled to the building were linked with how they travel to places today. We also compared how it would have felt for children like Eliza Gregory to sit in silence for meetings with how they feel during school collective worship.
- For schools who utilise a continuous provision approach in Year 1, you could leave photos of the building in provision for children to explore and practise ordering or grouping for themselves, or even encourage them to compare two photos of the building in a 'spot the difference' style activity, where they circle the changes that they notice on the photos. I also left the large map that we used up on display, and

the children loved interacting with it and finding the Meeting House and other familiar buildings on the map themselves.

### **Recommended resources**

Dixon, L. and Hales, A. (2014) *Bringing History Alive Through Local People and Places: a guide for primary school teachers*, London and New York: Routledge.  
*(A comprehensive and practical guide for anyone embarking on the journey of building or putting local history at the heart of their curriculum. Especially useful were pages 41–43, which provide a helpful overview for skills and techniques in fieldwork.)*

Hales, A. (2018) 'The local in history: personal and community history and its impact on identity' in *Education 3–13*, 46, no. 6, pp. 671–684.  
*(An inspiring and thought-provoking article, which makes you re-examine what 'local' really means and the impact that local history has on children's sense of identity and engagement in the subject of history.)*

Lomas, T. (2019) 'Getting to grips with concepts in primary history' in *Primary History*, 82, available at: [www.history.org.uk/publications/resource/9639/getting-to-grips-with-concepts-in-primary-history](http://www.history.org.uk/publications/resource/9639/getting-to-grips-with-concepts-in-primary-history) )  
*(A good overview of some of the second-order concepts in primary history and how these can be introduced in Key Stage 1. I found the guidance on chronology and significance to be particularly helpful for the purposes of my enquiry.)*

Gyves, L. (2018) 'Heritage schools case study: enriching the list, enriching learning', available at: <https://historicengland.org.uk/services-skills/education/case-studies/heritage-schools-case-study-enriching-the-list>  
*(This was a key resource that inspired me to focus on exploring a local building and provides an excellent example of how schools can use listed buildings to encourage children to take a closer look at the places that they may pass by on a daily basis.)*

Fines, J. (2011) 'Using sites and the environment exemplar: a visit to Petworth House, Sussex' (based on John Fines' account of work with children at Petworth House, Sussex), The Historical Association, available at: [www.history.org.uk/primary/resource/3894/using-sites-and-the-environment-exemplar-a-visit](http://www.history.org.uk/primary/resource/3894/using-sites-and-the-environment-exemplar-a-visit)  
*(This pre-dates the 2014 curriculum but is still of relevance as an exemplar for how to draw children into exploring a historic site, by putting their own observations and interests at the heart of an enquiry, as well as providing cross-curricular opportunities for them to record their thoughts.)*

## Lesson 1

### **Activity 1: What does it mean for a place to be significant?**

What place is significant to you? *Draw and label it below.*



Why is this place significant to you?

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Role

Event





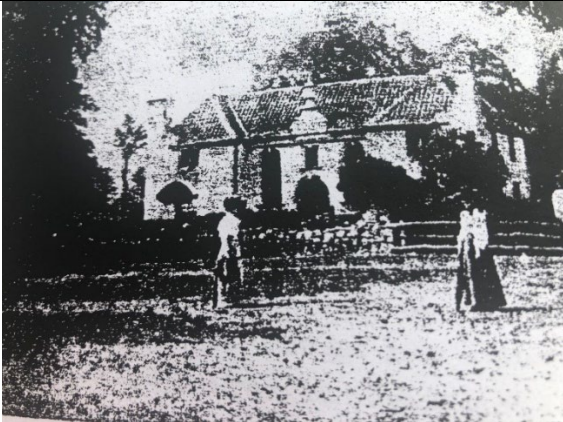
Example

Linked

### Lesson 3

**Activity 1: Who used the Meeting House in the past and why was it significant to them?**

**Task:** Cut out the images and put them in chronological order from oldest to most recent.

|  |  |  |
|--|--|--|
|   |    |   |
|  | <p>Due to copyright restrictions we are unable to display this image. Please insert the image of the Meeting House from this newspaper article: <a href="https://www.britishnewspaperarchive.co.uk/viewer/BL/0000513/19460926/072/0006">https://www.britishnewspaperarchive.co.uk/viewer/BL/0000513/19460926/072/0006</a></p> <p>You can access up to 3 articles from the British Newspaper Archive by creating a free account.</p> <p>Image © Reach PLC. Image created courtesy of THE BRITISH LIBRARY BOARD.</p> |  |

Dates of images, left to right: (top row) post-WWII, pre-restoration; 2020; late 1950s; (bottom row) 1932; 1946; mid-nineteenth century. Photos 1–4 courtesy of Claverham Meeting House Trust; photo 5 from article in *The Western Daily Press and Bristol Mirror*, 26 September 1946, page 6 of 6; photo 6 from 'Records and memories' by Eliza (Gregory) Clark, via Claverham Meeting House Trust.



**Lesson 3**

**Activity 2: Who used the Meeting House in the past and why was it significant to them?**

*Eliza's memories*

|  |  |
|--|--|
| <p><b>How did Eliza travel to the Meeting House?</b></p> <hr/> <hr/> | <p><b>How long did the meetings last for?</b></p> <hr/> <hr/>    |
| <p><b>Who did she see at the Meeting House?</b></p> <hr/> <hr/>      | <p><b>What did she think about the building?</b></p> <hr/> <hr/> |

**Challenge:** Do you think that the building was significant to Eliza and her family? Why?

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### Lesson 3

#### **Activity 2: Who used the Meeting House in the past and why was it significant to them?**

##### *Selections from the memories of Eliza Gregory*

###### *Extract 1*

In later days Stephen Grellett preached in the house now standing. An old friend told me that she was taken when quite young to hear him preach, and that she went home and told her mother that she had seen a 'heavenly saint with an angel face' and that she still remembered his gentle and lovely appearance. One of my brothers, then quite a young boy, went to the same meeting. He said the place was crowded and people stood on the path outside, he among them. This was probably about the year 1830.

###### *Extract 2*

Over the main door of the building and an inscription bearing the date 1729, is a sundial and above that a heading or ornament which is peculiar and interesting; it has rather the appearance of flames ascending and this is to me very suggestive.

###### *Extract 3*

And in this house with the protecting hills in the distance and the indefinable fragrance of spring surrounding it, my parents were married... How much we should value a photograph of the scene but imagination must supply it. In the grassy plot outside the house, surrounded by flowering bushes, there was a picturesque old well, with its bucket, let down by a chain, and beyond the small entrance gate, there still stands the old 'Uppingstock', from which the Bride mounted her Pillion and the pair peacefully wended their way through the pretty lanes.

###### *Extract 4*

Implicit obedience however was required from us and the bi-weekly martyrdom of going to meeting in the dear, old, historic Claverham House, where we had to sit for 1½ hours at least; but even this had its compensations, the walk to it in summer through the pretty lanes was charming and in a field we passed there was a petrifying stream which we visited to see if the things we had deposited there were turned to stone, which I never remember to have been the case.

###### *Extract 5*

Then on reaching the Meeting House we were sure of our cousins and might be allowed a chance romp around before going into a quiet room and sitting under the watchful eyes of our parents and uncles and aunts; we juveniles being put under the care of our elder sister.

## Lesson 5

### **Activity 1: How has the significance of the Meeting House changed over time?**

**Task:** Read the fact cards and colour in the box below each one to show how significant you think the Meeting House was at that time.





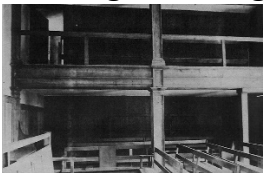






Not very significant



Fairly significant



Very significant

|  |  |  |
|--|--|--|
| <p style="text-align: center;"><b>1694</b></p> <p>William Penn (famous Quaker) holds a meeting at the Meeting House.</p>  | <p style="text-align: center;"><b>1729</b></p> <p>The Meeting House is rebuilt and extended (made larger).</p>          | <p style="text-align: center;"><b>1840s/1850s</b></p> <p>Wooden partitions are regularly removed to make the meeting room bigger.</p>                                       |
| <p style="text-align: center;"><b>1868</b></p> <p>New meeting house is built in nearby Yatton.</p>                      | <p style="text-align: center;"><b>1872</b></p> <p>Regular meetings stop being held at the Meeting House.</p>          | <p style="text-align: center;"><b>1952</b></p> <p>Meeting House is added to 'The List' so it will be protected and preserved for the future.</p>  <p>Historic England</p> |
| <p style="text-align: center;"><b>1952–3</b></p> <p>Meeting House restored by funding from Clark family of Street.</p>  | <p style="text-align: center;"><b>1988</b></p> <p>Regular meetings start again on the last Sunday of each month.</p>  | <p style="text-align: center;"><b>1999/2000</b></p> <p>Renovation work takes place to modernise the facilities.</p>   |

**Challenge:** When do you think the Meeting House was at its most significant? Why?

Portrait of William Penn by James Posselwhite, after John Hall, stipple engraving, early 19th century, NPG D28994 © National Portrait Gallery, [www.npg.org.uk/collections/search/portrait/mw135879/William-Penn](http://www.npg.org.uk/collections/search/portrait/mw135879/William-Penn); line drawing of Meeting House from Heritage Project, <https://heritage.quaker.org.uk>; photo of Yatton Meeting House from TriCollege Libraries Digital Collections, <https://digitalcollections.tricolib.brynmawr.edu/object/hc144061>. All other images from Claverham Meeting House Trust (permission to use in this resource given by the Chair of the Management Committee).

## Lesson 5

### **Activity 1 (alternative): How has the significance of the Meeting House changed over time?**

**Task:** Cut out the images of the Meeting House and sort them into the grid below to show whether you think the Meeting House was being used and cared for or not.

| <b>Meeting House being used and cared for (significant)</b> | <b>Meeting House <u>not</u> being used or cared for (not significant)</b> |
|---|---|
|   |   |

\*Use photos from Lesson 3 Activity 1 resource