



Medium term plan

Subject: Project

Unit: Blackheath: missing without a trace – truth or fiction?

Synopsis	
Students will investigate the popular local belief that Blackheath's name originates from its use as a burial site for Black Death victims. Students will carry out a historical enquiry into the area and events that have taken place on it over the last thousand years. Students will study and use maps and GIS of the area and carry out fieldwork. They will produce art work based on the buildings and land around Blackheath, and use their learning to perform drama. By the end of the project, students will have produced essays, a visual display and speech for self-, peer- and teacher-assessment.	
Key content – knowledge and skills	National Curriculum aims and subject content descriptors
<p>History: Knowledge of the local area and its place within British history – to do this, wider knowledge of British chronology and events is required, especially over the period 1066-1509. Skills in formulating a historical enquiry, asking questions, using evidence and judging significance.</p> <p>Geography: Knowledge of the significance of Blackheath and human geography in this area, including land use and changes over time, based largely on skills-based enquiry, fieldwork and map work. Skills in using maps and GIS to understand how the area developed.</p> <p>Art: Knowledge of new artistic techniques especially observational drawing using pencils and charcoal. Develop skills in recording art work and in new artistic techniques.</p> <p>Drama: Knowledge of the place of drama in past societies and in drama being used for fun, and to deal with difficult issues. Skills in creating and performing a drama based on the <i>historical events studied</i>.</p>	<p>History: H1a1; H1a3; H1a4; H1a5; H1a6 H1sc1; H1sc3; H1sc4; H1sc5</p> <p>Geography: GEa2; GEa4; GEa5 GEsc4; GEsc5; GEsc6; GEsc7; GEsc8</p> <p>Art: ADa2; ADa3 ADsc1; ADsc3; ADsc4; ADsc5</p> <p>Drama: n/a</p>
Key assessment points	
<p>Week 4: Complete an essay, 'In what ways and why was Blackheath a place of such violence in medieval times?'</p> <p>Week 5: Produce final map overlay work showing the changes to Blackheath 1900-2016 with an explanation of the purpose of the different maps.</p> <p>Week 6: Final project visual display completed.</p>	
Out of lesson learning	
Three trips to Blackheath. Parents and students encouraged to visit free art galleries and exhibitions with a focus on watercolours and drawings e.g. The Queen's House, National Gallery, Tate Britain. Possible visits over the project from local historians, artists and drama critics/teachers.	
Resources	
Notably: worksheet resources on Britain and Blackheath 1066-2015. Local maps including OS and GIS. Computers. Art resources including pencils, charcoal and cartridge paper. Blackheath itself!	
Christian ethos	
Both the curriculum and group work should develop in students a responsible moral attitude as members of a community, respecting the needs of others. Churches will be visited and the Christian character of the area should be discussed in completing the History and Geography elements of the project along with Christian responses to death in History and Drama.	
British values	
The development of British democracy and the rule of law will be a key focus in History elements of the project. Drama lessons should encourage mutual respect and tolerance of those with different faiths and beliefs.	

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Weekly overview

Week	Focus
1	Introduction to the Blackheath mystery. Explain the outcome of the project. Trip to Blackheath. Study how Britain was ruled in medieval times and what it would have been like to live in a medieval village. Introduction to maps and basic drawing technique indoors focused on perspective. Homework carrying out art work.
2	Begin studying dramatic technique and how it is used to deal with light and serious topics. Study the Black Death and begin to look at medieval conflicts on Blackheath including the 1012 Danish invasion; 1381 Peasants' Revolt; 1450 Kentish Rebellion; 1497 Cornish Rebellion. Develop proficiency in using maps and begin learning about GIS. Drawing practice.
3	Visit Blackheath to make artistic drawings and to reflect on geography work. Continue study of medieval life and conflicts on Blackheath. Work towards essay – due for homework. Continue to use GIS to investigate how the land use of the area has changed. Produce <i>danse macabre</i> .
4	Based on map and GIS work, create and analyse map overlays (final homework on this due at the end of this week). Conclude the study of Blackheath's medieval history and using maps and other sources, examine how the industrial revolution and wealth brought from trade and slavery changed the local area.
5	Investigate Blackheath's modern history and land use including Blackheath's role as a place of protest for the Chartists, suffragettes and more recently, using drama as a learning method. Visit Blackheath in the course of producing artwork and carry out fieldwork and/or GIS and map research to find out more about land use (e.g. leisure and tourism) on Blackheath. Use this information for data purposes.
6	Draw together all work to complete the display. Judge the most significant event to have occurred in Blackheath. Conclude self-, peer- and teacher-evaluation.