



Shepherds Bush Market Heritage Project

SESSION ONE: Mapping your Market

Overview & Key Questions Whole class exercises exploring the history, present day and future of your market. Mapping and creative writing exercises.

Suggested Lesson Format Classroom. Start on mat or shared space for intro and history presentation

Duration:
2 hours

Curriculum links KS2 | English/Geography/History

- Aims**
- To become familiar with the local environment including landmarks, transport links, retail areas and open spaces
 - To gain an understanding of the heritage of the market and the local area
 - To gain an understanding of changes that have taken place throughout the lifetime of the market
 - To use aerial photographs, archive photographs and maps

- Intro**
- Introduce the children to the whole project. Explain what it is about, who is involved, where it will happen, how long it will take and why we are doing it
 - Ask the children in hands-up questioning to share existing stories, experiences and connections they have with the market
 - Explain the plan for the session

- Main**
- Explain where the market is. Show map of other markets in area if possible.
 - Show large aerial view (map and satellite) of area. Ask children to identify landmarks, school and other key features in area.

Activity 1: Locate Your Market

Use the presented map and key landmarks (School, local open space, local stations, key roads, key retail areas, key cultural buildings) before noting the boundary line of the market on a map. Ask children to locate and draw boundary of the market on their own map (A4 copy). Collect Maps in.

- Show 3 goods from the market – exotic fruit, interesting fabrics, unusual objects – and pass around class
- Present history of market and how the goods and people of the market have changed over the last 100 years using archive photos and newspaper clippings

Activity 2: Ask children to think of 5 key words about the history of the market

Ask the children to write down those words and use them to create a poem (see Case Study One) for example

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- Plenary**
- Ask children to share something new that they have learnt about the market today
 - Explain that we will be exploring the Market in person next week
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Resources

Powerpoint presentation
Pre-project evaluation sheets and stickers
Map of area – 1 per child
Pens, coloured pencils, felt tips
Paper for creative writing
Examples of unusual fruit or goods from the market to pass around class
Homework sheet for family stories
10-15 photos/archive resources to tell timeline history of market and its changes.

Additional Activities

Children can take survey home to family with results used to gather stories and to identify additional members of the community who are connected to the market
Ask children to share history or a fact about market heritage with the family and friends





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SESSION TWO: Market Trail

Overview & Key Questions Group activities exploring the market. What is currently sold at the market? Who works and visits the market? Trail and booklet exercise.

Suggested Lesson Format Quick intro in classroom. Market trail in groups & return for quick plenary **Duration:** 1.5 hours

Curriculum links KS2 | English/Geography/Citizenship/History

- Aims**
- To gain an understanding of the present day market
 - To become familiar with the markets' geography
 - To meet stall holders and determine opinions on the market
 - To develop questioning and note taking skills

- Intro**
- Powerpoint presentation recapping on last week, show any photos taken & results of surveys
 - Assign groups (6 children per group if possible)
 - Set boundaries for working outside of the classroom.
 - Introduce trail sheet

- Main**
- Split children into groups of 6 (if adult numbers allow ratio 1:6)
 - Give each child and adult a trail booklet
 - Let each group know where to start
 - Determine finish time and meeting point before setting off

- Plenary**
- Ask children to share something new that they have learnt about the market today
 - Ask children what they thought about the market
 - Explain that the children will be visiting the local Archive and/or meeting experts to hear about plans for the future

Resources Powerpoint presentation for recap and intro
Pencils, trail worksheets and clipboards
Cameras
First Aid
Risk Assessment for market visit

**Additional
Activities**

Development of discussion of old vs new following last week

If bad weather or quick completion of trail, spend time in classroom developing questions to ask people at market

Create numeracy tasks connected to goods and experiences at the market



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SESSION THREE: Meet the Professionals & Archive Visit

Overview & Key Questions Whole class and group activities visiting the borough archive to explore stories of the market. Meeting professionals involved in and exploring the plans for the market's future. How has it changed? How will it change?

Suggested Lesson Format Hold session in archive or developers space if possible. Quick class introductions before carousel activities
This session could easily be expanded to be run for a full day

Duration:
1.5 hours

Curriculum links KS2 | Geography/Citizenship/History

- Aims**
- To learn about the Borough Archive and what resources it holds
 - To meet professionals who are working in heritage and urban redevelopment and find out more about issues involved, their own jobs and to discuss the market and hear about their points of view or area of responsibility
 - To compare, explore and discuss key differences between the old market, its modern day self and the future

- Intro**
- Introduce the class to the professionals
 - Suitable professionals to invite include community liaison people, architects, building surveyors, planners, council members, developers, market traders, market visitors
 - Show powerpoint of images of last sessions market visit
 - Two children to talk briefly about the visit and history of the market
 - Explain how the session will work today

- Main**
- Architects/developers/planners/professionals provide presentation on the future of the market to the whole class explaining what it is about, who is involved, where it will happen, how long it will take and why it is happening
 - Children divide into three groups for carousel

Carousel Group 1: Archive Visit

Children meet Archivist who explains role of archive, and shows some key interesting/relevant resources including newspapers and microfilm

Activity: Children compare old and new photographs of the area/market. Children read relevant newspaper articles and take notes on stories/choose interesting photos

Main Carousel Group 2: Architects

Children meet architects and look at plans and model of the market. General discussion and questions

Activity: Children create/draw picture of future market ideas

Carousel Group 3: Professionals

Group discussion with professionals. Children introduce their project so far, what they have learnt and enjoyed. Children ask professionals about their jobs and views of the market

Activity: Children ask adults pre-prepared questions about the new development and about their jobs

The main points of the discussion can be noted by a few children in each group

- Additional carousel group can be added if more professionals available

Plenary

- Ask children to share something new that they have learnt about the market's heritage
- Ask children what they think about the future plans for the market
- Explain next weeks session
- Alternatively, each group works with a professional for whole session durations and after 30 mins or so of discussion, one or two children from each group can share what they learned about the new development and their adult's job with the rest of the class

Resources

Powerpoint presentation recap
Pens and note paper
Old & New Photos of Shepherds Bush Market
Printed archive material (newspaper cuttings)
Question sheets for developers
Question sheets for archive
Images of proposed development
Developers resources
Blank postcards

Additional Activities

Ask children to share history or a fact about market heritage with the family and friends
Set up a debate discussing future plans at the market involving research activities and role play in discussions for and against proposed changes



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SESSION FOUR: Postcards & Planning

Overview & Key Questions In class activities to recap on project and commence/complete creative work. What are most interesting stories of the market? What would we still like to find out? What shall we ask stallholders at the market?

Suggested Lesson Format Classroom session with small group discussion and individual working

Duration:
2 hours

Curriculum links KS2 | English/History

- Aims**
- To further develop an understanding of the stories and history of the market
 - To create a poem and/or picture of the market
 - To gain an understanding of what is required in the filming process
 - To develop questioning skills

- Intro**
- Presentation recap showing photographs from Session 3
 - Introduce today's session

Main Activity 1:

- Children divided into 5 or 6 filming groups (depending on adults to be available in Session 5)
- Group discussion of what needs thinking about when creating a film
 - Introduce key roles for filming (each group to operate as a mini film crew)
 - Introduce use of camera (i-pad), microphone and shot selection
 - Practice interviews

Activity 2:

- Each child to complete recap and interview question sheet

Activity 3:

- Each child to work on starting/completing poem started in previous sessions
- Ask children to write a postcard home as if they were time travelling and visiting the market at some point (of their choosing) in the past 100 years
- Ask them to explain their sensory experiences, the goods that they buy and the people they meet

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- Plenary**
- Ask children to share poems with class
 - Ask children to share something enjoyed about the session
 - Explain next weeks filming session
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Resources Powerpoint presentation recap
Printed archive material for review
Postcards and poem ideas
Recap and interview question sheets

Additional Activities Ask children to write a story involving aspects of the market that they have experienced





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SESSION FIVE: Film Day!

Overview & Key Questions Filming and interviewing at the market. What are the personal stories and heritage tales at the market? How has the market changed for the people and families who work there?

Suggested Lesson Format Whole class intro in classroom followed by small film crew group work at market **Duration:** 2 hours

Curriculum links KS2 | ITC/History/PSHE

- Aims**
- To further develop an understanding of the personal stories and history of the market
 - To develop understanding of what is required for the filming process
 - To develop questioning and listening skills
 - To work as a team to conduct filming and interviews at the market

- Intro**
- Intro to explain session and organise film groups
 - Handout 'Crew' badges and instructions/scripts
 - Brief class – each group has 1 or 2 people to interview plus various other shots to take

- Main**
- Class go to Market. With their adult, groups work through their film sheet to complete interviews, recordings, film shots and additional material

- Plenary**
- Children share something they found challenging about the filming session
 - Children share something they would do differently if repeating the exercise
 - Children share a story they heard and what they enjoyed about being part of a film crew

Resources Pre-prepared Film Crew Badges
5/6 iPads, microphones
Clipboards with interview questions and Filming instructions
Cameras
First Aid & Risk Assessment

**Additional
Activities &
Learning Points**

Children to rotate film crew roles and interview shoppers or each other if more time
Children to interview teachers and /or parents from school who have a connection to
the market (see Session 7)

Download and back up film files immediately





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SESSION SIX: Drama at the Market

Overview & Key Questions Drama skills and devising assembly piece. What are the key drama skills for freeze-frame performance? What are the key events at the Market?

Suggested Lesson Format Whole class intro and drama session

Duration:
2 hours

Curriculum links KS2 | Drama/History/PSHE

- Aims**
- To reaffirm knowledge and understanding of key events at the Market
 - To learn and practice key drama skills
 - To design and contribute to the production of assembly content
 - To work together in groups to create tableaux of market scenarios

- Intro**
- Quick recap and gathering of stories and other shared experiences gained from last week's market visit
 - Explain session and what will be achieved
 - Introduce drama rules of engagement
 - Introduce idea of freeze frame/tableaus as pictures or snapshots to class

- Main**
- Revisit presentation on history at Market
 - Discuss key events from presentation, photos and past history sources. Child to stand up and say date of key event with class devising a good title for the date/event. Each key event represented by children to form timeline
 - Drama Session exploring skills for tableaus: Walking speeds warm up; split into groups named after goods sold at market; fruit salad game; into groups, make freeze frame of tower bridge; make freeze frame of a sofa; make freeze frame of a playground. Walk in room at different speeds, with different feelings, light, heavy, slow, fast, sad, happy.
 - Each group create tableau of a key event plus accompanying words and feelings

- Plenary**
- Ask children to share something new that they enjoyed or learned about drama work
 - Explain that the children will next week be developing the piece further and helping interview/recording links for film being made

Resources Powerpoint presentation for historical recap
Paper and pencil to record groups and ideas of tableaux
Key events in a timeline with photos
Old and new photo's of your market or local heritage location

Additional Activities Children to develop 2 sentence speeches summarising their experience at the market
Create cartoon of market timeline





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SESSION SEVEN: Sharing our Stories

Overview & Key Questions Market heritage leaflet design with interviews of other adults from the market. What are the personal stories of visitors to the market? How do local people feel the market has changed over the years? How can we persuade others to visit and explore the market?

Suggested Lesson Format Individual classroom working on leaflet design and conducting interviews in small groups.

Duration:
2 hours

Curriculum links KS2 | History/PSHE/English/Drama

- Aims**
- To create art work and posters or a leaflet of the market
 - To develop their persuasive writing skills
 - To develop their questioning, listening and ICT skills

- Intro**
- Explain session and what will be achieved
 - Introduce how interviews will work (1 group at a time – adult supervised)
 - Introduce an example poster of leaflet and explore ‘Super Sentences’ and persuasive language

- Main**
- Children use experiences and understanding of market heritage to create a leaflet or poster encouraging others to visit, explore and engage with the history of the market
 - Groups in turn film prearranged interviews with teachers, TA’s, parents, or other locals who have memories and stories connected to the market

- Plenary**
- Children share designed leaflets
 - Child from each group to report back a story learnt from the adult interviewed

Resources Pre-prepared leaflet or poster templates
Arts materials
Printed photos of archive photos and children’s photos from the market
Example of other marketing leaflets
Script for interviews
iPads

**Additional
Activities &
Learning Points**

Children to develop story telling techniques and ideas

Children to finish and continue working on poems, postcards and stories

Create other advertising items e.g. badges, cartoons etc to develop story telling of heritage of market

Run through drama piece if time



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SESSION EIGHT: Preparing for an Exhibition

Overview & Key Questions Finishing touches, rehearsing drama piece and filming links for the market film. What have we learnt about our local area? What have we enjoyed most about the project? What are the most interesting stories?

Suggested Lesson Format Whole class intro and drama rehearsal with a group videoing film links **Duration:** 2 hours

Curriculum links KS2 | History/PSHE/English/ICT

- Aims**
- To develop their drama skills
 - To rehearse performance piece
 - To work together as a class and in groups to create and rehearse performance

- Intro**
- Revisit key dates in market history
 - Explain session rehearsal with small group assisting with filming

- Main**
- Recap on drama rules of engagement
 - Warm up exercises of different walking speeds, using space and voice work
 - Full run through of the drama piece with music, singing and full tableaux
 - Group of children to be recorded reading out film links from script

- Plenary**
- Ask children to share something new that they enjoyed or learned about the session/drama work
 - Record findings
 - Explain that the children will be continuing to rehearse and will perform the piece next week

Resources iPads
Music for rehearsal
Script for film links
Script for performance



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SESSION NINE: Performance and Community Exhibition

Overview & Key Questions School assembly performance

Suggested Lesson Format Prepare, practice and perform assembly

Duration:
1.5 hours

Curriculum links KS2 | PSHE/English/Drama/Citizenship

- Aims**
- To meet with professionals and members of the local community to discuss the project and hear about their points of view
 - To exhibit and perform their work that has taken place throughout the project to the school, local community and professionals

- Intro**
- Children to rehearse whole assembly and recap key events in timeline

- Main**
- Teacher or child to welcome guests and introduce assembly
 - Show short film or clips of if editing complete
 - Children perform drama piece
 - Selected children read out their poems of the market

- Plenary**
- Refreshments and celebration
 - Children to discuss project and take questions from adults and guests
 - Children feedback on their favourite parts of the project, reflecting on enjoyment and learning.
 - Thanks and celebration

Resources

- iPad to film assembly
- Music for performance
- Poems to read out
- Refreshments
- Film
- Display of children's work on exhibition boards