

PEMBREY AT WAR LESSON PLAN

| Subject | Unit | Lesson | Key stage |
|--|-------------|---------------------------|---|
| History | 5 | Heritage marketing | KS4 |
| Topic: Market Pembrey Country park as a heritage attraction | | | |
| <p>Objectives: By the end of this lesson:</p> <ul style="list-style-type: none"> • Pupils will understand the difficulties of marketing a heritage attraction • Pupils will understand the historical significance of the site. • Pupils will develop a plan for the development as a heritage including timescales, costs and the benefits and risks in carrying the renovation. | | | |
| Keywords: Heritage, marketing, tourism, World War, munitions factory, Pembrey. | | | |
| <p>Introduction/ISM (image of Pembrey Country Park today and during WW2) “What do I know about Pembrey Country Park?” ‘What do you think happened there?’ Pupils to create a spider diagram/mindmap documenting everything they know about Pembrey Country Park. (if you have completed other lessons in this series pupils should be able to present quite a detailed mindmap) Classroom discussion</p> <p>This lesson has been developed to meet the OCR guidelines in GCSE Applied History Unit 7 (B957): Heritage management or heritage marketing. A site visit could be included in this unit if you are local to the site however it is not necessary for the lesson aims and objectives. Site visit information and risk assessment advice is included in the teaching pack. This unit should be completed over a series of lessons – timings are just broad guidelines.</p> <p>Please note there is a leaflet marketing the heritage of Pembrey Country Park – This leaflet is included in this pack for your information.</p> | | | <p>Timing</p> <p>10-15 mins</p> |
| <p>Look at sale catalogue from 1926– who would buy the area and why? Classroom discussion. The sale of the Factory and premises took place at the Hotel Metropole, Swansea. It was sold for scrap for £30,000.</p> <p>The site was eventually closed in 1964 and opened as a Country Park in 1980.</p> <p>Question 1; Looking at the images of the sale catalogue why do you think it sold for scrap? Question 2; Thinking about the park today how is it marketed?</p> <p>Heritage marketing. Now we move to marketing the site as a heritage attraction. Pupils should look at how other heritage sites are marketed. They could use computers to do this or think about places they have previously visited. Leaflets left at motorway services would be a useful way to see how they are marketed.</p> <p>Following this pupil’s should start to plan how they could market Pembrey Country park. Pupils should consider</p> <ul style="list-style-type: none"> • The target audience • The costs associated with marketing • How they will market (i.e. leaflets, tours, advertising in paper, website, posters, social media) • What aspects they will market • How they will make these exciting and attractive • Does anything need to be added to make your proposal more successful <p>Pupils should have the opportunity to use a range of media to present their work and should use a range of sources in their presentation.</p> | | | <p>Timing</p> <p>5-10 mins</p> <p>5-10 mins</p> <p>20-30 mins</p> <p>3-4 lessons</p> |

Plenary: Pupils may present their ideas to the class at the end of the unit sharing their ideas, peers should offer ideas and suggestions on presentations before work is completed and submitted.

Differentiation: ALN pupils should be offered extra help on structuring and completing their marketing plan.

Assessment: This is a teacher-assessed unit.

Resources: PowerPoint, 1926 sale booklet, access to internet, leaflets to local heritage attractions, A3 paper for mind map.

Links to literacy/numeracy:

Numeracy - This lesson can link to numeracy in the following ways:

- *Time events and organise results.*

Literacy - This lesson can link to literacy in the following ways:

- *Contribute to group discussion*
- *Listen to others, ask questions responding to view points*
- *Select the main points from texts and identify how information and evidence are used to support them.*
- *Write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose.*