

The significance of religious buildings and their position in local history may change over time.

The first recorded **Christian** church in the UK was built in Glastonbury between AD63 and AD64. However, the oldest church currently in use is St. Martin's church in Canterbury which dates from before AD597. In the 12th and 13th centuries the church was the main focus of community life and many churches in England date from this period. Today there are around 16,000 churches in England and 43 cathedrals (see the [Church of England website](#) for more information). For more information on Christianity, visit the [Religion and Ethics section of the BBC website](#).

Islam was not legal in the UK until 1812, but Muslims were present in the UK before this. It is thought that during the 18th century, some sailors who worked for the British East India Company settled in port towns with local wives. Due to immigration to the UK from former colonies, such as India and Pakistan, the number of Muslims grew quickly from the 1950s with large Muslim populations developing in many towns and cities (see the [Wikipedia entry on Islam in the UK](#) for more details). It is thought that the first Mosque was established at 2 Glynrhondda Street, Cathays, Cardiff, in 1860. However, The Shah Jahan mosque, built by a Dr Gottlieb Wilhelm Leitner in Woking in 1889 was, until the late 1960s, the main focal point for the London Muslim community. (see the [Shah Jahan Mosque website](#) and the [British Muslim Heritage website](#) for more information). Today there are over 1500 mosques in the UK and London is the city with the greatest number of mosques outside Turkey. For more information on Islam, visit the [Religion and Ethics section of the BBC website](#).

The first **Jewish** synagogue was built in Bayswater in 1879. It is thought that early architects designed synagogues to look like Christian churches so that they wouldn't draw attention (see the following article from *The Independent* newspaper: [Grade-1 listing for Britain's first truly Jewish synagogue](#)). It is thought that there are approximately 300 synagogues in England today. For more information about Judaism, visit the [Religion and Ethics section of the BBC website](#).

Buddhism first found its way into Britain in the 19th century through translations of scriptures from the east. In 1879 Sir Edwin Arnold compiled an epic poem, *The Light of Asia*, describing the Buddha's life. Wat Buddhapadipa was built in Richmond, London in 1965 and was the first Buddhist temple in the UK. In 1976, it was moved to Wimbledon (see the [website of the Buddhapadipa Temple](#)). For more information on Buddhism visit the [Religion and Ethics section of the BBC website](#).

The first **Hindu** temple in Britain was built in Slough. Although the idea to build this temple came about in 1963, it wasn't until 1981 that it idea became a reality. Today, there are approximately 180 Hindu temples throughout the UK. For more information on Hinduism, visit the [Religion and Ethics section of the BBC website](#).

79, Sinclair Road is a Georgian terrace in Shepherd's Bush, London and, from 1940 was Britain's first **Sikh** Gurdwara. Today there are over 200 Sikh temples in the UK with over 25% of them being located in

		<p>London. For more information on Sikhism, visit the Religion and Ethics section of the BBC website.</p> <p>As of the last census in 2001, there were 42 million Christians, 1.6 million Muslims, 0.5 million Hindus, 0.3 million Sikhs, 0.2 million Jews and 0.1 million Buddhists in the UK. 9 million people were noted as having 'no religion'.</p>
<p>Lesson 5: School history</p>	<p>Education has changed over time.</p> <p>The place of the school in local history can be investigated.</p>	<p>Education in the UK has a very long history and can be traced back to Anglo-Saxon times. The universities of Oxford and Cambridge have the longest histories, with Oxford (founded in 1167) being the oldest university in the English speaking world. However, prior to the 19th century there were very few schools and those that existed were usually run by the church.</p> <p>The Elementary Education Act of 1880 reformed education and meant that all children had to attend school from the ages of 5 to 10. Since then, the age of leaving has steadily risen so that, from 1973 it became compulsory for children to stay in education until the age of 16. Recent plans are in place to raise the leaving age to 18 from 2013. See the Wikipedia entry on the history of education in England for more information.</p> <p>The subjects studied have also changed dramatically over time. Prior to the 19th century, as most schools were run by the church, religious education was the main subject studied. At the end of the 19th century the three R's (Reading, Writing and Arithmetic) dominated and the main teaching style was through dictation. Visit Channel 4's Victorian Children: Victorian Schools website for more detail (you will see that geography is in there!). Today pupils are given the opportunity to study a variety of different subjects from Politics and Art History to Travel and Tourism and teaching styles are much more interactive.</p>
<p>Lesson 6: Going into the field</p>	<p>A number of fieldwork techniques can be used to investigate the local area.</p> <p>All fieldwork has certain limitations which have an impact on the data.</p>	<p>Fieldwork has always been an essential component of geographical study and serves to motivate pupils and enable them to see for themselves what is happening in the 'real world'. The Geographical Association's manifesto 'A Different view' highlights the importance of fieldwork in the subject.</p> <p>However, it should be noted that all aspects of fieldwork will have limitations. It is impossible to investigate every aspect of a place and so a limitation may be that conclusions will be partial due to lack of evidence. It may be that the equipment used to investigate a particular aspect of the environment may not be accurate which again will affect the validity of conclusions. In this instance, it is likely to be the reliability of different sources of information which may affect the validity of conclusions.</p>
<p>Lesson 7: My place</p>	<p>I have a place within the local history.</p> <p>I can evaluate what I have learnt about the history of my local area.</p>	<p>It is important to consider our own place within the context of the local area and also in time. People may live in a particular area but feel that they have little connection to it, or may feel that they have an affinity with a different place, for example the place in which they were born. With the rise of television programmes such as Who do you think you are?, which asks celebrities to investigate their personal and family histories, there has been a real interest in discovering the past on a more local scale. For more information visit the BBC's Family History and Who do you think you are? websites.</p>