

Key Stage 2 and 3
Learning Resources

Dialect and Heritage Project



These resources have been created for teachers and group leaders who wish to explore dialect and heritage in the school environment. This pack is full of useful cross-curricular resources for **Key Stages 2-3** which support and enhance the teaching of the national curriculum.

The activities are particularly useful as your students build their vocabulary, understanding of grammar and linguistic conventions, and develop their speaking and listening skills.

We've created a suite of short activity ideas which can easily be slotted into your own lesson plans and schedules.

Our website is packed full of recordings, resources, information, and inspirational ways for you to engage with the project and inspire learning. Please share your students' dialect words on our website.



To find out more about the Dialect and Heritage Project and our wider work, please contact us via: dialectandheritage@leeds.ac.uk

or at: Dialect and Heritage Project, School of English, University of Leeds, Leeds, LS2 9JT

An introduction to our website and project

These resources are part of a much wider project which is housed on a website full of useful material for you and your students to explore.

Between 1950 and 1961, fieldworkers from the University of Leeds travelled to over three hundred locations and recorded the language and lifestyles of hundreds of speakers from across England. This large-scale operation was known as the **Survey of English Dialects** and remains the most famous and complete survey of the dialects of England ever undertaken.



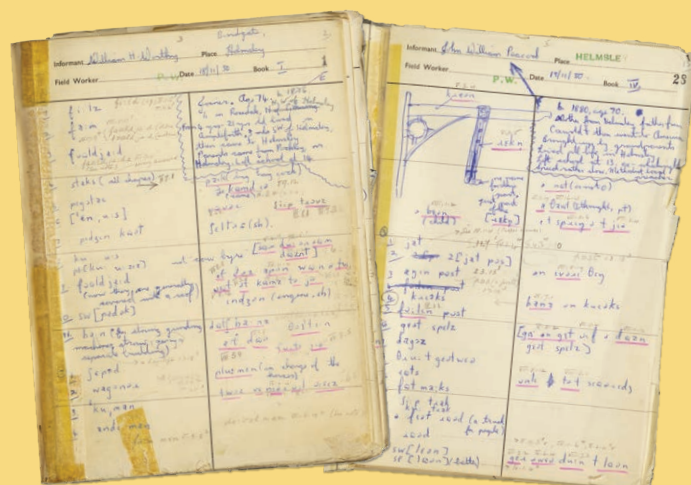
Stanley Ellis with Tom Mason (LAVC/PHO/P2164)



Stanley Ellis recording sheep washing: Outgang Beck (LAVC/PHO/P0656)

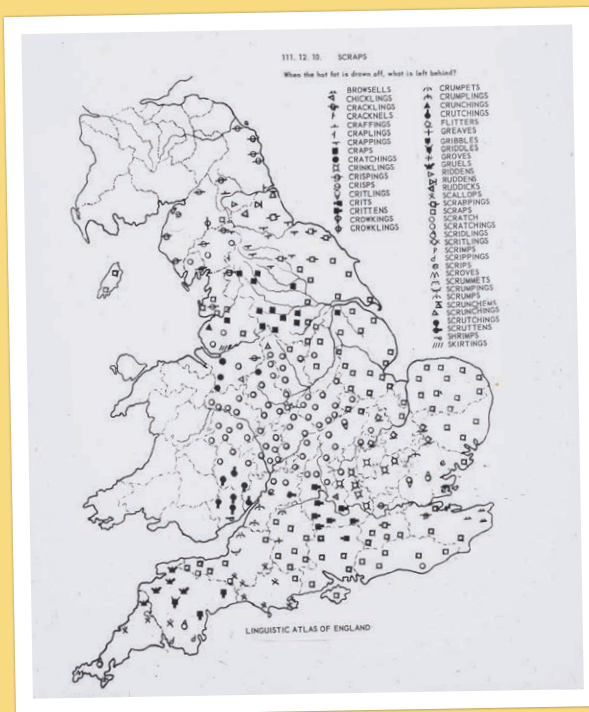
“The project will preserve this invaluable cultural legacy for future generations.”

Professor Fiona Douglas



Helmsley Response Book - 6Y10 (LAVC/SED/2/2/6/10)

University of Leeds Library's Special Collections now looks after the rich resources generated by this huge national study and the subsequent important work carried out by students and staff at the **Leeds Institute of Dialect and Folk Life Studies (1964-1983)**.



SED Word Map: Scrap (LAVC/PHO/S032)



Wallops (Ninepins) (LAVC/PHO/P1744)



Butter-making Utensils (LAVC/PHO/P1488)



Corn Dolly (LAVC/PHO/P1831)



Cheesemaking: Putting Curd into a Cheesecloth (LAVC/PHO/P1526)

This nationally important archive is called the **Leeds Archive of Vernacular Culture**. Resources include the results of the Survey, photographs, sound recordings, fieldworkers' notebooks, research, and word and pronunciation maps.

For more information and to keep up to date with our research, visit the **Dialect and Heritage Project** website.

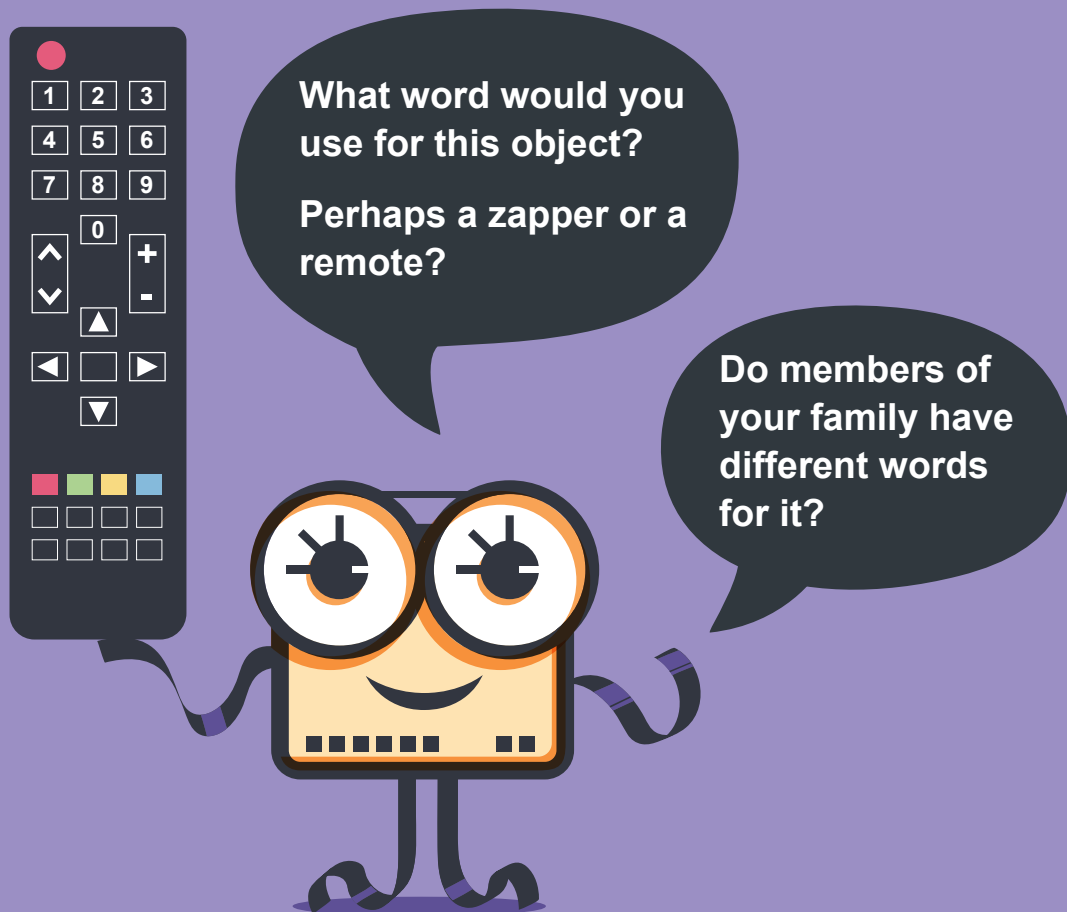
www.dialectandheritage.org.uk

What is dialect?

What is dialect and where does it come from? Are accent and dialect the same thing? And is it all just bad English? Dialect is a subject that delights but also confuses. If it's got you feeling a bit **giddy-headed**, read on!

Dialect includes the way we say words (**pronunciation**), the words we choose (**vocabulary**), and the way we put those words together (**grammar**). They combine to create distinctive dialects that are shaped by the people who use them and the areas they come from.

So how you say a word is important, but so is the word you choose.



Find out more

If you still have an appetite for more, read on as we delve deeper into dialect. We've broken down this tricky topic into digestible chunks that explore how dialects are made and where they come from.

The building blocks of a dialect

Dialects are unique sets of sounds, words, phrases, and grammatical structures that combine to make up distinctive linguistic varieties. English, especially spoken English, varies from county to county, and village to village. Let's take a closer look at each one of the components or 'ingredients' of a dialect.

Pronunciation



Pronunciation is all about sound – in other words, accent. For example, the words **foot** and **cut** may or may not rhyme with each other for you. How you pronounce them depends on where you're from.

Vocabulary

Dialects have distinctive vocabularies, that is, different words for the same thing. The fieldworkers recorded a range of different terms for the bread bins where freshly baked loaves were kept. These included a **pankin** (Yorkshire), a **bread mug** (County Durham, Northumberland, Cheshire, Lancashire, and Derbyshire) or **pan mug** (Derbyshire), a **pippin** (Lincolnshire and Derbyshire) or **pippin pot** (Nottinghamshire), a **bread bing** (Suffolk), a **pan** (Buckinghamshire, Bedfordshire, Hertfordshire, and Oxfordshire), a **crook** (Cumbria), a **bread pot** (Yorkshire and Cumbria), a **muffin pot** and a **cake pot** (both used in Yorkshire).

We usually learn these words and phrases early in life, and associate them with the places where we grew up and the people closest to us. This explains the strong sense of local identity and pride that can go hand in hand with dialect. Linguists recognise and celebrate the diversity that dialects bring.



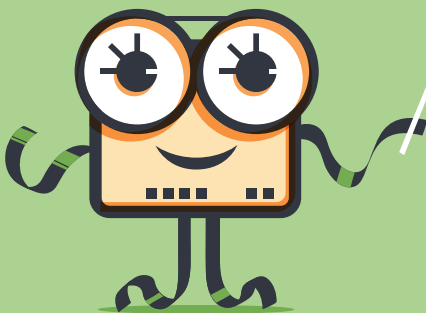
Well spoken: is dialect just ‘bad’ English?

Not at all! It is vital to remember that dialects are not ‘wrong’ or ‘lesser’ forms of language. They represent distinctive, yet equally valid, ways of speaking and writing, though they are often used in different situations from Standard English. For example, you will use Standard English for most of your writing in school, or to write a job application. You might prefer to use your local dialect when speaking to family and friends, or when writing a poem or social media posts.

All dialects are equally valid and have developed alongside each other over the course of English’s long history.

In fact, most regional dialects are much older than so-called ‘Standard English’, and some are closer to the way English was spoken in the past. The English language has never been just one thing. It has varied from the time when it first developed, and has been changing ever since, absorbing influences from many different sources over time.

Professor
Harold orton

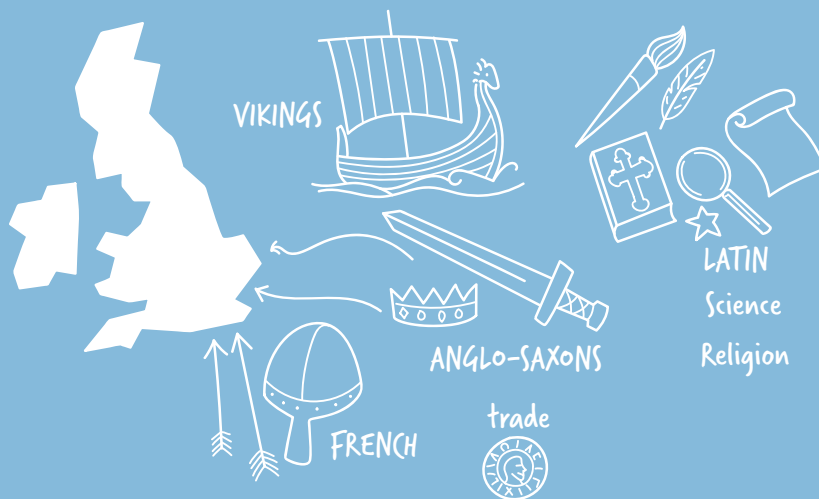


Survey of English Dialects Editorial Team (LAVC/PHO/P1985)

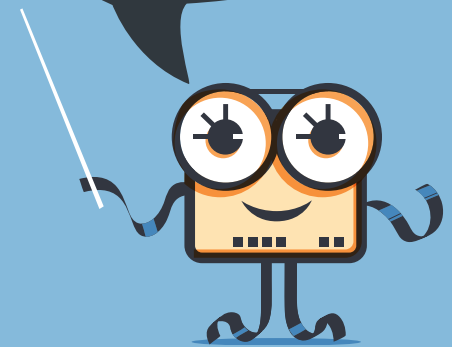
Harold Orton was one of the professors who designed the **Survey of English Dialects**. He was interested in dialect as a window into the language of the past – and that’s why they went to isolated villages and talked to older people who had lived there all of their lives. Some of the people interviewed were born as far back as the 1870s! Recording these dialects has allowed us to look into the history of our language and stay connected to it.

Influences on English

If you were to write a recipe for a dish with very rich and complex flavours, you would probably include plenty of different ingredients, and a lot of time for preparation and cooking. This is a useful way to think about English and the reasons why it is so varied. A range of different languages contributed to its development, and it has had 1,500 years to marinate!



The early history of English, like the history of England, is a story of multiple invasions and settlement.



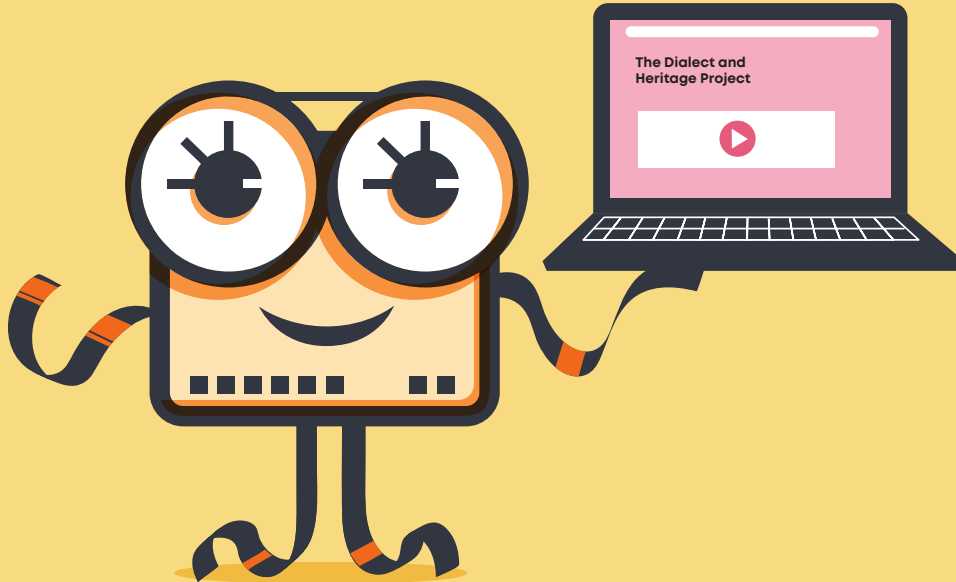
English first arrived with Germanic tribes from western Europe in the 5th and 6th centuries. Later came the Vikings, bringing with them Scandinavian languages and dialects of their own that had a significant impact on Old English. From 1066, Norman French rule in England meant a new language was in circulation too and adding to Middle English as it developed. Latin has also contributed to the English language at various points throughout history. Latin and Latinate words came into English via many different routes, particularly Christianity in the Middle Ages, a fashion for Latin during the Renaissance, and the need for new terms to describe medical or scientific concepts.

Dialects develop and change as people move and communicate. Some factors keep groups of people apart and prevent this. These factors can be geographical, such as mountains and rivers, or social, such as class and racial prejudices. Other factors bring people together. These include close-knit communities, common interests and activities, and business and trade. The result is a vast range of regionally and socially distinctive 'dialects'.

Activity ideas:

Remind your students that many people use dialect and share the video from our website.

Activity
1



Dialect words can be clues as to:

- Where you or your family come from
- How old you are

Activity
2

As a starter, ask your students to pronounce the following words:

Scone. Does **SCONE** rhyme with **BONE** or **GONE**?

When you say the words **FULL** and **DULL** out loud, do they rhyme?

When you say the words **DO** and **DEW** out loud, do they sound the same or different?

Explain to your students that the way we pronounce our words is our accent. It's a sign of where you come from, have lived, and the people that you spend time with.

Some experts can tell where someone comes from just by listening to them say a few words!

In your words

Activity 3

Next, ask your students about dialect words.

What do you call a bread roll?

Here are some other words that people use from across the country:

- batch
- breadcake
- bun
- cob
- barm
- bread roll
- bap
- roll

Do you recognise any of them? Would older generations use different words from you?

The term they use for this is part of their dialect. Dialects can vary depending on where people come from, their background, education, and age.

Listen to the past

Activity 4

Go to the [Sound Map](#) on the Dialect and Heritage website. Choose a recording close to your local area and play it for the students. The recordings are from the **Survey of English Dialects**. Some of the speakers were born as far back as the 1870s.

Use the recording to prompt a warm-up discussion.

Ask students what they can hear. Can they understand it and what differences do they notice between dialect then and now? Are there specific pronunciations or words that they find interesting? Are they surprised that people used to speak like that?

Can the group think of any other dialect terms they use? E.g., when they describe something as being **great**, what would they use? Are these the same terms that adults in their family would use? Dialect terms can reveal the ages of people, as well as where they came from.

Don't forget to send us the dialect words you discover at:
[The Great Big Dialect Hunt!](#)

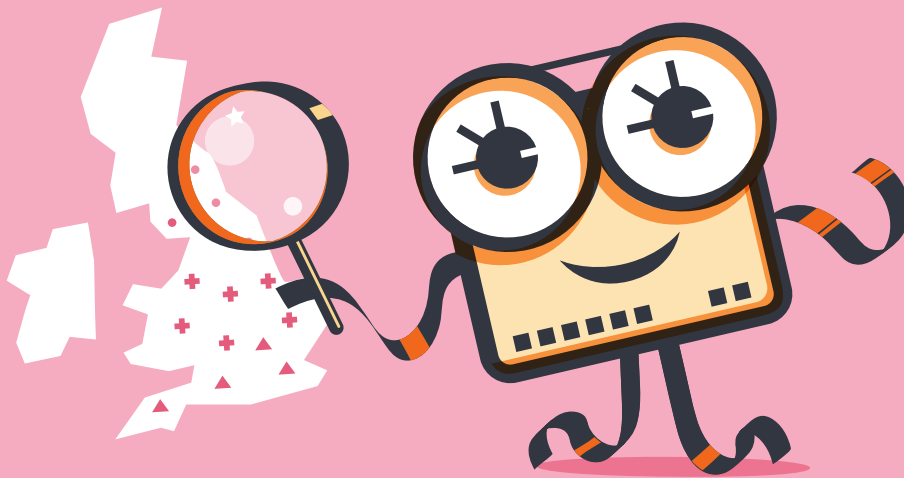
Word Maps

Activity
5

What do you call anything you eat between meals? You might eat it during break time today?

Did you all say the same thing?

In the 1950s, the people who answered the **Survey of English Dialects** gave a variety of dialect words for this. The answers were brought back to the University of Leeds and collated to create Word Maps like the one on the following page. These show regional differences in dialect.



Provide a handout to each child. Look at the map and notice the variety of dialect words. Roughly draw clusters of the same words. What words were recorded in your area?

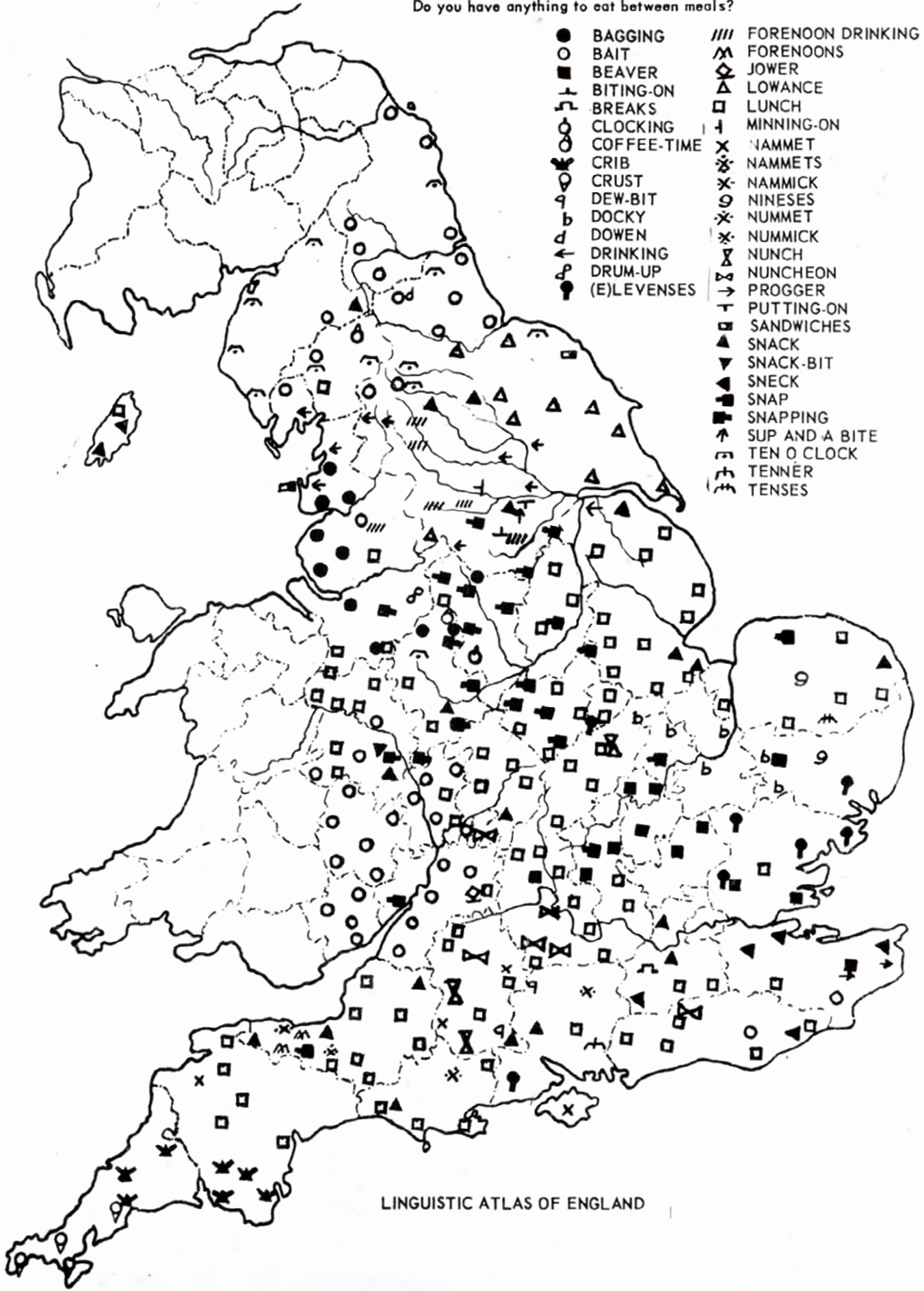
Fieldworker-in-training

Activity
6

In groups, each student takes a turn to be the dialect fieldworker-in-training. Everyone else chooses a part of England to pretend to be from. The fieldworker-in-training interviews the other people in your group and asks 'What word do you use for something to eat between meals?'. The interviewees select and answer using the map over the page. They then give the fieldworker an answer to the question based on where they are pretending to be from. Can the fieldworker-in-training correctly guess where each person is from? If they guess correctly then they are no longer in training. They are a brilliant fieldworker!

VII. 5. 11. SNACK (between breakfast and the midday meal)

Do you have anything to eat between meals?



- BAGGING
- BAIT
- BEAVER
- ⊥ BITING-ON
- ⊥ BREAKS
- ⊥ CLOCKING
- ⊥ COFFEE-TIME
- ⊥ CRIB
- ⊥ CRUST
- ⊥ DEW-BIT
- ⊥ DOCKY
- ⊥ DOWEN
- ⊥ DRINKING
- ⊥ DRUM-UP
- ⊥ (E)LEVENSES
- /// FORENOON DRINKING
- ∧ FORENOONS
- △ JOWER
- △ LOWANCE
- LUNCH
- ⊥ MINNING-ON
- × NAMMET
- × NAMMETS
- × NAMMICK
- NINESES
- × NUMMET
- × NUMMICK
- ∧ NUNCH
- ∧ NUNCHEON
- PROGGER
- ⊥ PUTTING-ON
- ⊥ SANDWICHES
- ▲ SNACK
- ▼ SNACK-BIT
- ▲ SNECK
- SNAP
- SNAPPING
- ↑ SUP AND A BITE
- ⊥ TEN O CLOCK
- ⊥ TENNÉR
- ⊥ TENSES

LINGUISTIC ATLAS OF ENGLAND

(DRAFT MAP)

Dialect detective

Activity

7

The words we use not only reveal where we're from, but they can be used to show how old we are. The words we use sometimes change over time. Young people often form their own dialect terms that exclude adults - a secret language so to speak.

Over the years, we have words to describe something good as:

mint

wicked

boss

Ask your students if they use any of these words, or if they sound outdated and old-fashioned.

Ask your students to look at the words below.

- Good e.g. mega, mint
- Happy that something went well e.g. chuffed
- Feeling hot e.g. mafting, sweating

Would the adults in their families use the same words or turns of phrase as they would use? Dialect terms can change across the generations, so it's worth asking older people in their families or within the school community for their dialect terms.

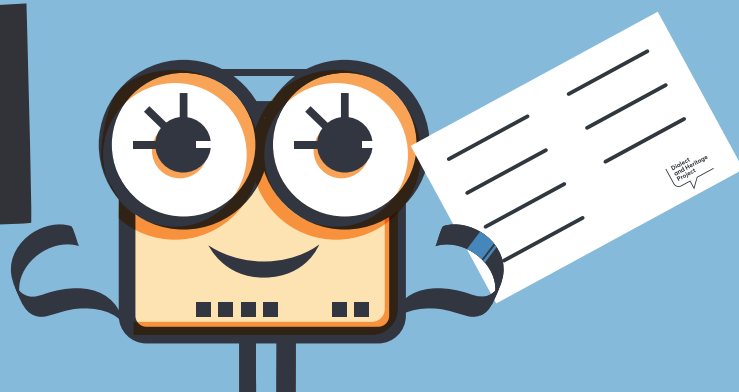
Finally, ask your students to be dialect detectives!

Print out and take home a Dialect Postcard and ask an older relative in your family to share their special words, add them to the postcard and pop them in the post to us at: **Dialect and Heritage Project, School of English, University of Leeds, Leeds LS2 9JT.**

Activity

8

Or you can complete an [online postcard](#) if that is easier. Just follow this link.



The Great Big Dialect Hunt

Activity
9

Download a copy of the The Great Big Dialect Hunt. For each question select a dialect term from the answers which may seem the most obscure or unknown to your specific classroom. First ask the class if they can guess what the word refers to.

Here are some examples we like:

Who knows what 'cooshies' are? (sweets)

What is a 'callycode'? (piggyback)

Who has ridden a 'swaygog'? (see-saw)

Then reveal each item and ask what they call it.

Show the class the other questions. What dialect words do they use?

*For a digital activity, the class can add their words directly to '[The Great Big Dialect Hunt](#)' online at - the Dialect and Heritage Project website - we don't ask for personal information or an email address. It is completely anonymous and really good fun!

Dialect games!

Print out and play Dialect Dominoes, SNAP! or have a go at making your own jigsaw from the Word Map on the following page.



Visit <https://dialectandheritage.org.uk/dialect-games>

Fancy a brew?

When you pour boiling water onto the leaves in the tea-pot, what do you say you do?



We hope that these resources have given you ideas for exploring the wide-ranging history of dialect heritage in the classroom. If your students would like to do more, we have some further suggestions.

We have a variety of ways for your students to submit their dialect to the project. This includes their dialect, inherited, and adopted words as explained on the [website](#).

We've also got a [fun quiz](#) for your students to try out.

Older children, or younger ones with support, might want to take part in [The Great Big Dialect Hunt](#) which is our online survey to capture dialect terms and data from across England.

Finally, we'd love to see photographs of your dialect-inspired schoolwork. Please share these with us via [@DialectHeritage](#) on X/Twitter and [@dialectandheritage](#) Instagram.

To find out more about the Dialect and Heritage Project and our wider work, please contact us via:

dialectandheritage@leeds.ac.uk or at

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