

Year Group: 2	Term: Autumn 1	Topic: The History of Gateshead
Historical strands		
Civilisation and Technology; Monarchy		
NC Links		
Significant historical events, people and places in their own locality		
Other Curriculum Links		
Geography - local area; English - narratives, recounts.		
Links to Rights Respecting		
Article 28 - every child has the right to an education		
Links to North East Ambition		
Link a lesson to the career of a historian / journalist Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit builds on Year 1 by consolidating pupils' understanding of history and by revisiting the history of Gateshead, more specifically in the Victorian period. Pupils will look at what life was like in Gateshead, and how the town developed in the 19th century, including an in-depth study of the Great Fire of Gateshead and Newcastle. Pupils will continue to learn specific historical vocabulary, and develop the idea of chronology through discussion and by sequencing events and describing memories of the Great Fire of Gateshead. Pupils will also continue to develop their understanding of historical sources by looking at artefacts, newspaper reports and images.</p>		
Possible Visits/Visitors		
That History Bloke (Great Fire of Gateshead and Newcastle workshop); Gateshead Archive (Library); Saltwell Park (created 1876); Quayside.		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between ways of life in Gateshead at different times. E.g. transport, clothing, housing <p>Cause and Consequence</p> <ul style="list-style-type: none"> The Great Fire of Gateshead and Newcastle <p>Similarity and Difference - within a period / situation (diversity)</p> <p>N/A</p> <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of the Great Fire of G and N in a simple historical account 		
Learning Intentions (for use in self assessment at end of topic)		
<ul style="list-style-type: none"> Mind-map - What is History? Why study History? What do we mean about our own history? (Y1 recap) What do we know about the history of Gateshead? (Y1 recap) Explore chronology to develop understanding of time, e.g. decades and centuries. To discuss, explore and describe Gateshead in the Victorian era (e.g. Queen Victoria, society, technology, transport, clothing, toys, work) To use images / artefacts to describe and compare changes over time (e.g. simple maps, images and photographs) To discuss, explore and describe in different ways The Great Fire of Gateshead and Newcastle (1854). To begin to develop an understanding of the concept of cause and effect using Great Fire. 		

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Essential skills to be covered and possible activities		
<p>Historical Knowledge</p> <ul style="list-style-type: none"> • Build on Y1. Mind map: what is history? Begin discussion about studying the past, what is the past? What do we mean by my history? What do we know about Gateshead's history? • Discuss some famous Victorian landmarks, e.g. Saltwell Park, Swing Bridge and people, e.g. Joseph Swan, William Wailes (from Y1) - what do they have in common? (Victorian period) • Discuss the Victorian period (1837-1901) - explore Queen Victoria and idea of monarchy. • Look at some images / photographs/maps of Victorian Gateshead and discuss similarities and differences from today. • Discuss important changes, e.g. High Level Bridge (1849) because of introduction of railways; industry along Quayside. • Discuss, explore and describe the events of the Great Fire of Gateshead (1854) 		
<p>Chronological understanding</p> <ul style="list-style-type: none"> • Explore chronology by using blocks / toilet paper / objects to represent time, e.g. 1 block/piece for 10 years. Use this to develop understanding of, e.g. a century / how long Queen Victoria reigned • Sequence photographs / artefacts from different periods in time • Create a simple (whole class) timeline of Gateshead based on some key events/people • Sequence key events of Great Fire of Gateshead and Newcastle • Describe memories of key events in people's lives (e.g. Great Fire of Gateshead) 		
<p>Historical vocabulary</p> <ul style="list-style-type: none"> • Explicitly teach vocabulary relating to passing and measuring of time (e.g. before, after, past, present, then, now, older, newer, a long time ago / decade, century, millenium) • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser 		
<p>Interpretations of history</p> <ul style="list-style-type: none"> • Discuss similarities and differences between images of people / events in the past • Compare two versions of a the Great Fire of Gateshead • Revisit historical sources - how do we know about what happened in the past? Look at photographs, oral accounts, images, objects, newspapers • Discuss the reliability of sources, e.g. oral accounts, newspapers through drama / role-play 		
<p>Historical enquiry</p> <ul style="list-style-type: none"> • Get pupils to stick a picture of a person, place or object from the past and ask questions about them - then discuss the picture and get the pupils to answer the question/s • Observe or handle sources to answer questions about the past based on simple observations 		
<p>Organisation and communication</p> <ul style="list-style-type: none"> • Using blocks / objects / toilet roll to explore chronology • Sticking down / writing / drawing events relating to Great Fire of Gateshead as a sequence. • Drama / role-play, e.g. hot-seating Queen Victoria; be news reporters interviewing witnesses to Great Fire of Gateshead • Writing stories and /or simple sentences about the history of Victorian Gateshead • Work in groups to discuss and then present to the rest of the class • Create displays about Queen Victoria / Victorian Gateshead / Great Fire of Gateshead 		

- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / be journalists reporting on the Great Fire of Gateshead (recorded on iPads and linked to QI codes)
- Group work to discuss sources and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Stick down images (possibly drawn themselves) or written events in a sequence.
- Sorting activities to compare ways of life in Victorian and modern-day Gateshead.
- Write or dictate simple sentences about what they've learned.
- Write narratives / recounts / cartoons about Great Fire of Gateshead
- Create class displays about Gateshead in Victorian period
- PowerPoint / Word presentations

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Assessment			
Ongoing assessment from guided activities, observations, discussions, quizzes, questioning and work evidence.			
	2.1	2.2	2.3
Historical knowledge	With support, identify some differences between ways of life in Victorian and modern-day Gateshead. With support, begin to recognise some causes and effects of The Great Fire of Gateshead	Identify some differences between ways of life in Victorian and modern-day Gateshead. Recognise some causes and effects of The Great Fire of Gateshead	Identify a number of differences between ways of life in Victorian and modern-day Gateshead. Recognise and confidently describe causes and effects of The Great Fire of Gateshead.
Chronological understanding	With support, sequence events, and describe memories of a key event	Pupils sequence three / four events and describe memories of a key event	Pupils confidently sequence events and describe memories of a key event.
Historical vocabulary	With support, use common words and phrases relating to the passing of time, and some relevant historical terms.	Use common words and phrases relating to the passing of time and some relevant historical terms.	Confidently use a range of common words and phrases relating to the passing and measuring of time and relevant historical terms.
Interpretations of history	With support, compare two versions of an event and begin to discuss the reliability of historical accounts.	Compare two versions of an event and discuss the reliability of historical accounts.	Compare different versions of an event and discuss the reliability of a range of historical sources.
Historical enquiry	With support, observe or handle a historical source to answer a question about the past.	Observe or handle a historical source to answer a question about the past.	Observe or handle a range of historical sources to answer questions about the past.
Organisation and communication	With support, communicate knowledge through discussion, pictures, drama /role-play, writing and ICT.	Communicate knowledge through discussion, pictures, drama/role-play, writing and ICT.	Confidently and communicate knowledge through discussion, pictures, drama/role-play, writing and ICT