

Year Group: 3	Term: Autumn 1	Topic: Work in Gateshead and the North-East
Historical strands		
Civilisation and Technology		
NC Links		
Local history study; extend knowledge beyond 1066		
Other Curriculum Links		
Geography - local area / mining; English - narratives, recounts; Science - rocks and fossils		
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 policeman/woman / crime scene investigator Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit builds on Year 2 by revisiting Victorian Gateshead, looking specifically at work - adults and children - focusing on jobs relating to coal, including an in-depth study of North-East coal mining. Pupils will also learn about some of the Victorian Acts regulating child employment. Pupils will develop the appropriate use of historical vocabulary, and continue to understand chronology by placing events from the time studied on a timeline. Pupils will deepen their understanding of historical sources by beginning to distinguish between sources and comparing different versions of the same story.</p>		
Possible Visits/Visitors		
Gateshead Archive (Library) - good sources re jobs in Victorian Bensham; Beamish (coal mining workshop); Box of Delights: North East Mining / Victorian Servant: Annie Laws		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Identify similarities / differences between working life in Victorian and modern-day Gateshead / North-East. <p>Cause and Consequence</p> <ul style="list-style-type: none"> The Victorian Acts regulating child employment <p>Similarity and Difference - within a period / situation (diversity)</p> <ul style="list-style-type: none"> Knowledge of the changing attitudes towards children in period <p>Significance - of events / people</p> <ul style="list-style-type: none"> Recognise the importance of Victorian Acts regulating child employment 		
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 know about the history of Victorian Gateshead? Explore chronology to develop understanding of time, e.g. decades and centuries Compare jobs in Victorian times with jobs today Discuss, explore and describe coal mining in the Victorian North-East To use images / artefacts to describe coal mining and compare changes over time To discuss, explore and describe in different ways child employment in the Victorian North-East and efforts to regulate child employment Develop an understanding of cause and effect using understanding of dangers of children working in mines and Acts to regulate child employment 		

Year Group: 3	Term: Autumn 1	Topic: Work in Gateshead and the North-East
Essential skills to be covered and possible activities		
Historical Knowledge		
<ul style="list-style-type: none"> • Build on Y2. Mind map: What is history? Why is it called the Victorian period? What do we know about Victorian Gateshead? • Discuss some famous Victorians, e.g. Queen Victoria, William Wailes, The Stephensons • Discuss the Victorian period (1837-1901) - what happened in this time? (Great Fire, railways) • Observe images / photographs/ documents of everyday jobs in Victorian Gateshead (including coal-related jobs) - compare with jobs from today • Discuss, explore and describe coal mining, including child workers (writing, drama / role-play) • Discuss, explore and describe the Acts relating to child employment. Why did people want / not want child employment? (Writing, drama/role-play, group presentation / displays) 		
Chronological understanding		
<ul style="list-style-type: none"> • Explore chronology by using sheets of toilet paper to represent time. Use these to develop understanding of, e.g. a century / how long Queen Victoria reigned • Sequence photographs / artefacts from different periods in time • Place the period studied on a timeline • Sequence several artefacts / events relating to work / mining / child employment 		
Historical vocabulary		
<ul style="list-style-type: none"> • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, Victorian, historical, evidence). Use knowledge organiser • Develop the appropriate use of historical vocabulary and terms 		
Interpretations of history		
<ul style="list-style-type: none"> • Revisit historical sources - photographs, oral accounts, images, objects, newspaper reports • Distinguish the differences between different sources: compare different versions of the same story and discuss the reliability of each through writing and /or drama/role-play • Observe and discuss representations of the period, e.g. cartoons, posters • Look at two representations of child employment (e.g. employer and reformer) - identify and give reasons why they are different (written and / or drama/role-play (hot-seating)) 		
Historical enquiry		
<ul style="list-style-type: none"> • Use a range of sources to find out more about a period (Box of Delights / Gateshead Archive) • Spend time looking at different historical sources. Through discussion, begin to observe small details in artefacts / documents / pictures • Begin to use books / internet to do research about the past (e.g. groups could research using different sources and present findings) • Begin to select and record information that is relevant to the study (sorting tasks) 		
Organisation and communication		
<ul style="list-style-type: none"> • Using toilet roll / blocks to explore chronology • Sticking / writing / drawing events relating to work / mining / child employment on a timeline 		

- Drama / role-play, e.g. hot-seating workers / child workers; reporters interviewing employers / reformers
- Reports /recounts / persuasive writing about child employment in Victorian North-East
- Whole-class discussion / debates for and against child employment
- Create displays about work / mining in Victorian Gateshead and North-East
- Using iPads / computers to create PowerPoints / Word presentations

Suggested Strategies for Recording Learning

- Practical activities where possible - drama / role-play / be journalists reporting on dangers of children in mines and calls for reform (recorded on iPads and linked to QI codes)
- Group work to discuss sources / to debate pros and cons of child employment v education and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Sorting activities to compare working life in Victorian and modern-day North-East
- Stick down images (possibly drawn themselves) or written events onto a timeline.
- Writing narratives / reports / recounts / persuasive pieces about work / child employment in Victorian Gateshead and North-East.
- Create class displays about work in Victorian Gateshead and North-East.
- PowerPoint / Word presentations

Year Group: 3	Term: Autumn 1	Topic: Work in Gateshead and the North-East	
Assessment			
Ongoing assessment from activities, observations, discussions, quizzes, questioning and work evidence.			
	3.1	3.2	3.3
Historical knowledge	<p>With support, describe the working lives of people in Victorian North-East, including coal miners, and make some comparisons with today.</p> <p>With support, recognise some causes and effects of child employment Acts.</p>	<p>Describe the working life of people in Victorian North-East, including coal miners, and make some comparisons with today.</p> <p>Identify some causes and effects of child employment Acts.</p>	<p>Confidently describe the working life of a range of people in Victorian North-East, including coal mining, and make comparisons with today.</p> <p>Identify and explain the causes and effects of child employment Acts.</p>
Chronological understanding	With support, place events on a timeline.	Pupils place several events on a timeline.	Pupils confidently place events on a timeline.
Historical vocabulary	With support, begin to use dates and some appropriate historical terms.	Use dates and some appropriate historical terms.	Confidently use dates and a range of appropriate historical terms.
Interpretations of history	<p>With support, recognise a range of different sources.</p> <p>With support, compare two versions of the same story, and discuss why they might be different.</p>	<p>Recognise a range of different sources.</p> <p>Identify and compare two versions of the same story, and, with support, discuss why they might be different.</p>	<p>Distinguish between a range of sources.</p> <p>Confidently identify and compare different versions of the same story, suggesting reasons why they are different.</p>
Historical enquiry	With support, use a range of sources to find information.	Use a range of sources to find information - selecting and recording relevant information.	Confidently use a range of sources to find information - selecting and recording relevant information.
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