

Year Group: 4	Term: Autumn 1	Topic: Life in 20th Century Gateshead
Historical strands		
Civilisation and Technology; Monarchy		
NC Links		
Local History Study; extend knowledge beyond 1066		
Other Curriculum Links		
Geography - local area; English - narratives, recounts; D.T. - old-fashioned toys; British values		
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 journalist Gatsby Benchmark 4 - Linking curriculum learning to careers		
Topic Overview		
<p>This unit builds on Year 3 by looking at life, work and leisure in 20th-century Gateshead. Pupils will start by looking at the changes in monarchy between 1901 and 1952 (from end of Queen Victoria's reign to Elizabeth II), including learning specific vocabulary relating to monarchy. Pupils will then focus on life in Gateshead in the 1950s and '60s - including childhood - making comparisons with life today. Pupils will also continue to develop their understanding of chronology by placing events from the time studied on a timeline. Pupils will continue to deepen their understanding of historical sources by beginning to evaluate the usefulness of different sources.</p>		
Possible Visits/Visitors		
Gateshead Archive (Library); Beamish (1950s workshop / 1950s schoolroom); Box of Delights: 20 th Century		
Historical Concepts		
<p>Continuity and Change - in and between time periods</p> <ul style="list-style-type: none"> Describe / make links between events, situations and changes within 20th century Gateshead and between 20th and 21st century Gateshead. <p>Cause and Consequence</p> <ul style="list-style-type: none"> Identify and give reasons for / impact of events, changes (e.g. abdication of Edward VIII) <p>Similarity and Difference - within a period / situation (diversity)</p> <ul style="list-style-type: none"> Describe varying experiences of people from different socio-economic backgrounds <p>Significance - of events / people</p> <ul style="list-style-type: none"> Identify some significant people and events 		
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 do of Gateshead's history? Explore chronology to develop understanding of time, e.g. decades and centuries - placing some significant events of period (c.1920-2020) on a timeline What is monarchy? Explain (simplistic terms) constitutional monarchy. Look at changes in monarchy 1901-1952. Use terms like abdication, coronation, succession, inheritance Discuss, explore and describe coal mining in the Victorian North-East To use images / artefacts to discuss and describe and contrast 20th century life with today To discuss, explore and describe in different ways aspects of 20th century life Develop an understanding of similarity and difference by looking at the experiences of people from different socio-economic backgrounds 		

Year Group: 4	Term: Autumn 1	Topic: Life in 20 th Century Gateshead
Essential skills to be covered and possible activities		
<p>Historical Knowledge and understanding</p> <ul style="list-style-type: none"> • Build on Y3. Mind map: What is history? ? What do we know about Gateshead in the past? • Discuss monarchy. Who is our monarch? When and why did she become Queen? • Discuss some aspects of 20th century (c.1950s): e.g. childhood / school; leisure and entertainment - compare with Victorian Gateshead and today • Observe objects / images / photographs/ documents of everyday life in Gateshead in 20th century - compare and contrast, and evaluate their usefulness in explaining the past • Discuss, explore and describe school and childhood in 1950s (writing, drama / role-play) • Discuss, explore and describe entertainment and leisure in 1950s, including how social class might change experience (Writing, drama/role-play, group presentation / displays) 		
<p>Chronological understanding</p> <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 different monarchs reigned • Use terms related to the period • Place events of the period studied on a timeline • Begin to date events 		
<p>Historical vocabulary</p> <ul style="list-style-type: none"> • Explicitly teach relevant historical vocabulary (e.g. period, timeline, artefact, historical, evidence). Use knowledge organizer • Explicitly teach vocabulary relevant to 20th century monarchy (e.g. inheritance, coronation, abdication, constitutional, parliament) • Develop the appropriate use of these historical vocabulary and terms 		
<p>Interpretations of history</p> <ul style="list-style-type: none"> • Revisit historical sources - photographs, oral accounts, images, objects, newspaper reports • Distinguish the differences between different sources: compare sources and begin to evaluate the usefulness of different sources 		
<p>Historical enquiry</p> <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 / books / internet / library / own historical knowledge to build up a picture of a past event • Choose relevant material to present a detailed picture of one aspect of the past (e.g. TV / holidays / coronation) • Ask a variety of historically valid questions 		
<p>Organisation and communication</p> <ul style="list-style-type: none"> • Using toilet roll to explore chronology • Sticking / writing / drawing events relating to 20th century life on a timeline • Drama / role-play, e.g. hot-seating monarch / ordinary people of the time / different classes • Reports /recounts / persuasive writing about 20th century life • Whole-class discussion: debates for and against monarchy; comparing childhood / leisure in Victorian / 20th / 21st century 		

- Create displays about childhood / leisure in 20th century Gateshead / kings and queens 1901-present day
- 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 abdication of Edward VIII / coronation of Queen (recorded on iPads and linked to QI codes)
- Group work to discuss sources / to debate monarchy / aspect of 20th century life and presenting findings to rest of class (recorded on iPads and linked to QI codes)
- Sorting activities to compare aspects of 20th century life with Victorian and modern-day
- Stick down images (possibly drawn themselves) or written events (including dates) onto a timeline.
- Writing narratives / reports / recounts / persuasive pieces about aspects of life in 20th century Gateshead and North-East.
- Create displays about monarchy/aspects of life in 20th century Gateshead and North-East.
- PowerPoint / Word presentations

Year Group: 4	Term: Autumn 1	Topic: Life in 20 th Century Gateshead	
Assessment			
Ongoing assessment from activities, observations, discussions, quizzes, questioning and work evidence.			
	3.1	3.2	3.3
Historical knowledge and understanding	<p>With support, identify the monarch and when she became Queen; describe some aspects of 20th century life and make some comparisons with today.</p> <p>With support, explain some causes and effects of events in 20th century.</p>	<p>Describe in simple terms how the monarchy developed (1901-1952); describe some aspects of 20th century life and make some comparisons with Victorian times and today.</p> <p>Identify and explain some causes and effects of events in 20th century.</p>	<p>Confidently describe how the monarchy developed (1901-1952); describe aspects of 20th century life and make comparisons with Victorian times and today.</p> <p>Identify and explain the causes and effects of events in 20th century.</p>
Chronological understanding	With support, place events and dates on a timeline.	Pupils place several events and dates on a timeline.	Pupils confidently place events and dates on a timeline.
Historical vocabulary	With support, use dates and some appropriate historical terms.	Use dates and appropriate historical terms.	Confidently use dates and a range of appropriate historical terms.
Interpretations of history	<p>With support, recognise and identify a range of different sources.</p> <p>With support, begin to evaluate the usefulness of different sources.</p>	<p>Recognise and identify a range of different sources.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Distinguish between a range of sources.</p> <p>Confidently evaluate the usefulness of different sources.</p>
Historical enquiry	With support, choose relevant material to build up a picture of the past.	Identify and select relevant material from sources to build up a picture of a past event.	Confidently identify and select relevant material from a range of sources to build up a detailed picture of a past event.
Organisation and communication	With support, communicate knowledge and understanding through discussion, pictures, drama /role-play, writing and ICT.	Communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT.	Confidently and communicate knowledge and understanding through discussion, pictures, drama/role-play, writing and ICT