

Year 3

Our Locality

What is it like living in Bill Quay today and what was it like living here in the past?

What I should already know:	Vocabulary	Images
<ul style="list-style-type: none"> • The names of the seven continents. • The names of the 4 countries of the UK and their cities. • The names of some oceans and seas. • The name of our river. • How to locate Bill Quay and South Shields on a map. • Where the UK is on a map. • England is a country in the UK which is in Europe. • How to use simple compass directions. 	<p>Suburb River Landscape Compass point Key Symbol Land use Location Locality Grid Reference Co-ordinate</p>	
<p>By the end of this unit, children should know:</p>	<p>National Curriculum</p>	
<ul style="list-style-type: none"> • Four figure compass points. • How to use 4-figure grid references • Land use of the local area. • Know there are standardised symbols on maps. • There are different types of maps. • How land use has changed over time. • How to locate places using a range of maps, including ordnance survey and digital. 	<ul style="list-style-type: none"> • Use the 4 points of the compass, symbols and keys to build their knowledge of the UK. • Begin to use 4-figure grid references. • Understand key aspects of land use. • Identify features on a map. • Use fieldwork to record, measure and present human and physical features, including digital technologies. 	

History

What is it like living in Bill Quay today and what was it like living here in the past?

What children should already know:	Vocabulary	Disciplinary Concepts
<ul style="list-style-type: none"> • Our school is in Bill Quay. • Bill Quay is in Gateshead. • Our river is the River Tyne. • Key features of the local area. • Land use of our locality. • Our school was built in 1877 when Victoria was queen. • How to locate Bill Quay on a map. • Some standard map symbols. 	<ul style="list-style-type: none"> • Source • Staith • Collier • colliery • Quay • factory • ship yard • century • industry 	<p>Key Focus: Handling Evidence</p> <ul style="list-style-type: none"> • Understand that knowledge about the past is constructed from a variety of sources. • Be aware that different versions of the past may exist. • Know that some sources are more useful than others • Combine information from more than one source • Communicate their knowledge and understanding of history in various ways.
By the end of this unit, children will know:	Substantive Concepts	
<ul style="list-style-type: none"> • That we can find out about the past from a variety of sources. • That some sources are more useful than others. • About the main changes to our local area over the past 150 years. • The main industries along the Tyne and the jobs people did who lived in Bill Quay. • The meaning of key vocabulary such as staith and collier. 	<ul style="list-style-type: none"> • Industry 	
	National Curriculum Link	<p>Pupils should:</p> <ul style="list-style-type: none"> • regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • construct informed responses that involve thoughtful selection and organisation of relevant historical information. • understand how our knowledge of the past is constructed from a range of sources. <p>through a local history study.</p>
		

Our Locality

8 Weeks

<u>Objectives</u>	<u>Activities (2 hours per session)</u>
<p>To think like a geographer. To know the difference between physical and human features. To locate their house within the locality using a digital resource.</p>	<p>What geographical questions could we ask about our area? Show an aerial photo of Bill Quay (slide 6 powerpoint). What can you spot? Label fields, houses, road, railway line. Next show map of Bill Quay to support children in thinking of questions.(slide 7 powerpoint) E.g. Is Bill Quay a village, town or suburb? What type of buildings can we find and what can they be used for? Who lives here and what do they do? What was this place like in the past and how is it changing? Write their questions on a large A3 paper.</p> <p>Show children a photo taken from within Bill Quay. What physical features can they identify? What human? Label on the IWB, e.g. man-made bridge (human). Give children a different photo to stick in jotters and label.</p> <p>Follow the 'Where do I live' activity on Digimaps. Children need a Chromebook each and their postcode. Model how to do this on IWB with children following step by step .Print out their map and stick in jotters.</p>
<p>To use four-figure grid references. To identify some simple OS symbols.</p>	<p>How do maps help us find places? Introduce the idea of locating places using grid squares. Watch: https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/z6hxrj6</p> <p>Make a grid on the IWB and draw animals in it. Ask children to give their location. E.g. A4 Introduce the terms, eastings and northings (vertical lines are eastings, horizontal lines are northings) to locate the animals. 'The label of the square is the bottom left hand corner.</p> <p>Give out Ordnance Survey maps of the area. Model how to find a location by using a four- figure grid reference. Give children some grid references to identify given simple features, e.g. river, church, school on the map. Children write the four-figure grid reference and the matching object in their jotters.</p> <p>Build from Year 2 learning about the use of symbols to help us read maps. Show children some standard OS symbols on the IWB. Can they identify them? Give some more four-figure coordinates for children to find on their map. This time, they must identify the symbol within the square.</p>
<p>To use four figure compass directions.</p>	<p>What can we see from the river? Revise four figure compass points from Year 2. Show the OS map and pinpoint the coordinates for the riverbank. Make a note of these.</p> <p>Take children to the river bank. Ask them to note down the coordinates and draw and label what they see to the north, south, east and west of them on a worksheet (compass rose worksheet) with a compass rose in the middle.</p> <p>Back in class, enlarge a digimaps map of the locality. Using the school as the point, ask children what lies north of it, south of it, etc. They must write as many things as they can find on the map into their jotters, completing the stem sentence 'The ____ is north of the school.'</p>

<p>To follow a route on a map.</p>	<p>Can we follow a route around Bill Quay? Fieldwork: Give children the Digimap map worksheet of Bill Quay with a pre-marked route drawn onto it. They must follow the map around the area and identify the images at given points marked on the map. What human and physical features did we spot on our walk? What type of buildings did we see? Back in class, match the pictures on the sheet to the route on the map by cutting out and matching.</p>
<p>To understand key aspects of land use.</p> <p>To compare how land use has changed over time.</p>	<p>How is the land used in Bill Quay and how has this changed over time? Explore land use of Bill Quay. Show the blank land use map of Bill Quay and ask children to identify given places, e.g. houses, fields, river on the map. Devise a colour-coding system e.g. brown for factories, red for houses, green for fields/grass etc. Children colour in their maps. Discuss how the land is mainly used in Bill Quay.</p> <p>Next, show an old map using Digimaps (slide 8 powerpoint) What can you spot? Label on the screen. What has stayed the same? What has changed? Where are the houses located on the old map? What was the land used for? Stick both maps side by side in jotters (slide 9 powerpoint). Underneath, children write under ‘What has stayed the same’ and ‘What has changed’.</p>
<p>Devise historically valid questions.</p>	<p>What was life like in Bill Quay when our school was first built? Show the old map of Bill Quay again (slide 8 powerpoint). How could we find out about what Bill Quay was like when our school was built in 1877? Take children’s ideas and note these on A3 paper, introducing the idea of sources. Point out that the old map is a source. Draw children’s attention to the school field and the buildings beside it. I wonder if it was always a school field?</p> <p>Give children a selection of photographs of Bill Quay from the past to explore. Model taking one photo and answering the questions: What can I see? What can I infer? What do I not know? What questions could I ask? Children choose one photo from the pile, stick in jotters and write answers to the questions above. Share questions and record on an A2 sheet.</p>
<p>To understand that knowledge about the past is constructed from a variety of sources.</p>	<p>What has stayed the same and what is different in Bill Quay? Fieldwork: Walk along the road from the school and stop at the pub. Give pupils a copy of Exploring Bill Quay workbook to refer to. What road are we stood on?. What once stood on the field here? Can you name 3 streets that once stood here? How could we find out why the houses have been demolished? What building is still here at the bottom of Joel Street? (The Cricketers) . What differences can you find between the pub today and the one in the photo? Set the task of spotting where the three old photos were taken around Bill Quay and what they were. How have they changed? What are they now? Children complete the workbook.</p>
<p>To understand that knowledge about the past is constructed from a variety of sources.</p>	<p>What jobs did people do in 1877? Look at slide 15. What are these photos of? What is the same? What is different? Establish that they are of the same view but at different points in time. What is different about the river side 100 years ago and today? What are the tall chimneys? Why are there so many ships 100 years ago? Look at slides 16-17. What is happening in these photos? Why are there flags on the ship? Look at some extracts from the logbook that gives us more information about the ship yards.</p> <p>Slides 19-21: explore the coal industry and the importance of the river in transporting the coal. Establish that this industry is what brought people to live in Bill Quay and why the community built up.</p> <p>What can the log book tell us about life in Bill Quay? Use some extracts from the log book to find out more about life in Bill Quay.</p>

