

#WeAreHistorians

Unit of Learning

Year 3

Autumn

Mining in Sunderland

Overview

Children learn about the lives of miners in Sunderland, including their local area of Silksworth/Ryhope. They can begin to understand what life was like at this time in history and what working in a mine involved.

National Curriculum Objectives

Children should be taught about:

- ❖ Changes in Britain from Stone Age to Iron Age
- ❖ The Roman Empire and its impact on Britain
- ❖ Britain's settlement by the Anglo-Saxons and Scots
- ❖ The Viking and Anglo-Saxon struggle for control of England up to Edward the Confessor
- ❖ A local history study
- ❖ An aspect of theme in British History that extends chronological knowledge beyond 1066
- ❖ The achievements of the earliest civilisations
- ❖ The life, achievements and impact on the western world of the Ancient Greeks

Disciplinary and Procedural Knowledge

<u>Chronological Knowledge and Understanding</u>	<u>Historical Enquiry</u>	<u>Interpretations of history</u>	<u>Continuity and Change</u>	<u>Cause and Consequence</u>	<u>Similarities and Differences</u>	<u>Historical Significance</u>
<ul style="list-style-type: none"> ❖ Use timelines to place events in order that they have studied from memory ❖ Understand timelines can be divided into BC and AD ❖ Use words and phrases like century and decade ❖ Understand the term ancient civilisations and period 	<ul style="list-style-type: none"> ❖ Use artefacts, pictorial and written evidence sources to describe invasions, homes, settlements, culture and way of life, beliefs, attitudes, differences between rich and poor ❖ Draw conclusions from sources with support and begin to see limitations of source ❖ Suggest reasons why periods in history are different 	<ul style="list-style-type: none"> ❖ Understand the difference between primary and secondary evidence sources ❖ Give reasons why there might be different accounts of history ❖ Ask questions of the source material and suggest sources of evidence to help answer the questions 	<ul style="list-style-type: none"> ❖ Identify similarities / differences between ways of life at different times comparing their own lifetime with that from the beginning of time and from another country 	<ul style="list-style-type: none"> ❖ Recognise why people did things linked to previous knowledge ❖ Explore why events happened and what happened as a result 	<ul style="list-style-type: none"> ❖ Make simple observations about different types of people, events and beliefs within a society 	<ul style="list-style-type: none"> ❖ Talk about important groups of people from the past and recall their stories ❖ Talk about the legacy of the significant groups ❖ Say whether they are inspired by the significant people, why and how

Key Threads in Our Curriculum

LEGACY



What has been left behind by the civilisations we study and how do they still impact us today?

MIGRATION



Did the civilisations we study invade or migrate to England?

WOMEN



How are the lives of women different to ours today and how are they impacted by the events we study?

CHILDREN



How are the lives of children different to ours today and how are they impacted by the events we study?

Website Links / Texts

<https://www.ncm.org.uk/learning/categories/primary-education/>

<https://englandsnortheast.co.uk/coal-railways-north-east/#:~:text=As%20early%20as%20the%20mid.candles%20to%20light%20the%20mine>

Key Knowledge - End Points

- ❖ To know what coal is and how it was used in the past and today
- ❖ To know how mining started a rivalry between Newcastle and Sunderland
- ❖ To know transportation of coal was enhanced by George Stephenson
- ❖ To compare different types of mines
- ❖ To know when and why the mines in the North East closed
- ❖ To know what life as a miner was like

Unit Vocabulary

coal	seam
colliery	coal face
miner	ventilation
pit	pit wheel
strike	furnace
anemometer	

Lesson Sequence

To know what coal is and its uses now and in the past	To know how mining began in Sunderland and how it started a rivalry with Newcastle	To know how coal was transported and the role George Stephenson played in this	To discuss and describe the life of miners in Sunderland	To know why the miners' strikes took place and the impact these had	To know when and why the mines in the North East closed
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Suggested Retrieval Task



Name two monarchs we have talked about in our past learning	How did Florence Nightingale help improve hospitals?	What was George Stephenson famous for?	What does it mean if something is in chronological order?	How did people try to prevent the Great Fire of London from spreading?	Who do these images represent and why are they remembered? (Grace Darling)
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Activity

Sort key information into groups - what coal is and what coal is used for Discuss what applies to coal usage today and what was mainly in the past to further categorise these facts	Discuss key events in North East mining and plot in chronological order Explain in own words how mining caused the rivalry with Newcastle initially	Recall Y2 topic of George Stephenson to explain how coal was moved - create diagram of his 'Blucher' and explain how this benefitted mining	Explore range of sources depicting miners in North East - what can children infer from these sources about their lives? Develop viewpoints on the conditions of miners/mines in North East	Discuss arguments for and against the miner' strikes - children pick a POV and give reasons why they think that is the correct choice	Research when the mines closed using books/internet Compile learning about mining in Sunderland for leaflet to go in Sunderland Museum
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Assessment

Correctly categorised facts and information evident in books	Events given are in correct chronological order	Information on George Stephenson accurately recalled and used in context of North East mines	Inference from sources relevant to sources cited and description of conditions matches evidence	Arguments given match the correct POV chosen and include accurate reasons	Format and information match given context for writing and accurately recalled
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