



May we give them roots to grow and wings to fly.

Our Curriculum – Medium-Term Planning



Term and Year:	Autumn 1
Class:	Year 3/4
Subject:	History
Key Unit Question:	Why should we be proud of our mining heritage?
Key Themes:	Legacy
Memorable Experience:	Beamish/Easington Colliery Pit Site visit

Vocabulary that will be taught:

Heritage: who you are and where you have come from to get to where you are today

Colliery: A coal mine and the buildings and equipment associated with it

Collier: Someone who works with coal, usually the getter

Nationalisation: the process of taking privately-controlled industries and putting them under government control

Strike: a refusal to work organized by a body of employees as a form of protest

Picket Line: those who gather outside or near the entrance of the workplace

Shaft: Vertical tunnel which leads from the surface to the underground roadways

Disaster: a sudden accident that causes great damage or loss of life

National Curriculum Objectives:

- a local history study

Rationale:

There has always been a requirement at Key Stage 2 to teach local history. Some of the best teaching seen at this level has involved pupils investigating their locality. Local history provides rich opportunities to engage children in their immediate local area and to understand their own history and how history contributes to a greater overall understanding and bigger picture. The collieries that once dominated many parts of North East England have now gone and the pit heaps have been reclaimed and naturalised into the landscape but there is no doubting the important influence that coal mining has had upon shaping the modern character of North East England. In this unit children will explore the significance of coal mining in the local area and how it shaped the lives of people all around them – even their own lives indirectly.

Prior Knowledge:

Children have previously discussed coal mining in KS1 when learning about George Stephenson and how the invention of steam locomotives positively impacted on the coal mining industry. Coal mining boomed during the British Industrial Revolution as it provided fuel for steam engines of all kinds in factories, transport, and agriculture.

Children may also have prior knowledge of the Easington Colliery Pit through family history. Children may have had family members who worked in the pits and have told them stories already about what life was like working in the mines.

What do we intend pupils to know and be able to do at the end of this unit?

Substantive knowledge:

- I know why coal mining is important to our local heritage
- I know what life was like in the mines
- I know about the events of the Easington Colliery Disaster

Disciplinary knowledge:

- I can use evidence to explore life in the time studied
- I can look for links and effects in the time studied
- I can recognise connections, contrast and trends over time



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Key lesson questions		Activities/Key points
Lesson 1	What does heritage mean? - I can explore what heritage means - I can link heritage to my own life - I can understand that there is often not a single answer to historical questions	- Display UNESCO World Heritage Sites. Ask children if they know what the sites are and why they might be important. - According to UNESCO: <i>Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage are both irreplaceable sources of life and inspiration.</i> - Can children think of anything similar to this where they live? - Explain that heritage in the context that we are learning is about our ethnic roots of course, but also our cultural teaching and personal experiences. It's about who you are and where you have come from to get to where you are today. - Children to complete the 'My Identity' worksheet thinking about what we've discussed about heritage.
Lesson 2	What is coal mining? - I can identify changes and links within and across the time period studied - I can compare life in early and late 'times' studied - I can recognise connections, contrast and trends over time	- Explain that coal mining was once the main industry in the North East of England. - Coal mining became widespread in the North East from the 13th century. - By the early 19th century, there were approximately 10,000 coal miners and after the development of the steam locomotive the industry expanded and by the early 20th century, there were over 200,000 coal miners in the North East. - In 1947, coal mines came under government control. This is known as nationalisation. Gradually, mines were forced to close. The last of the original mines in North East England closed in 2005. - More recently, mines have opened at Seaton Burn, Consett and Cramlington, bringing coal mining back to the area.
Lesson 3	Where was our local coal mine? - I can use evidence to explore life in the time studied - I can begin to evaluate the usefulness of sources - I can look for links and effects in the time studied	- Easington Colliery, was one of the most modern and productive mines in Europe - Children to explore sources (maps, pictures) to learn about the mine at Easington Colliery. *Visit Opportunity* Can children go down to the Easington Local Nature reserve (site of the former colliery) There is a replica of the mine shaft over-looking the sea and an interesting time-line leading up to it. - Pit closed in 1993 – one of the last collieries in the Durham Coalfield - What impact did this have on the town?
Lesson 4	What do people remember about the coal mine? - I can ask questions about the time studied - I can identify key events of the time studied - I can explore different aspects for different people e.g., men and women	- Children to explore sources (interviews, newspaper articles) to learn about the mine at Easington Colliery. - Particular focus to be paid to the 1984–5 strikes and the return to work by miners which triggered dramatic and violent picket-line confrontations – 40th anniversary *Visitor Opportunity* Can local people, family members, members of the Durham Miners' Association come in to speak to the children about their time in the mine?
Lesson 5	What was the Easington Colliery Disaster? - I can use evidence to build up a picture of a past event - I can present finding about the past using speaking, writing, maths, ICT, drawing and/or drama skills - I can use subject specific vocabulary	- In May 1951 an underground explosion there killed 83 mineworkers, the worst British mining disaster in the later twentieth century. - Children to use sources to find out more about the Easington Colliery disaster - Children to present their findings – poster, newspaper article, video, double page spread - Children to consider why it's important we remember this and how can we honour those who have died?
Lesson 6	Why should we be proud of our mining heritage? End of Unit Assessment / Knowledge Harvest	