

Roseberry Primary School – Curriculum planning

Lead Question: Who was Grace Darling?

National Curriculum driver: History

Rationale statement This unit will teach children how to use a variety of resources to find out about the life of Grace Darling. They will compare household life in the early 1800s to modern life. Children will investigate how and why Grace's actions became famous and why she is still celebrated today.
Skills Chronology – demonstrate an awareness of the past, using common words and phrases relating to the passing of time, begin to use dates in a broad chronological framework. Historical terms – develop and use a range of historical vocabulary. Historical enquiry – ask and begin to answer questions about past events, understand some ways we find out about the past, use sources to show understanding of events, communicate understanding of the past in a variety of ways. Interpreting history – identify ways the past is represented Causes and consequences – recognise what happened as a result of people's actions and events Similarities and differences – identify similarities and differences between ways of life in different periods Significance – talk about why Grace Darling was important.
Fieldwork opportunities:
End point Class assembly for parents.

Q1: What can we learn from a picture? (Historical enquiry and interpreting history)

Show children the picture 'Grace Darling and her Father Going to the Rescue of the Forfarshire Steamer' (1838-1840) from Greenwich Maritime Museum. Ask children to work in small groups to describe what they can see happening in the picture. Who do they think the people are? Do they think it's a modern picture? Why not? What can you see? Focus on the wreck, the girl and man in the lifeboat, the rocks and the lighthouse. What time of day is it? How do you know? Write on post it notes the ideas that children have and use these for display.

Art link – discussion about a painting.

Q2: Who was Grace Darling? (Historical enquiry)

Use PPT to introduce Grace Darling and explain to the children what she did. Create a timeline for children to begin to understand the chronology of when it happened.

Look at a map of the North East of England and locate the Farne Islands where Grace lived. Draw attention to the distance between the island where Grace lived and the mainland. What would this have meant for the family?

Watch the BBC2 video 'The life and work of Grace Darling.' There are lots of inference opportunities to be found whilst watching. Talk about what they found out by watching the video and draw attention to the fact that Grace was living a very ordinary life before the rescue.

Draw a story map together showing the events of the night of the rescue. Children to complete the sequencing activity (RNLI Resource sheet 6).

<http://www.bbc.co.uk/programmes/p015gmjd>

<http://www.bbc.co.uk/programmes/b03g6h74>

Music link – can we create a soundscape to match the events of the rescue. Which instruments could we use to make the sounds?

Art link – create stormy sea paintings.

Q3: What was life like for Grace? (similarities and differences)

Explain to children that Grace's life was very different to their own. A big difference would be that she had no electricity. Discuss all the electrical things they use in their own homes today. Close all of the blinds and turn off the lights. Light a candle and explain that this would have been the only light that Grace would have had when it was dark. There were no streetlights so it would have been much darker than in their own homes at night and that the only light would come from the moon (and the light in the lighthouse). Tell the children that there was no running water on the island and consider how difficult this would have been. They had water in underground tanks that they had to pump into the living quarters in the lighthouse everyday. Tell the children about the jobs the family would have had to do everyday.

English link – hot seating of Grace.

Children to work in mixed ability groups. Give each group one of the Victorian artefacts and ask them to discuss what they think it might be and what it might be used for – dolly washing stick, metal iron, bellows, slate and metal hoop and stick toy. Swap the artefacts around until each group has looked at each object. Each group to choose a scribe to write down their ideas. Choose one person from each group to explain what they think each objects is.

Use the RNLI information sheet (lesson 1) to talk about what life was like when Grace was young. Look at the picture of the Darling family. What can you see in the picture?

Sorting activity of pictures of objects to show the difference between Grace's life and modern life.

DT link – make a lighthouse that lights up using wires, batteries and bulbs.

Q4: How did she become famous? (causes and consequences)

RNLI lesson 5. Talk about how people become famous now and how people all over the world find out what is happening in the news due to the internet and social media. Compare this to how people found out about Grace and how she became famous. Watch the end of the video again where Grace is talking about what happened after the rescue.

Read the letter from the Queen to show how famous she was and talk about what an important letter this would have been for Grace to receive.

English link - Use the story map to write a recount of the rescue.

Q5: How is she remembered today? (significance)

Use the RNLI lesson to talk about the artefacts from the past that tell us how important Grace's story was at the time and how it was commemorated. Look at all of the remaining tributes and memorials to Grace and where they are.

One of the ways famous historical figures are remembered today is by having them printed on money. Look at the examples of people on notes. The £5 note has just been redesigned. Discuss together why Grace might be a good person to have on a new note.

Art link - Design your own £5 note and say why you think Grace should be on it. Draw portraits of Grace Darling.

English links

<http://www.literacyshed.com/the-lighthouse.html>

Curriculum drivers

World of Work – job of a lifeguard and the RNLI. Hopefully we can arrange a visit from them.

Live Well, Live Long – water safety linked to RNLI website.

Place in the World – maps of Farne Islands compared to where we live.

Safety Net – talk about how the same story can be told in different ways online and how it isn't always reliable to believe everything you read on the internet without checking it out first.