

Year 5 – Autumn 1 – Bostin' Black Country

NC Geography:

Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

NC History:

Hi2/2.1 Local History

Pupils should be taught about an aspect of local history.

Where is 'The Black Country'?

What do we know about The Black Country?
Where is it located?

Using maps and atlases, identify the 4 boroughs (Sandwell, Dudley, Walsall, Wolverhampton) What cities and towns are located within the boroughs? Record on a map.

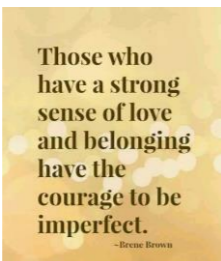


Around the map, children to label significant landmarks, the birthplace of famous people linked to the area as well as where their relatives may reside. Double page presentation.

Belonging, Identity

Where do I belong?

SEAL - Discuss the concept of belonging. Children to consider non-religious groups, organisations and clubs that they belong to inside and outside of school. Guide discussion to include the feelings associated with belonging.



Discuss quote: what does it mean to be imperfect? How might belonging help when we make mistakes or feel vulnerable?

Research: Working collaboratively, children to research information about their house team, identifying the connection to Black Country. Each group to orally present their findings. Create information poster.

Belonging, Pride, Identity

Symbolism

"The Black Country, black by day and red by night, cannot be matched for vast and varied production by any other space of equal radius on the surface of the globe" Elihu Burritt 1868.

Discuss quote: why would the Black Country be 'black by day and red by night'? What is meant by vast and varied production?

Research: What was the Black Country famous for manufacturing?



Share Black Country flag exploring its symbolism. Link symbolism to children's previous learning about belonging. Design own flag which reflect information about their house team.

Art/ DT Link - Possibly work with artist Luke Perry to create flag sculptures.

<https://www.dudleynews.co.uk/news/blackcountry/14204824/artist-luke-perry-creates-a-black-country-flag-sculpture-with-a-little-help-from-his-friends/>

Belonging, Pride, Identity

Mining

Show children lumps of coal. What are they? What are they used for? Where is this material found and how is it obtained? Discuss why mining was important for industry for the Black Country.



Discuss the image. What do you notice? What emotions do you feel? What questions would you like to ask?

Research:

Children to research the different jobs people undertook in 19th century mines. Identify the dangers faced. Discuss what the working conditions were like.

Computing: Children to create own wordles around the topic of mining.

Identity

Mining

Study a contrasting region – Aberfan. Use maps and photographs to investigate the geographical similarities and differences. Watch the news report.

https://www.youtube.com/watch?v=AqZns_CjQaY



What happened? Why did it happen? How did this make you feel? How did this tragedy impact on the community? What questions would you like to ask?

Craft own mining poem.

C/C Link Guided Reading Mining Poetry Visitor – Brian Dakin Black Country Poet

Community

Change

Share facts: In the UK, the last deep coal mine closed on 18th December 2015. Baggeridge Colliery in Sedgley was the last pit in the Black Country to close in 1968.

Research: Investigate the dates the significant collieries in the Black Country closed.

Discuss the reason for the decline in coal mining. Play video – Great Smog of 1952. <https://londonist.com/london/videos/video-the-great-smog-of-1952>

Consider the impact of the 'Clean Air at 1956.'

C/C Link Citizenship

Children to consider the advantages and disadvantages to coal mining (environment climate, health, wealth, job opportunities, energy source, cost) Craft a balanced argument. **Oracy links – debate.**

Discuss how the decline in mining impacted on communities within the Black Country.

Change, Community

NC DT:

DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.

DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

NC Citizenship:

- recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals

- to research, discuss and debate topical issues, problems and events why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;

- reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences

- think about the lives of people living in other places and times, and people with different values and customs

