

# Year 5 – Autumn 2 – 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:

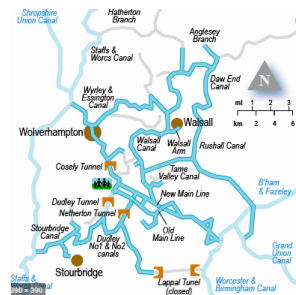
Hi2/2.1 Local History

Pupils should be taught about an aspect of local history.

## Transportation Links

**Research:** Why were canals built? Where were canals built? How were canals built? Who paid for their construction?

Children to map out the Black Country canal system and create symbols. Which canal system is closest to the school?



Investigate feats of engineering within the boroughs. Research lock systems, aqueducts and types of bridges. Produce labelled diagrams explaining how they operate.

Show images of the Dudley canal line tunnel no.1 (the second longest operational tunnel in the country) How did boats travel through the tunnel when there was no tow path running alongside the canal?

Pride, Identity

## Transportation

“It was a good form of transport. Cheap and safe. They reckon it saved a terrific amount of breakages because the journey was so smooth.”  
Jim Morgan in *Voices from the Waterways*, Jean Stone

Using secondary sources, children to consider the advantages and disadvantages of canal transportation systems. What impact did they have upon the environment? Who benefitted? What alternative modes of transportation were there? How did canal systems help with trade links to major cities? Links abroad?

How are canal systems used today? **Citizenship** – how are these canal systems cared for to protect wildlife and heritage?

Change

## Gunpowder Plot

What is the gunpowder plot? Why is it significant? Who were the people involved in the plot?

**Research:** Why did the conspirators want to assassinate James I? What links does it have to The Black Country?

Children to turn detectives delving into why a plot was formulated, who the conspirators were and where they hid in order to uncover the links the gunpowder plot has with the Black Country.



How has this event shaped tradition today? (*Yeoman of the Guard searching the cellars of Westminster before opening parliament, Bonfire Night*)

**Citizenship** – respecting religious beliefs.  
Identity, Change

## Who was Charlie Grigg?

Examine the works of the Beano and Dandy cartoonist Charles Grigg. What links does he have with the Black Country?



Commission children to create a cartoon strip relating to a line of enquiry studied through the topic. For example, the gunpowder plot, day in the life of a miner, the East Park journey to Outstanding.

Working collaboratively, children to plan content, images required, captions etc.

Identity

## Create a comic strip

Children to use 'Comic Life' to create a Comic Strip telling a story related to their studies on The Black Country.



C/C Link Computing

Identity

## The Black Country Anthem

Perform and record The Black Country Anthem 'I vow to thee Black Country' by The Empty Can.

Anthem to be played over video of the children's work produced throughout the topic.

<https://www.facebook.com/BlackCountryPage/videos/the-black-country-anthem-i-vow-to-thee-black-country/10152484446969940/>

Belonging, Identity, Pride, Community

## NC Computing:

. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

## NC Citizenship:

. 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  
 . recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; recognise and challenge stereotypes

