

Significant historical people in Locality - Grace Darling

NC objective:

To learn about the lives of significant historical people in locality.

Cross curricular links

Enquiry Question- Who is Grace Darling and what was her heroic act?

End of unit goal: Children will have an understanding of who Grace Darling is and knowledge of her rescue to understand why she is so well remembered today. Children will know how she carried out her rescue and how she is remembered today.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p>I know who Grace Darling is and what she did.</p> <p>Skills focus: Chronology Causation</p>	Children will understand who Grace darling is and create a mind map of keys facts about her.	<p><u>Prior Knowledge assessment</u>- KWL grid to be completed</p> <p><u>Starter</u> Children to be given images of Grace Darling and her rescue on tables to discuss who she is and what might she have done to become a significant individual for us. Share ideas back as a class and children to think of questions they might like to know the answers to as we learn about Grace Darling and her rescue.</p> <p><u>Main Teaching</u> Discuss with the children who Grace Darling is and explain the rescue. https://rnli.org/about-us/our-history/timeline/1838-grace-darling use this website to gather information with the children to discuss Grace Darling and the rescue or this video clip https://www.youtube.com/watch?v=xCL1x7wHQLY Plot the event on the class timeline.</p> <p><u>Activity</u></p>		<p>Grace Darling Rescue Wreck Storm Steady Survivor Lighthouse row</p>

			<p>Children to create a mind map about Grace Darling in their books.</p> <p><u>SEN</u></p> <p>Create a group mind map.</p>		
Lesson 2	<p>I can create a timeline of events for Grace Darling's life.</p> <p>Skills focus: Description Chronology Causation Affect</p>	<p>Children will create a timeline to plot chronologically the events of Grace Darling's life.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Recall the events of Grace Darlings rescue by watching the video clip again https://www.youtube.com/watch?v=Yv3eS40j0N0</p> <p><u>Main Teaching</u> Children to recall the order of events in the rescue and put pictures into the correct order on an IWB.</p> <p><u>Activity</u> Children to use the images to create a timeline of events leading up to the rescue and Grace Darling's life and a sentence to explain what was happening at east section of the timeline.</p> <p><u>SEND</u> T support and children to use images and text.</p>		<p>Rescue Wreck Storm Steady Survivor Lighthouse row</p>

<p>Lesson 3</p>	<p>I can locate Longstone on a local map in relation to Sunderland. I can annotate a lighthouse.</p> <p>Skills focus: Causation Affect</p>	<p>Children will locate Longstone on a map and show knowledge of lighthouses by annotation.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Show children a collection of similar images for children to identify whether they are from Grace Darling's rescue.</p> <p><u>Main Teaching</u> Recall who Grace Darling is and what the rescue is was and recap some of the key events. Discuss the area in which the rescue took place and show the children some paintings from the rescue and images of Longstone now for children to contrast. Children to plot Sunderland and Longstone on a local map in books to compare where this event happened. Explain Lighthouses have a powerful light and mirrors at the top to shine light out to sea. When sailors spot this light they know that there are dangerous areas ahead and warns them to be extra careful. Discuss what types of dangers might be ahead? Explain that today ships and boats have computers and navigation systems to help them know where these areas are. The lighthouses are run by computers which know when to turn on the light in dangerous weather or at night. Ask the children how lighthouses worked when there were no computers. Explain that people called lighthouse keepers and their families would live inside the lighthouse (or very close by) to make sure the lighthouse was kept in working order and would turn it on and off at the right times. What might this have been like for the people living in the lighthouse? Do the children think this would be an easy or challenging job? Introduce Grace Darling and her family as lighthouse keepers. Look at the different parts of a</p>		<p>Storm Steady Survivor Lighthouse Row Lighthouse Safety Longstone Sunderland</p>
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			<p>lighthouse and what they are for.</p> <p><u>Activity</u> Children to draw and label a light house in their books and explain what it is used for below. Children to explain how Grace Darling used the lighthouse in her rescue to keep the men safe and explain why she went there.</p> <p>Challenge- Children explain how navigation systems have supported</p>		
Lesson 4	<p>I can recall the events of Grace Darling's rescue.</p> <p>I can consider the dangers Grace Darling faced during her rescue.</p> <p>Skills focus: Causation</p>	<p>Children will be able to recall the events of the rescue and participate in hot seating to ask questions to "Grace Darling".</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Recap with children their learning previously in year 1 about The Great Fire of London and how we knew about that. Discuss an eyewitness account and how this was relevant in the great fire of London. Discuss who the eyewitness accounts of this rescue would be. Explain to the children we know about this event because of newspaper articles.</p> <p><u>Main Teaching</u> Hot seat child or teacher to ask questions to think out why Grace Darling did what she did. Discuss the dangers that Grace Darling had faced during her rescue and what happened during it. Hot seat someone as the person rescued to discuss their feelings.</p>		<p>Storm Steady Survivor Lighthouse Row Lighthouse Safety Longstone Sunderland</p>

	Affect Chronology comparison				
Lesson 5	<p>I understand how Grace Darling has impacted us today.</p> <p>Skills focus: Chronology Causation affect</p>	<p>Children will be able to create a fact file about Grace Darling and her rescue and present it to inform us how she has impacted life today.</p>	<p><u>Prior Knowledge assessment</u>- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u> Show the children images of the RNLI and the lifeboats/ life jackets/armbands and other water safety things. Have children discuss what they are and what they are used for.</p> <p><u>Main Teaching</u> Recap Grace Darling and what she did. How has Grace Darling impacted us today? And how has sea rescue improved. Discuss with the children if they know anything about being safe in water and if we have RNLI. Use the RNLI information power point to discuss the RNLI with the children. https://www.youtube.com/watch?v=nO1uRogXxd4</p> <p><u>Activity</u> Using computers or ipad children to create a fact file using images and information they have learned about Grace Darling and the RNLI. Children can copy and paste images and type their facts.</p>		<p>RNLI Rescue Lifeboat Improvement</p>
Lesson 6	<p>NC objective: <i>To learn about the lives of significant historical people</i></p>		<p><u>KWL grid to be completed</u> <u>End of unit assessment Children to complete the pop quiz</u></p>		

	<i>in locality.</i>	<u>about Grace Darling created by class T. T to support SEND by allowing them to answer verbally.</u>		
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