



Why did the 'Iron Rush' put the area on the map?

Why This? Why Now?

This topic builds on the previous learning of the children. In Year 4, the children have studied Rivers focusing on the River Tees and taken part in a River Tees exploration stopping at key landmarks along the river for example, the Transporter Bridge, which links to the Eston Mining topic and the development of industry in the local area. They have also developed their map skills focusing on the local area, which lays the foundation for the local area map skills developed in Year 5. In Year 6, the children will focus their learning on World War 2 and the impact of the war on the local area understanding how the development of the mines led to Middlesbrough becoming a target.

This area of research helps to embed the children's understanding of SMSC:

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- encourage respect for other people;
- enable students to develop their self-knowledge, self-esteem and self-confidence.

| English -National Curriculum / Skills | OVERVIEW |
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| Plan their writing by: | Through shared reading of the Kirkleatham Museum, Cleveland Ironstone Mining book, and the Century in Stone film, the children will write |

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Noting and developing initial ideas, drawing on reading and research where necessary.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Assessing the effectiveness of their own and others' writing:

- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proof-read for spelling and punctuation errors.

information about how miners mined ironstone and the tools they used. (The children will have researched mining over the holidays and created their own 3D tool for the display).

Using the film *Century in Stone* and an actual ironstone miner's diary, the children will write in role as a miner describing a day in their life.

Through shared reading of Accident logs and 'In Memoriams' from the newspaper in the 1800s, as well as using a local news story as a stimulus, the children will write a newspaper report about an accident in Eston mine.

Using a variety of model posters, the children will create their own persuasive posters advertising job roles in the North East for miners.

Writing using an informal style, the children will write in role as a miner or miner's wife and write a letter home to their family.

After walking in the footsteps of a miner, with Craig Hornby, to Eston Hills, the children will write a recount of the events.

To complete the topic, the children will use their knowledge from their walk with Craig Hornby, and the visit to Skinningrove Mining Museum and the Census workshop with the museum curator to write a report about the impact the mines had on the local area.

| History | OVERVIEW |
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| <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods, they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p>The children will be taught to use dates and historical language in their work: creating a timeline of significant events from 1849 when ironstone was discovered in Eston, studying the key industrialists Bolckow and Vaughan and using their knowledge to write information and creating narratives from this time. The children will describe the impact on the area of the development of the mines in Cleveland. They will make comparisons between the area of Eston now and during the 1850s. Working with the Skinningrove Mining Museum through taking part in workshops and marketplace activities in school, the children will learn how historical artefacts have helped us understand more about the local area and the lives of miners and their families.</p> |
| Art – National Curriculum / Skills | OVERVIEW |
| <p>Children will:</p> <ul style="list-style-type: none"> • Talk about famous artists, architects and designers from the past and make comparisons between techniques and styles. • Use a sketchbook to develop ideas. • Adapt work according to their views and describe how they might develop it further. | <p>Children will have explored different artists and different styles prior to Year 5. While learning about the mining industry, children will be taught about Norman Cornish (a celebrated mining artist). They will learn about his life and thus learn more about the daily life of miners. They will then look at a virtual gallery of his work and evaluate chosen pieces. Following this, children will take inspiration from the work of Norman Cornish and experiment with different elements of his work before creating their final piece. This will be in their chosen media and will be evaluated to develop their work in future and to assess whether it is in the style of Cornish.</p> |

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| <ul style="list-style-type: none"> • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Use paint techniques to match an intended outcome, selecting the appropriate technique for the task. | |
| <p style="text-align: center;">Design and Technology – National Curriculum / Skills</p> | <p>OVERVIEW</p> |
| <p>Children will:</p> <ul style="list-style-type: none"> • Use informed research and results of investigations to inform and produce a design criteria. • Use developed design criteria to design functional and appealing products that are fit for purpose. • Make products by selecting from and using a wide range of materials, techniques, components and finishes. • Use a range of tools and equipment to perform practical tasks safely. • Evaluate their product against existing products, considering areas for improvement. | <p>After learning about mine shafts used in the Cleveland Ironstone Mining Industry, the children will research different mining shafts used throughout history and design their own from a given brief. The children will then create detailed plans and create their structure using appropriate methods (measuring, cutting and joining). Following this, children will evaluate their design and finished structure by thinking about its effectiveness and whether it met the brief.</p> |
| <p style="text-align: center;">Geography - National Curriculum / Skills</p> | <p>OVERVIEW</p> |
| <p><u>Human and Physical Geography</u></p> <p>Human geography including types of settlement and land use, economic activity including trade links and the</p> | <p><u>Human and Physical</u></p> <p>The children will explore how the iron industry and the exporting of steel resulted in the growth of Middlesbrough from farmland to an area of industry.</p> |

distribution of natural resources including energy, food, minerals and water. Distribution of natural resources focusing on energy – mining. Human geography including trade between UK and Europe.

Geographical skills and fieldwork

Linking with local History, map how land use has changed in local area over time.

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Geographical skills and fieldwork

Using Google Maps on their iPad, and local area maps from the past and the present, the children will locate key landmarks and compare and contrast land use over time, recording key locations on a map.

Using photos and notes about key landmarks and land use during Eston Hills walk and guided tour with Craig Hornby, the children will create a recount of these events and use this information to write how mining has affected the local area.

| Debate & Discussion Opportunities | Trips & Experiences | Possible Linked Texts |
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| <p>Life as a miner – drama used to discuss different perspectives about life in the mines and to debate the reason accidents happened.</p> <p>STAR values – Teamwork, Self-Belief and Respect.</p> | <p>Eston Hills walk with Craig Hornby Skinningrove Mining Museum visit Census and historical sources workshops with Jean Banwell</p> | <p>Century in Stone DVD Variety of local area texts</p> |

Supporting Your Child at Home

Use of Seesaw to set homework– creative task to show their understanding of topic.

Weekly homework is shared using Seesaw. Updates of the curriculum, educational visits and special topic days are shared with parents and carers through Marvellous Me and Parent Mail.

Use of MYON at home for reading at home.

Websites providing specific information about mining for children:

<https://landofiron.org.uk>
<https://www.nmrs.org.uk/mines-map/iron-mining-in-the-british-isles/cleveland-north-yorkshire-moors-iron-mining/>