Morpeth First School Knowledge Organiser

History	Year group	Summer 2
Grace Darling	2	6 sessions

Background knowledge

Grace Darling became a national heroine after risking her life to save the stranded survivors of the wrecked steamship Forfarshire in 1838. On 7 September 1838, she risked her life to rescue the stranded survivors of the wrecked steamship Forfarshire, a feat of bravery which changed her life dramatically. She became a national heroine, had many paintings made of her and received a medal from Queen Victoria

Resources

BBC Class clips - https://www.bbc.co.uk/teach/class-clips-video/true-stories-grace-darling/z4y7pg8

RNLI Lesson Pack - https://rnli.org/youth-education/education-resources/lower-primary/topic-pack

What should I already know?

I can begin to describe similarities and differences in artefacts. I can find answers to simple questions about the past from sources of information
I can sequence events and objects into chronological order.
I can begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past.
I can sequence photographs etc from different periods of time
I can find out about people and events at other times.
I can describe memories of key events in their lives
I can use drama to develop a sense of empathy and understanding.
I can discuss the effectiveness of a source

National Curriculum Objectives / Key Skills	The Journey (RNLI Lesson Pack)
Chronological understanding Sequence events **Range and depth of historical knowledge** Recognise why people did things, why events happened and what happened as a result. **Historical enquiry** Discuss the effectiveness of sources Learn from historical sources through questions such as who, why, what, how and where. **Organisation and communication** Communicate their knowledge through discussion, drawing, drama, writing and using ICT	1. Who was Grace Darling? Using images of the Darling family, pupils discuss the differences between Grace's life and their own, building their understanding of what everyday life was like in the past. 2. What was Grace Darling's everyday life like? Pupils use a role-play activity to explore Grace's life, then write a letter about their day in the lighthouse based on one of Grace's own letters. 3. What did Grace Darling do to make her famous? – After learning about the events surrounding Grace's famous rescue of the Forfarshire, pupils explore the feelings of the different people involved using freeze-frames. 4. How did Grace Darling become famous? From a sequencing activity and their work in previous lessons, pupils write a newspaper report on the rescue and consider how reports like these made Grace famous. 5. Why do we know so much about Grace Darling and the events of that night?What character traits did she show? Look at different sources of information - a

	newspaper article, her letter to the Duke of Northumberland and some of the many paintings of her. 6. What can we learn from Grace Darling's example? – This lesson links the work of Grace Darling to lifeboat crews today, particularly women who have followed in Grace's footsteps and encourages pupils to reflect on how they too can be courageous or helpful to others.

Cultural Capital

Identify character traits that you share with Grace Darling. Developing a connection with a famous historical figure will help to develop a passion for history and an enthusiastic engagement in learning. In recognising and being exposed to life skills, children will become well rounded members of society in preparation for later life.

Visit to the seaside (maybe a RNLI station) - bring history to life, show children that learning is all around us and further ignite their love of learning.

Outcomes

Developing: With support I can say what life was like for Grace Darling and how it is different to my own life . I can describe the events of the rescue that made her famous and consider how all the people involved would have felt. I can sequence the life events of Grace Darling. I can say how her life changed after she became famous. I can say how she has encouraged others to be courageous and helpful.

Secure: I can say what life was like for Grace Darling and how it is different to my own life . I can describe the events of the rescue that made her famous and consider how all the people involved would have felt. I can sequence the life events of Grace Darling. I can say how her life changed after she became famous and how the Victorians celebrated her fame with commemorative items. I can compare sources of information and begin to discuss how useful they are in giving us insight about how the life of Grace Darling changed after the rescue (her letter to the Duke of Northumberland, the newspaper article, paintings of her).

Mastery: I can say what life was like for Grace Darling and how it is different from my own life . I can describe the events of the rescue that made her famous and consider how all the people involved would have felt. I can sequence the life events of Grace Darling. I can say how her life changed after she became famous and how the Victorians celebrated her fame with commemorative items. I can confidently discuss how we know that her life changed after the rescue. I can compare and discus sources of information such as her letter to the Duke of Northumberland, the newspaper article and the many paintings of her.

Key Vocabulary	Timeline / Diagrams
lighthouse - a tower with a light to warn ships of nearby rocks heroine - a woman showing great courage Victorian - relating to the reign of Queen Victoria source - a book, document, painting, picture etc that provides evidence **Expected vocabulary for this unit of work;** year, decade, century, Victorian, era period, ruler, monarchy, government, date, timeline, sequence of events, date	

Key people / places
Bamburgh Duke of Northumberland Queen Victoria

Assessment questions / outcomes
1. What was life like for Grace Darling? What are the similarities and differences between her life and yours? 2. Why did Grace Darling become famous? 3. Sequence the events of the rescue. 4. Do you think that she deserved so much attention? Why? Or why not?

5. What sort of attention did she receive and what sources can we use to know how her life changed after the rescue.?
6. What qualities of character do you think she showed during her rescue?
7. Do you think that she has influenced others to be brave and helpful? If so, how?