

Morpeth First School Knowledge Organiser

History	Year group	Summer 2
I Love Northumberland	Year 1	6 sessions

Background knowledge

Northumberland is a county in the North East of England. We live in Northumberland. Our school is in Morpeth which is a town in Northumberland. It is the best county in the whole of the United Kingdom (because we live here!) It has towns, villages, beaches, hills, mountains, rivers, dark skies, parks, wild goats, and of course lots of history..... I LOVE NORTHUMBERLAND.

Resources

Library service artefact box - Northumberland (to share with Year 3)

What should I already know?

Children have talked about their past and present events in their lives and in the lives of family members.

Children talk about the features of their own immediate environment and how environments might vary from one to another.

National Curriculum Objectives / Key Skills	The Journey
<p>Chronological Understanding I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. I can sequence pictures and artefacts from different periods.</p> <p>Range and depth of historical knowledge I can recognise some similarities and differences between the past and the present in their own life and the lives of others</p>	<ol style="list-style-type: none"> 1. Look at the Northumberland flag. Locate Northumberland on a map. Find out what the children know about northumberland. 2. Find out about Morpeth in the past. Ask parents, grandparents and neighbours who lived in Morpeth how it has changed over the years. Put old and new photos and maps of Morpeth onto a timeline. 3. Investigate the life of Lord William Armstrong who built, and lived at

I know and can recount episodes from stories about the past.

Historical enquiry:

I can explain that there are different types of evidence and sources that can be used to help represent the past.

I can observe or handle evidence to ask and to answer simple questions about the past.

Organise, evaluate and communicate information:

I can talk, write and draw about things from the past.

I can use historical vocabulary to retell simple stories about the past.

Craggside, which was the first home to have electric lights. What character traits did he show? Do we show these in our lives?

4. Investigate the life of George Stephenson who invented the steam train. He was born at Wylam in Northumberland. Think about the character of George Stephenson and does he share any traits with Lord Armstrong?
5. Learn about the life of Emily Davison who was born in Morpeth. Investigate the suffragette movement and make a timeline of the key events.

Identify the character traits of Emily Davidson. How did she inspire others?
6. Write a tourist leaflet or make a poster about Northumberland and its famous historical figures.

Cultural Capital

Artefact box from school library service - ignites curiosity and fascination about their local area enabling the children to develop a strong sense of belonging and being part of a wider community.

Learn about famous local people from the past - develops their understanding of the passing of time and differences in historical periods.

Outcomes

Working towards: I know that I live in Northumberland and I can say what I like about it. With support I can talk about some of the famous people who lived in the past and were from Northumberland. I can say something about how Morpeth has changed over the last 50 years. I am beginning to use appropriate vocabulary when asking or answering a question

Expected: I can talk about Northumberland and say what I like about it. I can understand that Morpeth has changed over the last 50 years and give one of two examples of this. I am beginning to understand that we get our information about the past from lots of places such as photographs, books and talking to older people. I am beginning to use appropriate language relating to the passing of time.

Exceeding: I can talk about Northumberland and say what I like about it. I can understand that Morpeth has changed over the last 50 years and make reasonable suggestions as to why. I can sequence pictures and photographs of Morpeth from over the years and say how it has changed and why. I can use different sources of information and I can use appropriate vocabulary, relating to the passing of time, when asking or answering a question.

Key Vocabulary

Northumberland- the county where we live.
It is in the North east of England

Source of information - where information is obtained from

Suffragette - a woman seeking the right to vote through organised protest

Sequence - a particular order in which related things follow each other.

Expected vocabulary for this unit of work:

year, decade, century,

memory, remember,

change, similar, different

timeline, date order

investigate, explore, detective

What...?, When...? Where...? Why...?

Timeline / Diagrams



Key people / places

Northumberland

Morpeth

Lord William Armstrong

Emily Davidson

George Stephenson

Assessment questions / outcomes

1. Can you tell me something that you like about Northumberland?
2. How has Morpeth changed over the last 100 years? Why might these changes have happened?
3. Where can we get our information about the past from? Can you give me an example?
4. Why is Lord William Armstrong famous?
5. Tell me two facts about Emily Davison.
6. Who was George Stephenson?
7. Do these famous people share any character traits? How have they inspired others to work hard and to achieve their goals in life?