

Morpeth First School Knowledge Organiser

History	Year group	Summer
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)
<p>Chronological understanding Sequence events</p> <p>Range and depth of historical knowledge Recognise why people did things, why events happened and what happened as a result.</p> <p>Historical enquiry Discuss the effectiveness of sources Learn from historical sources through questions such as who, why, what, how and where.</p> <p>Organisation and communication Communicate their knowledge through discussion, drawing, drama, writing and using ICT</p>	<ol style="list-style-type: none"> 1. Who was <i>Grace Darling</i>? Using images of the Darling family, pupils discuss the differences between <i>Grace's</i> life and their own, building their understanding of what everyday life was like in the past. 2. What was <i>Grace Darling's</i> everyday life like? Pupils use a role-play activity to explore <i>Grace's</i> life, then write a letter about their day in the lighthouse based on one of <i>Grace's</i> own letters. 3. What did <i>Grace Darling</i> do to make her famous? - After learning about the events surrounding <i>Grace's</i> famous rescue of the <i>Forfarshire</i>, pupils explore the feelings of the different people involved using freeze-frames. 4. How did <i>Grace Darling</i> 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 <i>Grace</i> famous. 5. Why do we know so much about <i>Grace Darling</i> and the events of that night? What character traits did she show? Look at different sources of information - a

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

- describe the events of the rescue that made *Grace Darling* famous, retell the story remembering key events
- describe her life and make comparisons to their own lives using simple words and phrases to indicate periods of time
- ask simple questions when unsure
- * begin to consider how we know about past events and remember that they can find historical information in books


Secure:

- describe the events that made *Grace Darling* famous and consider how all the people involved would have felt, have a grasp of the feelings of others and make comments about the actions and thoughts of others

- accurately sequence the life events of Grace Darling
- remember and use names and words specific to this unit of work and to indicate periods of time e.g. long ago, centuries
- * ask and answer simple questions
- * consider how we know about events in Grace Darling's life and know they can find historical information from different sources

Mastery:

- compare and discuss sources of information about the events of the rescue, ask questions and justify answers using sources of stories about her
- accurately order events and draw a timeline of events
- * ask questions to develop their understanding
- * accurately answer a question and justify their answer with a source or story

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

Key people / places
<p>Bamburgh</p> <p>Duke of Northumberland</p> <p>Queen Victoria</p>

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?