



NATIONAL CURRICULUM

History

Pupils learn about the significance of mining in the local area. Pupils will focus on the Cortonwood Colliery which was opened in 1872 and closed in 1985. What was the area like when there was a working mine there? What is the area like now? What was everyday life like as a miner? How did life as a miner change over the years Cortonwood was a working mine?

Historical knowledge

- Know why the coal industry was important (e.g. providing fuel to power iron and steel works/ mills / factories / railways, providing heat at home).
- Know how mining changed over time (e.g. equipment, machinery, child labour, safety laws, worker shortage during WWI).
- Know about the dangers of mining (including miners that were killed in accidents, pockets of gas suffocating the miners and causing explosions as well as collapsing tunnels and flooding).
- Know the historical significance of mining in the local area (in particular Cortonwood mine)
- Know about the 1984 miners' strikes

Chronological understanding

- Understand common words and phrases relating to the passing of time.
- Understand timelines can be divided into BC and AD.
- Place periods of history studies onto a given timeline.



Historical enquiry

- Ask focused questions in order to find out specific information about the past.
- Use a number of given sources to infer information about the past.
- Select and record relevant information from written sources.

Geography

Pupils use maps, aerial photographs and satellite images to compare the geography of the area (Cortonwood) then and now. Pupils learn about how the land use has changed and what impact that may have had on different groups of people within the community.



Location and place knowledge

- Know that Cortonwood is located in the county of South Yorkshire and close to the towns of Rotherham and Barnsley.
- Know how land use has changed over last 150 years (approx.).

Human and Physical Geography

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills & Enquiry

- Use maps, atlases, globes and digital/computer mapping.
- Use the eight compass directions to describe locations.
- Follow a route on a simple map.
- Draw a detailed map with symbols and a key.
- Use four figure grid references.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area

Science: Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them
- Make systematic and careful observations during a fair test
- Plan and carry out a simple fair test relevant to the question or ideas they are investigating
- Take and record accurate measurements using standard units (e.g. to a whole cm)

Science: Light

Link to topic through discussion around what it was like to work down a mine (e.g. pitch black, cannot see). Why was it pitch black? What did they use to be able to see?

- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change



Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them

- Gather and record data in to simple formats e.g. tables and bar charts.
- Use simple scientific language to present findings
- Record and report findings from enquiries in labelled drawings and diagrams
- Draw simple conclusions using my own results
- Begin to recognise when a test is not fair and suggest improvements
- Identify differences and similarities



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SCHOOL KEY DRIVERS

Language	Possibilities	Diversity
<p><u>History</u> Historical knowledge colliery, Davey lamp, firedamp, fossil fuel, strike, Industrial Revolution, natural gas, non-renewable energy, renewable energy, sediment, cage, banksman, engineman, bell pit, bottom-steward, coal face, collier, corf, furnace, getter, hurrier/thruster, motty, riddle, seam, shaft, snap tin, tallow candle, trapper, ventilation, winding gear, sink, sinker, spoil tip/slag heap</p> <p>Chronological understanding & Historical enquiry Anno Domini (AD), Before Christ (BC), Common Era (CE), Before the common era (BCE), millennium, circa, reign, enquiry, infer, relevance. continuity, impact, importance, significance, reason, This suggests/implies...</p> <p><u>Geography</u> Grid reference, cartographer, North East, North West, South East, South West, observe, measure, record, present, satellite image, terrain, physical map, topographic map, urban, relief, sea level, cardinal points, estimate</p> <p><u>Science</u> Rocks sedimentary, igneous, metamorphic, minerals, magma/lava, sediments, permeable, texture, impermeable, weight, pattern, rock, soil, classify, organic matter, fossil, formed, bones, bacteria, dead, decay, sediment, resistant, extinction, weathering, palaeontologist, molten rock, tectonic plate, crust</p> <p>Light angle, bright, dark, dim, electricity, emits, light, mirror, opaque, reflects, shadow, source, beam, absence, translucent, transparent, reflect, surface,</p>	<p>Visit from someone who used to be a miner - asking questions what it used to be like Visit to National Coal Mining Museum</p>	<p>Different beliefs about the Coal Mines - should they be open?</p>

<p><i>straight, protect, hazardous, incident ray, photons, image</i></p> <p>Working scientifically</p> <p><i>fair test, comparative, accurate, standard units, thermometer, data logger, gather, record, classify, present, data, tables, bar graph, classification keys, presentation, explain, conclusion, prediction, differences, similarities, theory, dependent variable, independent variable, results</i></p>		
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<i>Suggested literacy links</i>	<i>Suggested maths links</i>
<p><i>Recount of how it would be to experience down a mine</i></p> <p><i>Visit to National Coalmining Museum</i></p>	<p><i>Measuring the amount of coal collected</i></p> <p><i>Bar charts</i></p>