

The Great Fire of Gateshead

<https://community2.newcastle.gov.uk/fire/#>

National Curriculum Driver: History

Rationale statement: by the end of the unit we want children to be able to use some historical sources to investigate the Great Fire of Gateshead and Newcastle. We want them to understand how the past is represented and the ways in which we can find out what happened a long time ago.

End point: dramatic retell of the events

Introduction: Start with a picture from 1854. Ask the children where they think the picture was taken, what do they think it is, what is happening? Add some effects (fire sounds). What do you think might be happening now?

Scribe children's ideas onto the shared whiteboard. Photo to be taken to be added to History books.

Children to work together to think of questions that they would like to be answered during the study.

Q1: Where is the Quayside?

Show a picture of the Gateshead area (then/now). Use Google Maps to identify the quayside. Identify where this is. Discuss when the children may have seen this e.g. during previous trips to Newcastle with school. Children to identify/circle on a map.

Source: internet, google maps, photographs

Q2: What is the Quayside like today?

Look at Google Maps and identify where the Quayside is. Show photographs of buildings and find these on Google Maps. Categorise buildings as old or new. Children sort buildings into two headings 'old' and 'new'. To create a short description of the area- what do they see? What do the buildings look like? What is on the quayside?

Children to make a map of their own of the quayside today.

Source: internet, photographs, google maps

Vocabulary:

Fieldwork opportunities:

Q3: What was the Quayside like in Victorian Times?

Has the quayside always been the same?

Discuss with the children how there are different periods in time. Show a timeline in the classroom identifying 2015 and Victorian Times on the timeline. Explain how long ago Victorian Times were. Ask the children whether they think everything would have been the same or different over 100 years ago.

Show photographs of the Quayside as it was in either 1830/1850 and photographs from the present day. Split the children into groups and give each group a set of post it notes. Ask the children to scribe differences onto their post it notes. Share differences with the class and display for all to see on shared whiteboard.

Discuss how everything changes and the Quayside has changed a lot since 1830/1850.

Q4: What do you think is happening in this picture?

Present children with a picture of the fire. Work in groups to either ask questions about what is happening or make comments about what they can see. Discuss where it is and ask children if they think it happened recently, talk about how they know. Give them the picture to stick into books and Y1 write a caption and Y2 write a description.

Make a class prediction about what the children think caused the fire.

Explain that there was a fire in 1854 and place the date on a timeline. Explain that it happened during the Victorian period.

Source: Town Corporation Great Fire Image

Vocabulary: Gateshead, Newcastle, fire, a long time ago, in the past, 1854, history, Victorian, timeline.

Fieldwork opportunities:

Q4: What happened in the fire?

Ask the children to discuss and come up with ideas for what might have happened to change Newcastle/Gateshead. Share ideas with the class. Explain that there was a fire in 1854. Read Lizzie Turnbull's Box of Treasure story with the children. Discuss whether the children think that Newcastle was prepared for the fire, were they prepared to fight the fire? Discuss what is needed to fight fires.

Storyboard events of the fire- taken from the story.

Source: Lizzie Turnbull's Box of Treasure story

Vocabulary: Gateshead, Newcastle, fire, a long time ago, in the past, 1854, history, Victorian, timeline.

Fieldwork opportunities:

Q5: How have the fire brigade changed since the Great Fire?

Display a picture of a fire fighter/fire brigade from the Victorian period. Ask the children to make predictions about what is in the picture. Inform the children that it is a picture of a fire fighter from the Victorian period. Look at the picture more closely. What equipment did they use to put out fires? Did they wear a uniform? Do the fire engines look the same?

Discuss with the children who the Fire Brigade are and how they help us. Briefly discuss fire safety. Discuss with the children how modern day fire fighters put out fires.

Show the children a picture of a modern day fire brigade. Discuss the similarities and differences.

Children are to order pictures of the fire brigade in chronological order and to write a sentence explaining how they have changed over time.

Source: Images of Fire Brigade from the Victorian period to modern day.

Vocabulary: fire brigade, fire fighter, modern day, fire engine, leather, volunteer

Fieldwork opportunities: Possible visit from local fire brigade.

Q6: What are the changes to the Quayside?

Discuss the effects of the fire. Order the events in small groups and discuss how the fire caused such a huge disaster. Show the children images of the quayside before the fire and images of the quayside after the fire. What changes can the children identify?

Source: Town Corporation Great Fire Image

Vocabulary: Gateshead, Newcastle, fire, a long time ago, in the past, 1854, history, Victorian, timeline.

Fieldwork opportunities:

Links to other subjects:

English	<p>As writers we will:</p> <ul style="list-style-type: none"> • write descriptions of buildings and landmarks we see at different times on the Quayside • write about how the fire started • write recounts of the fire from Lizzie Turnbull's perspective • write newspaper reports about the fire • retell the story of 'The Box of Treasures' • Create poems about fires <p>As readers we will:</p> <ul style="list-style-type: none"> • read 'The Box of Treasures' • read descriptions of the Quayside • read recounts of the fire • use the internet as a source of information <p>As speakers we will:</p> <ul style="list-style-type: none"> • explain how the Quayside has changed.
Computing	<p>As computer users we will:</p> <ul style="list-style-type: none"> • use Purple Mash to create newspaper reports on the fire • sequence photographs and add captions • improve our knowledge of the keyboard and typing skills. • Save and retrieve our own work from folders.
Art	<p>As artists we will:</p> <ul style="list-style-type: none"> • create fire pictures
DT	<p>As designers we will:</p> <ul style="list-style-type: none"> • create story boxes showing scenes from 'The Box of Treasures'

Curriculum drivers:

World of Work	My Place in the World	Live Well, Live Long	Safety Net
<p>To discuss the job of a journalist</p> <p>To discuss the job of a builder</p> <p>Revisit- discuss the job of a fire fighter throughout study</p>	<p>Locate the Quayside on maps of Gateshead/Newcastle.</p> <p>Identify the changes in this area over time.</p>	<p>Discuss/identify how to stay safe in relation to fires.</p>	<p>Talk about only using sites that teachers have approved.</p>