

Thursday 2nd July

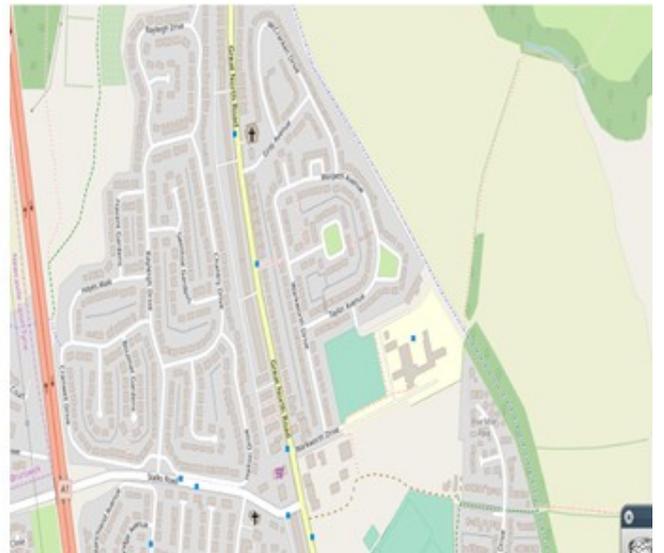
Theme - ' transition'

Step 1 - "...transition..."

Below are two maps of Wideopen.

This map is over 100 years old.

This is a current map of Wideopen.

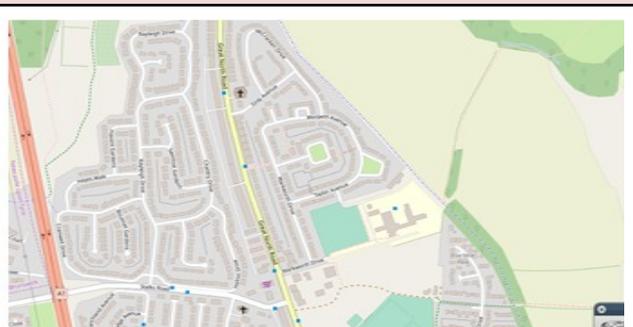


Look at these maps closely together and discuss the changes you can see.

Step 2 - Use the link below to see Newcastle change over time. Can you find Wideopen? Use the map slider to slowly slide into the past. What changes do you see happening?

http://www.archiuk.com/cgi-bin/build_nls_historic_map.pl?search_location=%20North%20Shields,%20Tyne%20&latitude=55.005341&longitude=-1.454330&password=freesearch@freesearch.com

Discussion Points - Now that you have viewed the maps, let's think about what we have seen. Here are some questions to really focus your thinking. Talk about them together.



What are the advantages and disadvantages to more roads being built?

What facilities have developed over time?

How might Wideopen change in the future?

Can you find Greenfields on the map?

Should there be more transport links to and from Wideopen? If so why?

Can you find your house on the map?

English task

Tasks -Early Years

Nursery: There are lots of buildings and facilities in Wideopen. Draw a picture and include lots of different buildings and facilities that you have seen in Wideopen.

Reception: Draw as many facilities in Wideopen as you can think of. Underneath explain why the facilities are important.

Greenfields is important because _____.

The Co-op is important because _____.

Tasks - Key Stage 1

Imagine Mrs Wilson was coming to visit you at your house. She had to find her way from school to your house.

Draw a map to show her the route she would need to take, including any local landmarks or places she would recognise to help her find her way.

Now, write the directions. Use short, precise sentences. For example,

1. Walk up the drive until you see the Co-op.
2. Cross the road at the traffic lights.
3. Turn left and keep walking forward, past the post office.
4. My house is the *th on the right.

Tasks - Lower Key Stage 2

Look at the pictures below. Do you recognise the place in the picture?

If not, ask an adult to see if they know where it is.

They are all pictures of the same location in Newcastle.

Discuss the pictures.

List what you can see in each picture.

Are there any common features in every picture?

Can you read any of the signs?

When do you think the pictures were taken?

How has this part of Newcastle changed over time?

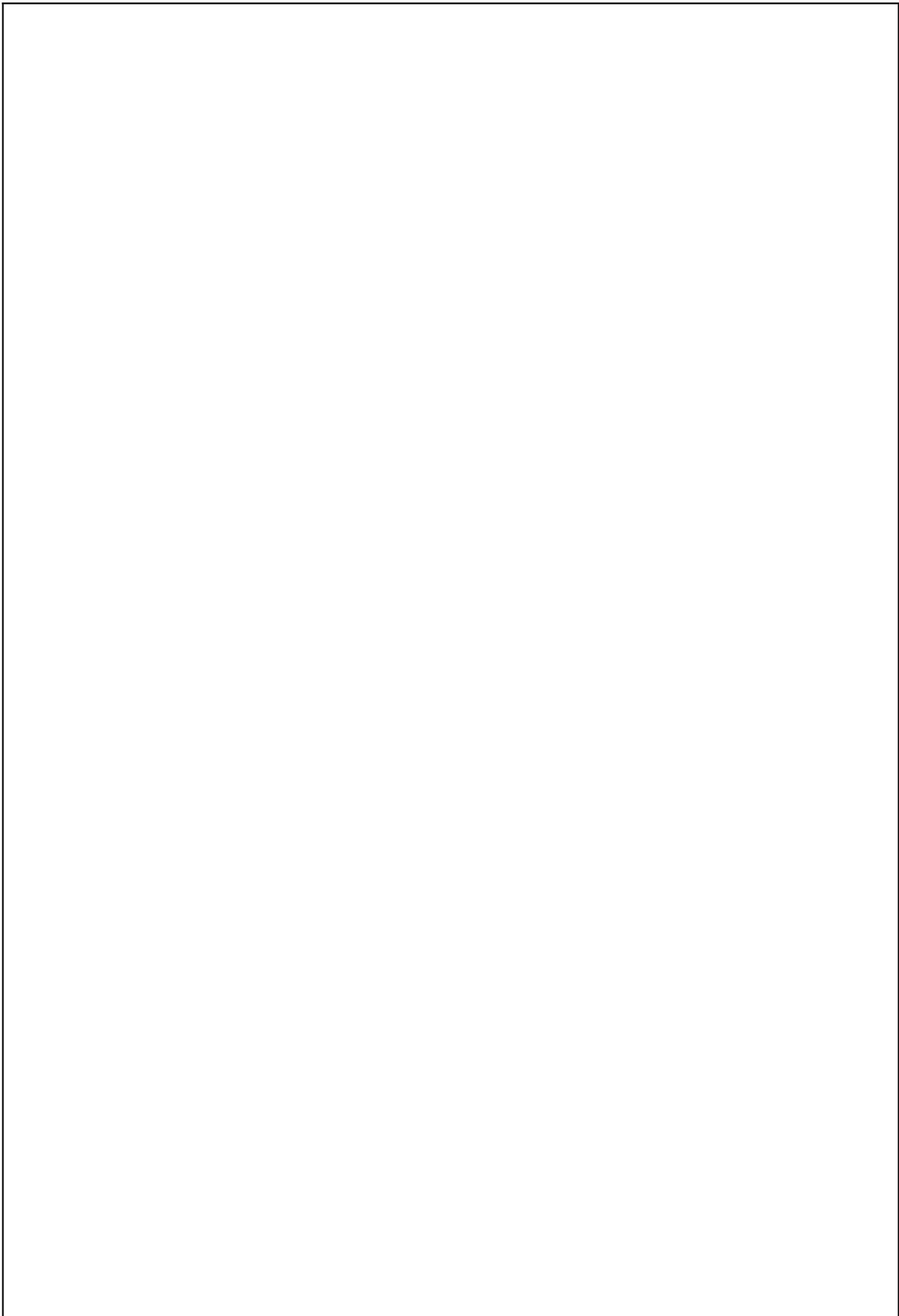
Choose a character from each picture and write down what you think they may be saying or thinking. Why did you choose that character?





Tasks - Upper Key Stage 2

Read Lizzie's Story below, about Lizzie Dowson, a Victorian girl who worked at Ouseburn Lead Works as a teenager.



get the white powder," he said. "You leave 'em for a few months and then yer grub 'em up from the bedding with yer bare hands." Lizzie's eyes widened.

The supervisor laughed, "Don't worry lass," he said, "You'll get used to it."

Lizzie was then taken into another big room in the factory. Once inside she could barely breathe for there was a thick swirl of white dust in the air that caught your throat if you opened your mouth. Through the fog, the supervisor pointed to what looked like stoves.

"That's where we put the lead powder." Lizzie could see the women hurriedly scooping the white powder from the blue cakes into dishes and pushing them into the stoves.

"That's what ye'll be," said the supervisor, "a bedworker. Good job it is an'll...and yer'll get good money to tak home te yer Mam, eh?"

Months passed. Lizzie went to the factory every day. The job was heavy, you had to do the same thing again and again and you got so dirty too. But she needed the money...her family needed the money to buy food every week. She couldn't tell them she didn't like it.

One winter night Lizzie came home so tired she thought she'd go straight to bed. Climbing the stairs, she thought how tired she'd been feeling lately, and about the nasty griping pains she'd been getting in her tummy...and headaches..... she was glad to be able to have a lie down. Brushing her hair in the mirror her young mischievous brother George crept up behind her and cried, "Boo!" in her ear.

"You little rascal," scolded Lizzie, then when she saw his grinning face, she laughed too.

Then George's face changed and he looked at her puzzled. "What's up
"Yer gums, Lizzie, they look kind of blue".

Lizzie peered deeper into the mirror and stretched back her mouth to examine her gums. Sure enough, there was a distinct blue line than ran all round Lizzie's gums. She knew what it was straight away but she didn't tell George.

"I'm sure it's nothing, Georgie," she said brightly. "Don't you be saying anything to Mam or Dah about this mind, d'yer hear?.....Do yer hear?"

"Aye, aye," said George, not convinced.

"Go on now, I'm tired," said Lizzie. George left her alone with the mirror. "Aye," said Lizzie softly to herself, "it'll be nothing to worry about....you'll see....."

Answer the questions below, use evidence from the text to back up your opinion:

1. Give me 5 reasons Lizzie started working at the lead factory.
2. Why was Lizzie 'trying to sound cheerful over breakfast'?
3. What is the text suggesting when Lizzie's father is described as a 'proud man'?
4. How do you think Lizzie felt when the supervisor first explained the job to her?

Why?

5. Do you think working in a lead factory was a good job for a teenage girl? Why?
6. Why did Lizzie choose to not tell George what the blue line was in her gums? Would you have made the same choice? Why?
7. Is it fair that Lizzie had to work in the lead factory? Why/why not?
8. What do you think happened to Lizzie next?

AFTER you have answered the questions, read the extract from the Evening Chronicle to find out what happened to Lizzie. Discuss how life has changed for children since the Victorian times, and why you think it has changed.

<https://www.ouseburntrust.org.uk/Handlers/Download.ashx?IDMF=1868ac67-817d-4e96-88e7-05b11c5f990f>

Maths task

Knowing your address is very important, especially to help you stay safe.

An address is made up of your house name or number, your street name, the village/town/city and area you live in.

If your child does not know their address, help them to rote learn it. Show them their address; you could start with their house number and street.

Walk up the street looking at the different house numbers and talk about how they all have the same address, each with a different number to their house.

You might go for a walk and discuss other addresses on the streets around you.

You could make a name and address poster. This could be stuck somewhere you'll see it often so that you can keep referring back to it, such as your fridge.

If your child knows their address, ask them why their address is their address?

You could look on a map, or on google maps and look for the school. Talk about how you get your address. They could start by looking at Wideopen, then the UK, then the world map. Can they explain how an address is made up and why knowing your address is important?

Well-being task

There are lots of landmarks within the United Kingdom to explore. We might not be able to visit them right now but we can see them virtually using Google Earth.

https://www.google.co.uk/intl/en_uk/earth/



Decide together which landmarks you'd like to find. You may even like to see what facts you can discover:

When was it built?

How long did it take to build?

How tall is it?

Outdoor Learning

Today you are going to draw a map of your surroundings.

Find a space outdoors and stand there. Imagine you are facing North.

Make a list of everything you can see in front of you. Some things may be over a fence or hedge.

Turn a quarter turn either East or West and make a list of everything you can see now.

Turn another quarter turn, as if you are now facing South. Make another list.

Finally, another quarter turn and finish your list.

How many things altogether are in your surroundings?

Make a plan or map of what is in your surroundings or draw a plan or map of what you would like to have there.

Could you improve your surroundings? Look closely at the pictures. Are there any ideas you could take to help design and draw your map/plan?





Creative Learning

The North East has many famous landmarks and attractions which attract tourists.

People often like to send their friends or family a postcard when they visit a new place.

Design your own postcard for the North East.

It can be landscape or portrait, but remember to draw a landmark and write where the postcard is from (Newcastle, Northumberland, Tynemouth, Whitley Bay etc.)

Here are some examples:



TYNE BRIDGE



ANGEL OF THE NORTH

TYNE AND WEAR

