

CLASSROOM ACTIVITIES

KS 1

Exploring the history of their locality helps children develop a sense of identity and place in the world. For **Key Stage 1** children, being curious about, and more aware of, their local area is the first step to understanding that how we think about where we live influences how we think about ourselves.

The online resource can be used to support learning as preparation or follow up to a museum or gallery visit, and to support classroom topics about local history and identity. Try the activities suggested here, adapt them to suit your class or topic, or simply use the images and information in the image galleries to create your own activities. Click through to the large version of an image, print it out, project it onto your whiteboard or use it on a tablet application.



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MAKING A
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ROLE-PLAY

Create a role-play area in your classroom based on one of the themes in the resource:

A railway ticket office and train carriage from the 1800s going to different local places

A local seaside resort from 100 years ago

A ship exploring the other side of the world

A spaceship exploring another planet

Encourage the children to come up with ideas and people to dress up as. Draw on local places, features or people to name the station, ship or spaceship and link the past to children's lives today.

THEN AND NOW

Choose a theme and use the images to compare an aspect of life in the local area a long time ago with today, such as going to the seaside or travelling on a train. Print out historical images from the resource and compare them with equivalent images from today. Make a class chart with the children on A1 paper to compare lives then and now using words and pictures, or turn it into a simple matching game.

Seaside:

think about clothes, activities, food, travelling there, the pier, sun cream...

Railways:

tell children the Tees Valley was where people travelled on trains for the first time anywhere in the world! Think about tickets, what makes the trains go, destinations, travelling in an open carriage... Go on a class walk to your local station if possible to help children with their ideas.

WELCOME TO THE TEES VALLEY

The posters in the **Beside our seaside** theme paint an inviting picture, showing all the best bits. Have the children seen posters advertising great places to visit? In their local railway station for example? Children could design a poster or a leaflet encouraging people to travel to their local area. They could include all the best features of their local town, the things they like doing, and places to visit nearby like the countryside or seaside.



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THE FIRST...

Talk with the children about the idea of there being 'firsts' of things: the first car, the first computer, the first ipad. Use the story of **Locomotion 1** to help them understand that when something new is invented or designed it often leads to further inventions and re-designs over time. Putting three or four images of objects such as trains in chronological order can be an interesting way to see how children explain their ideas of change over time. What do they think about the idea that some very important 'firsts' happened right on their doorstep?

EXPLORER PROFILES

As a class, make 'explorer' profiles for **Captain Cook** and **Nicholas Patrick**. Use the same headings for each explorer and compare the two men. Headings could include: name, when they were born, place of birth, places explored, special skills/interests, ship, equipment, clothes/uniform, loved exploring because... Ask each child to make their own personal 'explorer' profile with the same headings. Will they be the next amazing explorer from the Tees Valley? Where would they like to explore..?

MISSION PATCH

Show the children the mission patch from the **Exploring the wider world and beyond** theme, made for Dr Nicholas Patrick's voyage on the Space Shuttle *Discovery*. Create an 'explorer' mission patch for your class or group to wear on a special visit – to a museum perhaps or on a 'discovery' walk around your local area. Design this together with the children as a whole class, or in groups. Include symbols that represent the children or school, and that represent the place they will visit. Each child can draw or make their own 'patch' based on the design.

SCRIMSHAW

Show children the scrimshaw from the **Exploring the wider world and beyond** theme. Children could think about what they would carve on a piece of scrimshaw to remind them of home if they were voyaging to the other side of the world. Use fine black liners (use pencil first!) to create designs on pieces of paper shaped like whale bones or teeth.



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MARKING THE PAST



Use the centenary photo from the **Stockton & Darlington Railway** theme to introduce the idea of marking things that happened 100 years previously. Make the link to commemorations of the First World War. 100 years is too long a time for us to remember, but can we remember things that happened 1 year ago or 2 years ago? In groups, children make lists of personal things and local or national events that happened in the past. Older children can say which things happened recently or the longest time ago.

WEATHER PATTERNS



Talk to children about what the weather is like where they live. Is it always the same? What colour is the sky when it's sunny or rainy? What can they see happening outside when it's windy? Children can use different coloured paint and make patterns in it to describe a 'stormy day in Middlesbrough' or a 'sunny day in Saltburn-by-the-Sea'.