MAKING A MARK

Making a Mark in the Tees Valley

CLASSROOM ACTIVITIES

KS 2

Exploring the history of their locality helps children develop a sense of identity and place in the world. For **Key Stage 2** children, understanding more about past lives in their area helps develop a sense of local pride as well as opening up new horizons.

The online resource can be used to support children's 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 or project it onto your whiteboard. Children can use different digital applications and platforms to add images to presentations and written work or to create artworks and simple animations.

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FACT OF THE DAY

Choose a different image to project onto the whiteboard when the children come into the classroom each morning. Ask them to try and guess what they think it says about the amazing history of their area. Use the image to discuss what could be happening and then reveal the answer as the 'fact of the day'. For example: this is where passengers travelled on trains for the very first time. NASA astronaut Nicholas Patrick was born here. The Sydney Harbour Bridge was made from ironstone found here. Middlesbrough was the fastest growing town Britain has ever seen.

WHY DO WE LIVE IN THIS AMAZING PLACE?

Use the image galleries to talk about some of the reasons people came to live in the Tees Valley – to work on the railways, in the mines or for iron and steel companies, for example. Ask children to find out when their families first came to the Tees Valley to live and why. Where did they come from? Make a class chart to show the results. What is the most popular reason?

TIME TRAVELLING REPORTERS

Children could write a report for the front page of a newspaper or use tablets to make a news programme about a major event from the Tees Valley's history. Encourage them to discuss why the story is newsworthy, the key facts, words to capture the excitement or 'drama'. Who could they interview to comment? What will the headline be? E.g. Pease and Stephenson's revolutionary railway. Ironstone discovered in the Cleveland hills. Local boy Captain Cook explores the other side of the world. Alice Coates becomes Middlesbrough's first woman councillor. Land speed record broken at Saltburn.

COME TO THE TEES VALLEY

The posters in the **Beside our seaside** theme paint an inviting picture, showing all the best bits. Have children seen posters advertising great places to visit? In their local railway station for example? Children could design a poster encouraging people to travel to their local area. What is really special about it? What would they include on the poster? Create a class bank of adjectives and verbs for children to draw on to create a great slogan.

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THE STOCKTON & DARLINGTON RAILWAY

REIMAGINING THE OPENING OF THE STOCKTON & DARLINGTON RAILWAY

The opening of the Stockton & Darlington Railway was a monumental event and marked a turning point in local, British and world history. Children could think up ideas for an equivalent event or invention being unveiled in their town today. It would need to be something that not only took their town by storm but continued to revolutionise the lives of its people. Create a large, modern-day version of the **Opening of the Stockton and Darlington Railway** painting by John Dobbin, with children contributing different figures and features. They could think about who they would invite to open it or have the first go.

FOR AND AGAINST THE RAILWAY

Did everyone think the Stockton & Darlington Railway was a good idea? Show the children the Petition against the Stockton & Darlington Railway, and the Opening of the Stockton and Darlington Railway painting by John Dobbin. Use the information to talk about some of the pros and cons of this new development and how it affected different people.

Imagine a new supermarket or leisure centre is opening in your local area. Ask children to come up with a list of pros and cons for how it will affect their lives. Then do the same for different groups of people: adults who work, older people, people looking for work.

EARLY SETTLERS & THE ANGLO SAXON PRINCESS

SAXON JEWELLERY

Make up and tell a class story about someone bringing jewels to the Tees Valley for the Saxon Princess. What did she pay for them? Where did the jeweller come from? Children could make their own Anglo Saxon jewellery using salt dough or clay. Ask children to think about what the colour, shape and symbols in their beads or pendants say about them.

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FINDING A HOME

The Romans, Anglo Saxons and Vikings settled in places where there was a good supply of water and fertile land for farming. Being close to a hill or high ground made potential invaders easy to spot. Children can pretend to be early settlers and use a simple map of the North East, marked with rivers, land contours and place names and mark all the places they would explore to see if they would make a good settlement.

WHERE DID THE EARLY TEESSIDERS SETTLE?

Anglo Saxon names traditionally end in –ton, -ham or -ley. Viking place names end in –by, -thorpe and –ay. Ask them to plot all the Anglo Saxon and Viking and settlements they can find in and around the Tees Valley. Why do children think they chose these places? How many children live or have family who live in places with these names?

LEAVING YOUR MARK

Show children the **Anglo Saxon namestone**. The names of people who lived here in the past are all around us. Can children think where? Graveyards, war memorials, 'blue plaques', street names, statues, names of parks, shops and other public places. Children could make a list of all the places in their local area where names of the past can be found. They could research where their name or the name of their street, town or region comes from. Where might their names be found two hundred years from now?

SAFETY SYMBOLS

People from different cultures and religions, past and present, believe that different symbols will protect them from harm or bring them luck, like the **Roman babies' bangles**. Make a class list of all the things people might be afraid of. Children could design and make a protection bangle, amulet or sign to keep them safe.

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MADE IN THE TEES VALLEY

DRAGONWARE

Dragonware is a famous style of Japanese pottery that includes a 3D dragon. Children imagine they are creating a new type of 'ware'. Which animal would best represent them - a fierce lion, graceful dolphin, strong elephant, loyal dog? Children could create a piece of pottery that includes their animal.

CHRISTOPHER DRESSER

The designer Christopher Dresser loved nature and often used shapes from the natural world in his designs, like the **Fish vase**. Children could think about a theme or topic that they really love – music, football, animals – and design and make a piece of pottery inspired by a shape from that 'world'.

MAKE YOUR MARK

Children could design their own unique 'stamp' or 'mark' to imprint into the bottom of their pottery pieces. This way, future valuers and buyers will know who made it when they are rich and famous and their work is worth a lot of money! Their marks could reflect something special about themselves or where they live.

LOCAL ARTISTS

Artists often notice things in the world around them that others might miss or see differently. They often make the ordinary extraordinary. Challenge children to make an exhibition of artworks all inspired by the school building and grounds. Make sure they sign their works and create exhibition labels that explain what caught their eye.

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EXPLORING THE WIDER WORLD & BEYOND

MISSIONS AND MOTTOS

Children could work together to design a coat of arms that represents the unique elements that make up their class – the things that make it special: the people in it, their achievements, the things the class does and enjoys. Add a motto that shows the most important thing the class believes in and values. Or design a mission patch that represents your classes' learning mission or a class visit. They could add flags to represent where classmates have come from or still have close family. Children could work in groups to generate ideas before coming together to decide on the final design.

THE TEES VALLEY IN SPACE

When Nicholas Patrick flew to the International Space Station he took a replica flag with him from one of Captain Cook's ships. Children could imagine they are on a mission to the International Space Station. Each child chooses something they would take with them to show the rest of the world why their local area is special. Or chooses something special from their local area's history to name the space ship after. They could write a manifesto to persuade NASA that their choice should be included and conduct a secret ballot to decide which should be chosen.

TEESSIDERS

PORTRAIT GALLERY

The people in this resource all have links to the histories that shaped the Tees Valley and our lives today. Children could think about what is special about where they live. Divide into groups and choose five people – past or present - to put in a portrait exhibition about their area. Combine the groups' choices to create a class gallery.

CAMPAIGN POSTERS

Alice Schofield Coates was Middlesbrough's first woman councillor. Children could imagine they are running for election to their local council. What are the issues they would fight for in their community? How would they present themselves in a campaign poster? Children could work in pairs to take photographs of each other and print them out or use a computer programme or app to create campaign posters.

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THE TEES VALLEY AT WAR

MISSING HOME

Children could think about all the things they would miss about home if they were away at war. They can use their ideas to write a letter home or to write speech bubbles for the men in the **Colonel Spence** painting to show them having a conversation about all the things they are missing.

Supported by National Portrait Gallery