

Local Heritage Study

Year 5: Grainger Town

Key Vocab:

- *conservation*
- *Georgian*
- *Redevelop*
- *Architecture*
- *map*
- *aerial photo*
- *change*
- *Private*
- *sources*



Curriculum Coverage:

Geography

- To use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

History

- To study a site that is significant in the locality.
- To develop a chronologically secure knowledge and understanding of local history.
- To note connections, contrasts and trends over time.
- To devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

Links & Background info:

Grainger Town is the historic heart of Newcastle, which incorporates streets built in a neo-classical style by Richard Grainger between 1824 and 1841, including the Grainger Market, Theatre Royal, Grey Street, Grainger Street and Clayton Street. With the support of town clerk John Clayton and working with John Dobson and other architects, Grainger transformed the city centre; he "found Newcastle of bricks and timber and left it in stone". Grainger Town has 450 buildings, of which 244 are listed. Almost all of Grainger Town is within Newcastle's Central Conservation Area. Grainger Market is a Grade I listed covered market, constructed as part of the 19th century redevelopment of the city to replace markets on the site of Grey Street. It was designed by John Dobson and was opened in 1835. It was divided into two parts: the eastern section, which was a meat market laid out in a series of aisles, and the western section, which was a vegetable market constructed as a large open-plan hall. The vegetable market's roof was defective by 1898 and was replaced by the current roof in 1901. The original uses of the market for meat and vegetables have since changed considerably, but there are still a number of butchers' stalls there.

Linked Educational Visit(s):

Newcastle central library to examine documents and maps relating to the building of Grainger Town.

Walk around Grainger Town and Grainger Market taking photos for the area today to observe how the area has changed over time.

Session 1	LO: To study a site that is significant in the local area (Grainger Town) using a range of sources. On WBs, list as many local features/places as they can think of using a modern satellite image (Google Maps) as a prompt. Lead discussion about Grainger Town, sharing Google satellite images of the site, including street-view so the children will recognise the focus area. Share historic maps and aerial photos of Grainger Town with the children. Children to be given a section of a historic map of the area and a current map of the area. Identify the differences in a 'spot-the-difference' style activity.	LO: To answer and devise historically valid questions about change, cause, similarity and difference, and significance Children to answer the following Questions in their books: • <i>What changes do you notice between the historic maps to the modern map?</i> • <i>What interests you about the aerial photographs?</i> • <i>What do you think is the purpose of the Town Moor?</i> What questions do you have about changes in the area? Children to ask at least 3 questions about changes in the area.
Session 2	LO: To understand how our knowledge of the past is constructed from a range of sources. What sources have we used so far to learn about Grainger Town(Range of maps and aerial photos.) What other sources might we use to find out about a significant place? Share the following sources to read and examine: • Paintings • Richard Grainger's vision for Grey Street, Newcastle Tyne & Wear Archives & Museums Blog (twmuseums.org.uk) • Screenshots of Newcastle City Council's sitelines site • Article about the explosion in 1852 • A range of photos historic and current including those taken on walk • Web information, including historic England and Newcastle University • Range of historical maps • Aerial Photos Discuss each one in turn with the class	Children to complete an activity where they assess the range of sources. They will answer the following questions about each source (History High 5): 1. What is it? 2. Who wrote/made it? 3. What is its purpose? 4. What can I learn from it?

Session 3	LO: To develop a chronologically secure knowledge and understanding of local history and present this using mapping techniques. On WBs record as many features, both modern and historic, that they can recall. Encourage them to look at previous sessions. Record on Whiteboard. Model the activity	The children will have a blank map of the outline of Grainger Town. They will use tracing paper as an overlay to map on each historic feature. On each piece of tracing paper, children will write the source that they used and the year of the feature. The overlays will be stuck over the map as a flap that can be lifted to reveal each layer.
Session 4	LO: To write a newspaper report (recount) of the opening of Grainger Town Following the reading into writing sequence (See English: Writing planning) to write a newspaper report about the opening of Grainger Town Consider previous sources – did the reality match the original concept. What architectural features were introduced into Newcastle with the advent of Grainger Town. Who was Richard Grainger?	