Roma Translanguaging Enquiry Learning Space

Overview of Enquiry 1: Great Fire of Tyneside
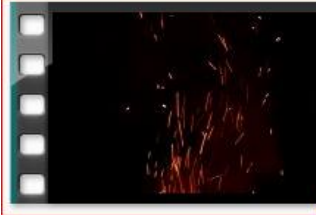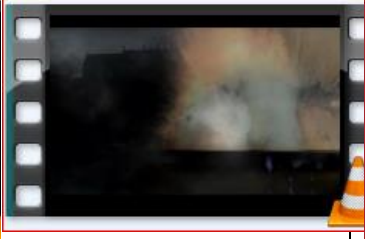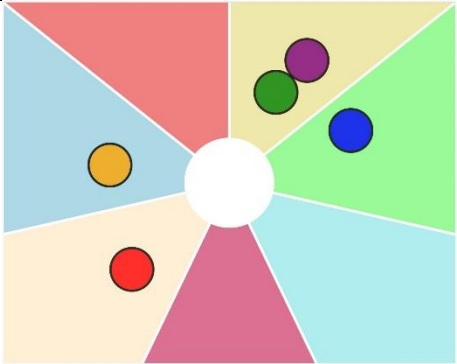
This is an overview of what happens in each chapter of this enquiry. Each column shows what will appear on each screen. Each numbered row is one chapter of the enquiry:
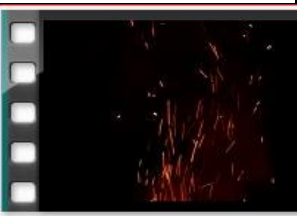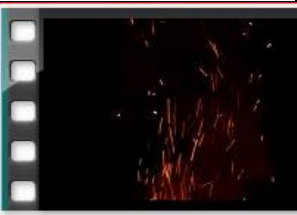
- introduction and setting questions (1a, 1b)
- travel back in time (1c)
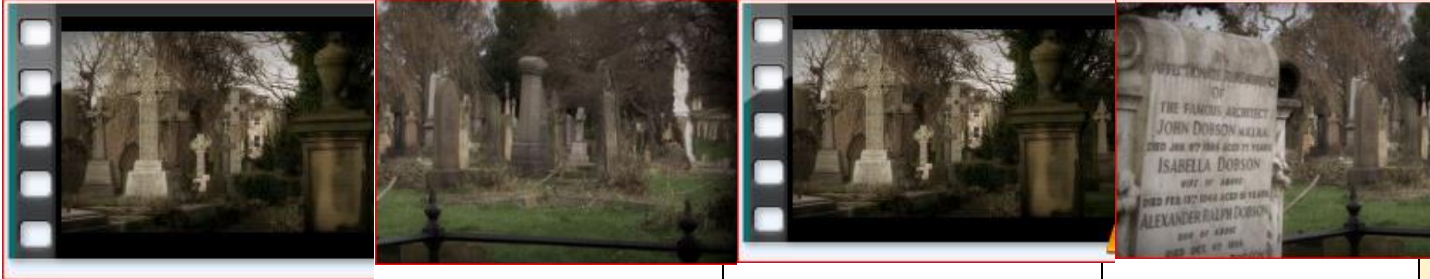- meet characters (2-6)
- travel forward in time (7a)
- conclusion and answering questions (7b).
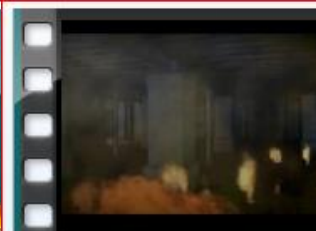
The final (right) column in this document is a summary of what happens in each chapter, and what activities the characters set for the children.

Section	A Left screen	B Front – character screen	C Right screen	D Back screen	Description and *actions for teachers*
1a Fire chief start					The fire chief at Arthur's Hill fire station asks the children to help solve a problem.
					Fire chief points out the gravestone of Alexander Dobson (son of architect John Dobson), who died in the Great Fire of Tyneside. Fire chief asks children if they know where Gateshead is.

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Swap screens	blank	Google Earth Pro (free programme to be installed on computer; needs internet connection)	blank	blank	*TEACHER: use map (on laptop if internet is available, or paper map) to show where Gateshead is*
1b Fire chief Start					Fire chief gives the children 3 questions to answer: 1. who was Alexander Dobson (ANSWER: son of John Dobson) 2. did he die in the Great Fire of Newcastle and Gateshead (ANSWER: yes) 3. who do you think was responsible for the fire? (ANSWER: children's opinions based on evidence gathered in enquiry)
1c back in time	History timeline slider on tabletop The small square images represent different world civilisations. Dragging the hand back or forwards in time will show/hide the world civilisations that existed at a given time. Civilisations that did not exist at that time are greyed out. Tapping on one square image (not possible when that image is greyed out) will show more information at the bottom of the screen: a larger image, dates, and a short fact about that civilisation.				Use the history timeline slider on the tabletop to understand how far back in time we will travel.
	Back in time video plays on all 4 walls				Watch the back in time video

 Old Newcastle slideshow	(fades to blank)	 Old Newcastle slideshow	 sparks video	Watch how the quayside of Newcastle has changed Gentle fire sparks video starts on back wall
 LT warehouse windows video	 LT explosions video	 LT warehouse windows video	 LT inside warehouse video	Louder fire videos on all walls, including some loud noises *TEACHER: use optional resources of a smoke machine, and burnt wood in a sealed plastic box (to open the lid and safely release the smell of burning)*
Vo tin g	 NOTE: Within one session, this screen will remove a segment once that character has been met. Children vote even when only one character remains. The system cannot remember which characters were met in a previous session, so the teacher may choose to skip through some chapters or use them as review.			This voting screen appears each time the children need to choose which character to meet next. Each child can drag a coloured counter from the centre to the segment for the character they want to meet. The decision can be made only when a majority (plurority, more than 50% of votes) is reached.

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2 Fir e m an		sparks video		Fireman Scott tells the children about how he and his team were called to fight the fire. He complains that residents got in the way, and wouldn't let him knock down their houses to stop the fire from spreading
			sparks video	Fireman Scott's task: spot the difference between the fire fighting equipment he used and a modern fire engine
3 Jo hn Do bs on	LT video – burning quayside buildings		LT video – burning quayside buildings	sparks video	John Dobson tells the children he's sad about his son's death. He blames the wool warehouse owner.

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	Newcastle pre-fire Bessie Surtees			Newcastle modern Bessie Surtees	John Dobson's task: look at the walls, spot the changes that were made when he and Richard Grainger redesigned this area of the city, and any later changes.
4 W ar eh ou se ow ne r	LT warehouse windows video		LT warehouse windows video	LT inside warehouse video	Edward Moore says there was a terrible accident in his wool and oil storage warehouse. He says he cares about the people who work for him, but he seems to care more about himself. He blames the firemen for not coming sooner.
	LT explosions video		LT explosions video	LT inside warehouse video	Edward Moore's task: on the tabletop, drag and rotate the shapes to build a tightly packed square, to try strategies he can use when he rebuilds his warehouse.

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5 Resident					Sarah Goodfellow used to live on the quayside but her house was destroyed in the fire. She blames the council – they only care about rich people, and didn't pay for enough firemen to protect the poorer quayside residents.

LT video – burning quayside buildings

LT video – burning quayside buildings

sparks video

Sarah Goodfellow used to live on the quayside but her house was destroyed in the fire. She blames the council – they only care about rich people, and didn't pay for enough firemen to protect the poorer quayside residents.

slideshow

slideshow

sparks video

Sarah Goodfellow's task: on the tabletop, decide what you will spend your money on in the local shop. Drag items into the basket to buy them. Tap the money bag to show or hide the amount of money left (children could add up the prices then check their answer).

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6 Tourist	 LT view across Tyne video		 LT view across Tyne video		Jane Ridley is a rich tourist from Hexham, who took the train to Newcastle to see the exciting fire. The crowds of people annoy her, but she's happy that the fire cleared the filthy houses where poor people lived. Jane Ridley's task: tabletop sorting activity to decide which materials the builders should use to build new factories.
7 a	Time travel video on all 4 walls Note: This video should only play when children have met all the characters.				Watch forward in time video to return to the present day.
7 b Fire chief end					Fire chief welcomes the children back to the present day, and asks if they found the answers to her questions: 1. who was Alexander Dobson (ANSWER: son of John Dobson) 2. did he die in the Great Fire of Newcastle and Gateshead (ANSWER: yes) 3. who do you think was responsible for the fire? (ANSWER: children's opinions based on evidence gathered in enquiry). Then she asks 'Who do you think was responsible for the death of

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				Alexander Dobson?' Characters appear on the screens, and children can stand in front of the person they think is to blame.