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| World History Core Subject: Year 1 |
| National Curriculum: Pupils should be taught about: |
| * Significant historical events, people and places in their own locality
* Events beyond living memory that are significant nationally or globally
* The lives of significant individuals in the past who have contributed to national and international achievements.
* Some should be used to compare aspects of life in different periods
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| Historical Era: | Time Spanning the birth, and early career and voyages of James Cook. |
| Specific Focus: | James Cook and Whitby |
| Project Question: | Why did James Cook move to Whitby? |
| Key Themes |  Exploration Empire Society War Innovation Human Thought/Evolution of ideas |
| Declarative Knowledge: | Procedural Knowledge |
| **General*** **Know** history is the study of the past (events that have already happened)
* **Know** BCE – Before the Common Era is a secular term(religiously neutral term)
* **Know** CE –Common Era is a secular term (religiously neutral terms)
* **Know** the historical time line is divided into historical eras (centuries, reigns, economic systems etc.).
* **Know** about significant events and people on the chronological time line in the context of the local area

**Specific*** **Early Life**
* **Know** that George 11 was King of England in 1728 when James Cook was born
* **Know** that James Cook was born in Marton in 1728
* **Know** his Mother was from Yorkshire and his father was from Scotland
* **Know** James Cook’s family moved to Great Ayton to work for **Mr Skottowe** on Ayreholme Farm in 1736.
* **Know** James Cook went to Post House School in Great Ayton
* **Know** James Cook moved to Staithes to work in a shop for **Mr Sanderson**
* **Know** James Cook spent his spare time learning about astronomy and navigation whilst working for Mr Skottowe.in 1744.
* **Know** that James Cook moved to Whitby to work for **Mr Walker** on coal ships transporting coal from Newcastle to London 1746.
* **Know** James Cook was good at his job

**Knowledge Extension from Museum Visit*** Know James Cook was an explorer and went of 3 Voyages
* Know HMS Endeavour was James Cooks **(Joseph Banks)**
* **Extended knowledge by visit to the James Cook Museum**
* **Extended by outreach visit by James Cook Staff. (Maintain links with school)**
 | **Generic*** **To be able** to use knowledge derived from a range of historical sources to construct and establish a clear historical narrative.
* **To be able** to select and organise key historical information when researching a historical period.
* **To be able** to contextualise historical eras on the historical time line.

**Specific*** **To be able** to place James Cook’s life in the context of the historical time line.
* **To be able** to demonstrate a chronologically secure knowledge of events of Cook’s early life
* **To be able** to establish a clear historical narrative about to recount about the events Cook’s early life, his time in the navy and his 3 voyages of exploration.
* **To be able** to identify significant people during Cook’s lifetime and the impact they had on his life.
* **To be able** to select and organise key historical information when researching the life and achievements of James Cook.
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| Cross Curricular Links  |
| Local Geography (locations associated with James Cook) |
| Historical Vocabulary (Non exhaustive) |
| History, chronological, past, present, research, James Cook,Cook’s family, Mr Skottowe, Farm, Mr Sanderson, shop, Mr Walker, merchant, Marton, Great Ayton, Staithes, Whitby, coal ship, London, Newcastle, maths, astronomy, voyages, Tahiti, New Zealand, Austrailia, Great Barrier Reef.  |
| Prior Learning | Historical Skills | Future Learning  |
| EYFS* Children know about their own life story and family history about the lives of the people around them
* Children know about continuity (traditions) and change
 | * Ask historically valid questions.
* Develop critical thinking
* Evaluate the difference and significance between Primary and Secondary Sources
* Identify historical themes
* Evaluate primary sources as historical evidence
* Evaluate secondary sources as constructed narratives drawn from primary sources
* Construct an **objective** historical narratives draw from a range of evidence
 | * Year 2 –Rise and decline of the Whitby Whaling Industry (Scoresbys)
* Year 3 – The rise and decline of Whitby Abbey
* Year 4 – The rise and decline of the Whitby Ship building industry
* Year 5 – The impact of the Industrial Revolution on Whitby

Year 6 – Explore the impact of significant historical figure who visited Whitby in the past and how they continue to influence the cultural life of modern day Whitby. |
| Historical Writing |
| * Story Board (James Cook)
* Simple Recount James Cook Early Life
* Whole Class Create a detailed time line in the style of the Bayeux Tapestry from Marton to Whitby –Overview of 3 Voyages.
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| Local Connections | * Visit local James Cook Museum
* Invite the James Cook Museum outreach team to visit the school.
* Connect with local secondary schools studying James Cook. Secondary school children work with the museum to act as tour guides at the James Cook Museum (Year 1 Visit the museum to support the secondary school event)
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