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| Local History Core Subject: Year 6 | | |
| National Curriculum: Pupils should be taught about: | | |
| * 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 * Significant historical events and places in their own locality. | | |
| Historical Era: | Broad Sweep of History in Biographies | |
| Specific Focus: | Historical Legacies (Comparative Study) This study affords the opportunity to conduct an historical analyse of the contribution of local historical figures to local, national and world history- Individuals who have been studied through the course of Key Stage 1 and 2 should be revisited. It also links with local geography in terms of unique human and physical landscape that has attracted and inspired visitors to Whitby and the surrounding area and their legacy. | |
| Project Question: | Identify significant historical figures who lived in and visited Whitby in the past. What are their cultural legacies? | |
| Key Themes | Settlement Industry Technology Economy Continuity and Change Culture | |
| 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 local, the United Kingdom and world history.   **Specific**   * **Know historical figures of significance already studied and their contributions** * **Know**  Elizabeth Gaskell the novelist visited Whitby in 1859 Elizabeth Gaskell Novelist * **Know** Elizabeth Gaskell is the author of ‘North and South’, ‘Gothic Tales’, ;Cranford’, ‘Wives and Daughters’ and ‘Ruth’ * Know ‘Dmitry’ was shipwrecked of the coast of Whitby in 1885 * Know the shipwreck of Russian vessel Dmitry, from Narva run a ground on Tate Hill Sands below East Clive (inspiration for the Dementer from Varna in ‘Dracula’ * Know Whitby landscape and events served as an inspiration for Bram Stoker’s Dracula * Know ‘Dracula’ is important to the town economy and is the inspiration for the annual Goth weekend * Lewis Carroll (regular visitor to Whitby several times) and Whitby is possibly the inspiration for poem ‘Walrus and the Carpenter’ * The event is over one hundred and eighty years of aquatic competition and entertainment. * The Whitby Regatta is probably the oldest sea Regatta on the northeast coast in England and has drawn large crowds into Whitby over the years | | **Generic**   * **To be able** to understand historians know about the past through the study of a range of historical sources * **To be able** to understand historians use historical sources as historical evidence to reconstruct the past * **To be able** to understand historians choose to research different aspects of the same subject matter reflecting the historian’s personal interest. * **To be able** to understand human thought changes overtime due to the pursuit of knowledge and understanding of the physical world and emergence of previously unknown sources.   **Specific**   * **To be able** to locate the lives spans of local historical figures and historical figures who have visited Whitby on the historical time line * **To be able** to select and organise historical information when researching and compiling data and evidence about the lives and contributions and historical legacies of local historical figures and visitors * **To be able** to demonstrate a chronologically secure historical narrative to recount key events and themes and legacies |
| Cross Curricular Links |
| Local Geography  Literacy |
| Vocabulary (Non exhaustive) | | |
| Agrarian revolution, industrial revolution, mechanisation, innovation, population, census, | | |
| Prior Learning | Historical Skills | Future Learning |
| EYFS   * Children know that Whitby is important in the study of dinosaurs because of the fossils that have been found here. * Children know about Mary Anning and the impact she had.   Year 1   * James Cook’s Early Life   Year 2   * Whitby Whaling Industry   Year 3   * Whitby Abbey   Year 4   * Whitby’s Ship Building History   Year 5   * The industrialisation of Whitby | * 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 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 |
| * Independently plan, organise, group and present findings in short paragraphs with increasing precision. Focus on using historical vocabulary and terms. * Independently organise historical material to write a non-chronological report using a wide range of evidence. * Independently organise historical material to write detailed historical recounts about key events in history in chronological order. * Write detailed biography about a key historical figure. Themed and/or chronologically using biographical conventions from a wide range of sources. * Write detailed historical report identifying continuity and change over time about a given historical theme drawn from a range of evidence. * Write persuasive arguments based upon a wide range of historical evidence. |
| Local Connections | * Suggest Children visit Pannett Park Museum in Whitby * School make connections with museum staff * Whitby Tourist Information Centre | |