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| Local History Core Subject: Year 5 |
| 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.
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| Historical Era: | Late 18th and the 19 Century Whitby |
| Specific Focus: | What was the impact of the Industrial Revolution on the lives of the local people? |
| Project Question: | What was the impact of the Industrial Revolution on the lives of the local people? |
| Key Themes | Settlement Industry Technology Economy Continuity and Change |
| 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** theAgrarian Revolution was in the 18th Century. The improvements made to farming methods to enable the population of Britain to grow from 5.7 million to 16.6 million people between 1750 and 1850 without the fear of starvation is often called the agricultural revolution.
* **Know** the industrial resolution was in the 19th Century. The Industrial Revolution was **a** period of major changes in the way products are made. It took place more than 200 years ago and greatly affected the way people lived as well as the way they worked. In earlier days, people made products by hand. They worked mostly in their own homes or in small workshops.
* **Know** Great Britain was the first industrialised country
* **Know** the names of individuals who innovated and contributed to industrialisation on a national level
* **Know** the names of significant individuals who contributed to the industrialisation
* in and around Whitby
* Know 1830 the Whaling industry died out – The materials used from Whale parts were no longer used
* **Know** in 1832 Whitby sent its own MP (Aaron Chapman Whitby Ship Owner and Banker) to Westminster
* **Know** Queen Victoria reigned from 1837 to 1901 and wore Whitby Jet and made it fashionable and the growth in the Jet industry supported by tourism with easier access to Whitby
* **Know** the significance of the railways, road network to the development of the tourist industry.
* **Know** in 1836 a horse drawn railway was engineered by George Stephenson between Whitby and Pickering
* **Know** 1844 George Hudson (Railway King) bought the railway and converted it to locomotives
* **Know** the Rail Railway carried mineral resources of Eskdale (whinstone and iron ore and passengers bringing tourists to Whitby-local women would take in visitors when husbands were at sea)
* **Know** population fluctuations and demographics are recorded in Census (Primary Historical Record- make links to school register)
 | **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 industrial revolution on the historical time line
* **To be able** to select and organise historical information when researching the Whitby about the industrial revolution
* **To be able** to demonstrate a chronologically secure historical narrative to recount key events and themes (tourist industry/railways)
* **To be able** to identify key historical figures and their contribution to Whitby’s industrialisation
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| Cross Curricular Links |
| Local Geography  |
| 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
 | * 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.
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| 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.
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| Local Connections | * Suggest Children visit Pannett Park Museum in Whitby
* School make connections with museum staff
* Whitby Tourist Information Centre
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