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| Local History Core Subject: Year 3 |
| 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: | A narrative history covering (Broad Chronological Sweep) the rise and fall of Whitby’s ship building industry  |
| Specific Focus: | The History of Ship Building  |
| Project Question: | How important was the Ship Building Industry to Whitby from the 17th to 19th Century.What is the industry’s legacy? |
| 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 the local, the United Kingdom and world history.

**Specific*** **Know** the river and harbour were instrumental in the development of the ship building industry
* **Know** in 1702 the Cholmley Family was the owner the third largest fleet of colliers plying trade between Newcastle and London (link to James Cook’s earlier seafaring career)
* Know the largest ships were three-mastered barques
* **Know** in 1702 Whitby became a nationally recognised ‘harbour of refuge’ for ships caught in gales.
* **Know Whitby** had new piers to shelter its fleet of around 120 vessels.
* **Know** at its peak there were 318 vessels in service carrying goods
* **Know** by 1800 The Quaker ship –owners reputation for integrity and good business practise attracted merchants. 11 yards building or repairing vessels, besides roperies, sail lofts and timber yards
* **Know** by 1850 Whitby vessels carried half the national timber imports from Norway, some 30% of the coal from the north east cold fields and had joined the growing Greenland whaling industry (make brief links to year 2 for history of Whaling industry)
* **Know** the town became a magnet for training sea-officers, and when James Cook was an apprentice to Quaker John Walker, there were some 1,200 boys also trained on Whitby shipping, attracted from all over the United Kingdom.
* **Know** in 1625 The Seamen’s Hospital, for invalid and retired seamen, was founded
 | **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 place the rise and decline of the ship building industry across the historical time line
* **To be able** to select and organise historical information when researching the Whitby ship building industry
* **To be able** to demonstrate a chronologically secure of a historical narrative of the rise and decline of the Whitby Ship building industry
* **To be able** to identify key historical figures connected to the ship building industry over time.
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| Cross Curricular Links |
| Local Geography  |
| Vocabulary (Non exhaustive) |
| ship building, vessels, fleets, trade, Quaker, roperies, sail lofts, timber yards |
| 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
 | * 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 4 The rise and fall of Whitby Abbey
* 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.
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| Historical Writing |
| Begin to organise, group and present findings in short paragraphs with headings in order to structure responses to historical questions. This includes* Planning and writing simple historical recounts about key events in history in chronological order
* Planning and writing a simple biography about a key historical figure using bibliographical conventions
* Planning and writing a simple historical report identifying continuity and change over time about a given historical theme
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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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