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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. | | |
| 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. |
| 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. |
| 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 |
| Local Connections | * Suggest Children visit Pannett Park Museum in Whitby * School make connections with museum staff * Whitby Tourist Information Centre | |