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| Local History Core Subject: Year 4 |
| 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 the rise and fall Whitby Abbey (Broad Chronological Sweep)  |
| Specific Focus: |  |
| Project Question: | Why was Whitby Abbey Built? Identify the events that led to its decline.  |
| Key Themes | Settlement Religion 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** the earliest evidence of Whitby was known as (Streoneshealh) – Anglo Saxon name
* **Know** recent archaeology suggests the word means ‘rich’- at some point before the Norman Conquest it became Whitby
* **Know** 656 Oswy defeated the last ‘heathen’ Anglo Saxon (gave land to the church)
* **Know** Hilda, Abbess of Hartlepool established and founded a monastery for Monks and Nuns)
* **Know** monasteries were built near flowing water (River Esk)
* **Know** Abbey was a place of scholarship and the earliest piece of poetry was written in old English by Caedmon for pilgrims
* **Know** the Viking raids and Dane-Law have no written record of Whitby – Domesday Book indicates it was a religious settlement of some kind
* **Know** in 664 King Oswy presided over the Synod of Whitby (Should England follow the Roman Church or the Celtic practise of St Aiden and the northern saints?)
* **Know** the decision was made to follow Rome
* **Know** William Percey gave Reinfrid land to establish and support a monastery next to remains of Hilda’s –follow rules of Benedict for monks only
* **Know** over the years the Abbey control over the local town fluctuated
* **Know** the Abbey relied on local economy for income
* **Know** in 1078 Reinfrid made a pilgrimage to refound some ruined Abbey’s
* Know 1536 Pilgrim of Grace – rising against the dissolution of low income monasteries
* Know on 14 December 1539 the Abbey closed – some parts of the building materials were reused and some left to decay.
* **Draw on knowledge learnt to answer the question.**
 | **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 Whitby Abbey across the historical time line
* **To be able** to select and organise historical information when researching the Whitby Abbey
* **To be able** to demonstrate a chronologically secure of a historical narrative of the rise and decline of Whitby Abbey
* **To be able** to identify key historical figures connected to Whitby Abbey over time
* **To be able** to contextualise the decline of Whitby Abbey in relation to the dissolution of the monasteries
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| Cross Curricular Links |
| Local Geography  |
| Vocabulary (Non exhaustive) |
| Northumbria, Christianity, Rome, monasteries, abbey, monks, nun, dissolution, |
| 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

Year 3* Whitby Ship Building
 | * 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 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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