

Airy Hill

History

## Rationale.

Two years ago we taught history as part of a mixed skills topic but there were concerns over the breadth and depth of historical knowledge as well as clear skill progression. As a result, we moved to teaching history as an discrete subject in 20/21 using an initial curriculum that we built as a staff during staff meetings.

When we reviewed this at the beginning of the summer term 21, initial results were pleasing: there had been a clear positive impact on historical learning throughout the school and children understood that history was an individual discipline. However, it also highlighted some areas for improvement—

- Some units are too big and there are difficulties picking out the 'key learning'.
- Some units on the plan are not specific enough and do not provide enough support for teachers.
- The need for a history curriculum that increases in range, depth and complexity as pupils move through school and on to KS3.
- The need to develop a secure knowledge base as children move through school so that they use it to support them with the understanding of new material.

We decided to work with a history consultant and member of the Historical Association to further develop our curriculum.

This first draft is a working document that will be regularly reviewed so that it can develop with us. This is not completely new, and you will recognise some of the content. This is a starting point for planning and while giving staff a clearer overview and starting point, will still allow for some personalisation.

# History : the big ideas

Our learning will reflect these seven historical 'big ideas'. These concepts (and key vocabulary associated with each 'big idea') will be interwoven into our curriculum and lessons. They will enable pupils to develop their historical knowledge and understanding. These 'big ideas' won't present together in every history lesson but will be seen through history lessons over the topic or year.



**Religion**— the role of faith and beliefs (gods, goddesses, beliefs, worship, temples, afterlife, priest).



**Travel and exploration**— searching for the purpose of discovery.



**Conflict**— how tension and disagreements were formed and their outcomes (power, alliance, military , invasion, conquer, war).



**Society**— how individuals lived in communities and what their everyday lives were like (settlement, migration/movement, empire/kingdom, culture, civilisation).



**Leadership**— what a leader looked like and the implementation of their rules and laws (monarchy, king/ queen, emperor, power/control, democracy, governance, laws/legislation).



**Economy**— how a country or place produced goods and how much money it had (trade, resources, rich/ poor, peasantry, slavery, poverty, wealth).



**Achievements and legacy**— something that has been handed down from one period to another period/ something that remains from an earlier time.

Main focus of 'Big ideas' in this unit.

National curriculum coverage

Overview is a suggestion of how this topic might look /feel along with any links to useful resources or planning support. We can add to this.

What you will cover... the 'meat on the bones of the curriculum' Links to prior learning but builds skills and knowledge pro-

This is the key question/questions that focus the learning for the unit.

You may choose to have different enquiry questions for each lesson (these are up to you) but they will build on the key learning for the unit.

Some suggested expected outcomes (the rest are up to you). These will support the children to answer the enquiry

Year 5 Autumn Saxons			
Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How was Saxon England different to Roman Britain?</p> <p>Why was Whitby Abbey significant in this period?</p>	<p>A local history study (links made)</p> <p>Britain's settlement by Anglo Saxons</p> <p>Note connections, contrasts and trends over time. Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> <li>Understand that there is very little evidence for this period of history.</li> <li>Recap the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.               <ul style="list-style-type: none"> <li>Position events on a timeline.</li> </ul> </li> <li>make comparisons between different times in history.</li> <li>begin to identify primary and secondary sources</li> <li>Look at key primary sources from the period (Sutton Hoo, Staffordshire hoard, Gildas and Bede) to learn about life during the period.               <ul style="list-style-type: none"> <li>Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events</li> </ul> </li> <li>Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshalh by King Oswy of Northumberland)               <ul style="list-style-type: none"> <li>Synod of Whitby aligned the church with Rome and not Ireland.</li> </ul> </li> <li>What was the Abbey? Purpose of the building? What evidence is there?</li> </ul>	<ul style="list-style-type: none"> <li>Show on timeline where these events fit in line with historical knowledge from previous years.</li> <li>Explain the difference between primary and secondary sources.</li> <li>Work produced from source and enquiry tasks - note taking and written answers.</li> <li>Written comparison between Anglo-Saxons and Romans.</li> </ul>
<p><b>Disciplinary concepts</b></p> <p>Continuity and change</p> <p>Similarities and differences</p> <p>Significance</p>		<p><b>Possible trips and visits</b></p> <p>Whitby Abbey</p>	

Disciplinary knowledge (the name given to the knowledge taught in school history that is about how historians do their work).

\* sources and evidence are not included in individual units as the expectation is that they will be covered throughout.

Possible trips and visits linked to this topic. We can add to this.



Society



Conflict



Achievements and legacy

## Overview—

In this unit, children will explore the history of toys. Children will think about and discuss their favourite toys and then go on to look at what toys were like in the past and how they are different to toys today. A week will be spent away from 'toys', looking at 'Remembrance' and what it is. Children will learn why we wear poppies and find out about a significant individual, Moina Michael.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How have toys changed since grandma was a girl/in the last 100 years?</p> <p>What is Remembrance?</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>The lives of significant individuals in the past.</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new objects.</li> <li>• Recognise the continuity and changes in toys within living memory.</li> <li>• Recognise that some objects belong in the past.</li> <li>• Identify the purpose of each toy and who would have used it.               <ul style="list-style-type: none"> <li>• Who played with it?</li> </ul> </li> <li>• Identify the materials used to make the toys and how this has changed.               <ul style="list-style-type: none"> <li>• How was it made?</li> </ul> </li> <li>• Recognise the increased use of technology and computers (you may want to look at the development of 'Mario' through time).</li> <li>• Begin to use sources to identify some details and answer simple questions.</li> <li>• To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>• Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> <li>• Understand why we wear poppies.               <ul style="list-style-type: none"> <li>• Who is Moina Michael?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Museum exhibition displaying old and new toys (real artefacts, sketches, photographs) with a 'museum' style description.</li> <li>• Compare adults' recounts of toys they played with when they were young.</li> <li>• Sequence toys from distinctly different periods of time in chronological order.</li> <li>• Information piece about Remembrance/ why we wear poppies.</li> </ul>

**Disciplinary concepts**

Change and continuity

Chronology (within and beyond living memory)

**Possible trips and visits**

Museum



## Overview—

In this unit, children will explore the history of homes. Begin by investigating homes then and now by looking at the features of a variety of different types of homes in our local area. Children will record similarities and differences of what they observe. Children will have the opportunity to look at the layout and contents of homes now and in the past and identify change and continuity.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
How have homes changed in the last 100 years?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ul style="list-style-type: none"> <li>• Ask and answer questions about old and new houses.</li> <li>• Recognise the continuity and changes in houses within living memory.</li> <li>• Recognise that some objects belong in the past.</li> <li>• Identify the purpose of homes and who would have lived in them.</li> <li>• Identify the materials used to build the houses.</li> <li>• Look at the layout of houses and their contents.               <ul style="list-style-type: none"> <li>• How have they changed? How are they the same?</li> </ul> </li> <li>• Begin to use sources to find answers to simple questions about the past.</li> <li>• Make links—find similar changes in ‘toys’ topic.</li> <li>• To use everyday time terms, such as ‘now’, ‘then’, ‘yesterday’, ‘week’, ‘month’, ‘year’, ‘nowadays’, ‘in the past’, ‘previously’, ‘a long time ago’ ‘old’ and ‘new’.</li> <li>• Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe similarities and differences between different houses and record using drawings and simple descriptions.</li> <li>• Museum exhibition displaying old and new objects that you would find in homes (real artefacts, sketches, photographs) with a ‘museum’ style description.</li> <li>• Compare adults’ recounts of the homes they lived in when they were young.</li> <li>• Sequence objects from distinctly different periods of time in chronological order.</li> </ul>

**Disciplinary concepts**

Change and continuity

Chronology (within and beyond living memory)

**Possible trips and visits**

Walk around the local area to look at buildings and their purpose.



Economy



Achievements and legacy

Overview— In this unit, the children investigate what makes Mary Seacole and Florence Nightingale so significant by first looking at who they were and what they did. They will learn about how it made a difference at the time and where it can be seen today. Children will look at the similarities and differences between the two women and how and why they are remembered today.

There are some nice activities here—<https://www.keystagehistory.co.uk/?s=florence+nightingale>

<https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/mary-seacole/>

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
Why should we remember Florence Nightingale and Mary Seacole?	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.	<ul style="list-style-type: none"> <li>• Understand who these women were.               <ul style="list-style-type: none"> <li>• When were they born?</li> <li>• Where were they born?</li> </ul> </li> <li>• Place historical figures, events and artefacts in order on a given time line, using dates where appropriate.</li> <li>• Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past)/ what were the most important events in their lives?</li> <li>• Find out why Mary Seacole and Florence Nightingale are commemorated today and how they are remembered.</li> <li>• Look at the similarities and differences between the two women.               <ul style="list-style-type: none"> <li>• Is there anything that is comparable?</li> </ul> </li> <li>• To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> <li>• Use subject related vocabulary relating to the passing of time as well as recent, young, days, months.</li> </ul>	<ul style="list-style-type: none"> <li>• Place historical figures on a timeline.</li> <li>• Confidently ask and answer questions related to Mary Seacole and Florence Nightingale using a hot seat scenario.</li> <li>• Use drama to recount stories from the past.</li> <li>• Use stories to distinguish between fact and fiction.</li> </ul>

**Disciplinary concepts**

Significance

Similarity and difference

Chronology

**Possible trips and visits**



Society



Economy

In this unit, children will learn about the Great Fire of London from different viewpoints. They will develop an understanding of chronology by sequencing events and placing these on a broad timeline. Pupils will use historical sources such as Samuel Pepys' diary and artefacts to find out about what life was like at that time.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How has firefighting and fire safety changed since the GfoL?</p>	<ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant nationally</li> <li>Use historical terms and begin to understand where events fit within a chronological framework</li> <li>Understand some of the ways we can learn about the past and how it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how and why the GfoL started</li> <li>To be able to explain why it spread so far</li> <li>To talk about what the people of London did then and what would they do now</li> <li>To recognise that Samuel Pepys documented the events at the time.</li> <li>To be able to talk about how the Great Fire of London changed how people did things.</li> <li>To be able to describe how the fire service has changed since the GfoL.</li> <li>Draw a timeline of different historical periods showing key historical events and people.</li> <li>Use documentary evidence to recount the life of Samuel Pepys.</li> <li>Research the life of Samuel Pepys using different sources of evidence.</li> <li>Recount the main events from a significant event in history.</li> <li>Look at and use books, pictures, stories, eye witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the Internet to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline key events and place the period on a broad timeline</li> <li>Diary entry in the style of Samuel Pepys</li> <li>Recreate pudding lane</li> <li>Newspaper report</li> <li>Visit from fire service-children ask questions and compare fire service to that during the GfoL</li> </ul>

Disciplinary concepts

Chronology (within and beyond living memory)

Understand that history is represented

Possible trips and visits

Visit local fire station to compare then and now



 Travel and exploration

 Achievements and legacy

 Economy

 Society

Overview—

Children will discover that civilised humans lived for many thousands of years without the railway. Castleton only got a railway station 150 years ago. Children will learn that the pioneers of the railways were Victorian engineers and business people. They will consider the skills and knowledge these pioneers would have needed. They will learn that railways spread quickly throughout the world. They will take a trip to the railway museum at Shildon or take a ride on a local steam train.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>Was George Stevenson really a significant person?</p> <p>How did people travel long distances before trains were invented?</p> <p>How do we know about the first passenger journey?</p> <p>What have the consequences of the first passenger journey been? How has it changed our world?</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Understand some of the ways in which we find out about the past</p>	<ul style="list-style-type: none"> <li>Place historical figures, events and artefacts in order on a given time line, using dates where appropriate</li> <li>Ask and answer questions—                             <ul style="list-style-type: none"> <li>What was life like before trains</li> <li>How did people get around?</li> <li>What makes George Stephenson significant?</li> </ul> </li> <li>Use information gained from a range of sources to draw conclusions— newspapers, telegrams, photographs.</li> <li>Explore the consequences of the first train service—Darlington to Stockton - and how it has changed the world today (military, food, transportation purposes— we can now see the wider world).</li> <li>Investigate how trains have changed over time (including how/what they are used for).</li> <li>Look at examples of the first trains to compare with the Bullet Train, Maglev, Eurostar etc.</li> <li>To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</li> </ul>	<ul style="list-style-type: none"> <li>Place historical events on a timeline.</li> <li>Drama—role play the first passenger journey.</li> <li>Distinguish between fact and myth.</li> <li>Presentation about how the first train changed our world.</li> </ul>
<p><b>Disciplinary concepts</b></p> <p>Historical significance</p> <p>Cause and consequence</p> <p>Chronology</p>			
	<p><b>Possible trips and visits</b></p> <p>Railway museum at York or Shildon or NYM railway</p>	<p>subject related vocabulary relating to the passing of time as well as recent-fore, after, later, a long time ago, significant.</p>	



Travel and exploration



Achievements and legacy

Overview—Children are introduced to the lives of explorers and the different challenges they met when travelling the world. As a result of their previous learning, children have begun to understand that history is the study of everything that has happened in the past to people and things. To further develop their historical skills, the children study the experiences and adventures of some famous explorers: Captain Cook, Amelia Earhart and Tim Peake. By studying and comparing the historical periods in which these explorers lived, they will begin to gain an understanding of chronology and begin to identify similarities and differences between their explorations.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>Who are explorers and where have some explorers travelled in different periods of time?</p> <p>Why should we remember Captain Cook, Amelia Earhart and Tim Peake?</p> <p>How were their explorations different?</p>	<p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<ul style="list-style-type: none"> <li>• Understand who these figures were.               <ul style="list-style-type: none"> <li>• When were they born?</li> <li>• Where were they born?</li> <li>• Who are they?</li> </ul> </li> <li>• Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past).</li> <li>• Find out how they were able to explore and look for similarities and differences               <ul style="list-style-type: none"> <li>• equipment</li> <li>• Transport</li> <li>• the difficulties that they faced</li> </ul> </li> <li>• Place historical figures, events and artefacts in order on a given time line, using dates where appropriate.               <ul style="list-style-type: none"> <li>• Sequence some events in chronological order. Match objects to people.</li> </ul> </li> <li>• Find out about the significant historical people in our own locality.               <ul style="list-style-type: none"> <li>• Understand why Captain Cook is significant to Whitby.</li> <li>• Understand why Captain Cook is significant to the world.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Place historical events on a timeline.</li> <li>• Fact file for the different explorers.</li> <li>• Recording of similarities and differences (table).</li> <li>• Confidently ask and answer questions related to Captain Cook using a hot seat scenario.</li> </ul>

**Disciplinary concepts**

Historical significance

Similarities and differences

**Possible trips and visits**

Captain Cook statue

Museum



Society



Economy



Achievements and legacy

## Overview—

In this unit, the children will learn that people have been living in Britain for a very long time. They will investigate the changes that occurred in the Stone Age with a focus on tools, homes and food. They will use this knowledge in their next unit to identify continuity and change.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What was life in Britain like in the Stone Age?</p> <p>How did it impact life?</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> <li>• Discuss the scale of history.</li> <li>• Understanding of how a timeline works               <ul style="list-style-type: none"> <li>• Use dates and terms related to the time period and passing of time</li> <li>• Understanding historical periods through time</li> </ul> </li> <li>• Prehistory—everything before civilisation occurred (less developed and no source of writing) - evidence—archaeology.</li> <li>• Use a variety of sources when researching               <ul style="list-style-type: none"> <li>• Understand what we can learn from archaeology</li> </ul> </li> <li>• Use research skills to find answers to specific historical questions (secure understanding of what life was like for people during these periods)               <ul style="list-style-type: none"> <li>• Tools</li> <li>• Homes</li> <li>• Food (introducing agriculture)</li> </ul> </li> <li>• Subject related vocabulary as well as century, decade, BC and AD, settlement.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline within a specific period of history to set out the order that things may have happened</li> <li>• Present work in chosen format relating to the enquiry questions.</li> </ul>

**Disciplinary concepts**

Cause and consequence

Change and continuity

Chronology

**Possible trips and visits**

Star Carr—Rotunda



Society



Economy



Achievements and legacy

Overview— In this unit, the children will build on the knowledge of the Stone age from the previous unit. They will investigate the changes that occurred during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. Children will identify continuity and change in tools, homes and food and will begin to form their own enquiry questions.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	NC coverage	Subject specific skills and knowledge development	Key Tasks
<p>How did life in Britain change from the Stone age to the Iron age?</p> <p>(Why is metal a big step forward?)</p> <p>How did it impact life?</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p>	<ul style="list-style-type: none"> <li>• Understanding of how a timeline works</li> <li>• Use a variety of sources when researching</li> <li>• To research in order to find similarities and differences between periods of history               <ul style="list-style-type: none"> <li>• Tools / Homes / Food (introducing agriculture)</li> </ul> </li> <li>• Know that the Bronze Age lasted around 1700 years</li> <li>• Know that the Bronze age was called the Bronze Age because humans started making tools from bronze (an alloy made from copper and tin)</li> <li>• Know that bronze was used for tools, weapons and armour as well as building materials like tiles.</li> <li>• Know that daggers, blades, spearheads, chisels, axes and anything that used to be made from stone or flint was then made from stronger and more durable bronze</li> <li>• Know that the Bronze Age saw another change in climate (wetter weather forced people to move from the hills, which were easier to defend, and into the valleys where it was easier to grow food and find shelter)</li> <li>• Know that the people living in Britain during the Iron Age were called Celts</li> <li>• Know that iron was a stronger, harder metal than the bronze previously used. It was worked into shape by hammering it against an anvil – a process known as smithing – and was used to make objects such as ploughs, armour and coins</li> <li>• Know that during the Iron Age, Britain consisted almost entirely of settled farming communities. This meant that nearly everyone would have lived on a farm. The people worked together in small communities, tending their livestock and growing crops</li> <li>• Know that the roundhouse was the typical Iron Age home. Some of these were very large and would have housed many people. The frame of the house was constructed out of large timbers and the walls were made out of wattle and daub. In the centre of the roundhouse would have been a fire for cooking and providing light and warmth. Beds may have had hay or feather mattresses and placed on top of a wooden frame and animal skins or woollen blankets would be used to keep the people warm.</li> <li>• Know why Iron Age people developed hillforts</li> <li>• Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a timeline within a specific period of history to set out the order that things may have happened</li> <li>• Work to show a secure understanding of what makes the stone age, bronze age and iron age unique</li> <li>• Record similarities and differences between people, objects and events over time.</li> <li>• Write a set of instructions for how bronze is made</li> <li>• Write a non-chronological report on Celt life.</li> </ul>
<p><b>Disciplinary concepts</b></p> <p>Cause and consequence</p> <p>Change and continuity</p> <p>Chronology</p>			
<p><b>Possible trips and visits</b></p> <p>Ryedale folk museum</p>			



Society



Leadership



Religion



Achievements and legacy



Economy

Overview— Children will learn about the Ancient Egyptians. They will discover that the Ancient Egyptians were united under one ruler, Menes, and the empire lasted until 30BC, when the Romans conquered Egypt. They will use geographical skills to map the area inhabited by the civilization to understand the importance of the River Nile as a water supply and for providing fertile farming lands. They will study the role of the Pharaoh, agricultural developments and find out about the role of the scribe. The unit will conclude with a study of Egyptian beliefs about the afterlife.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What did the earliest civilisations have in common?</p> <p>What were some of the Egyptians' achievements and what did they allow them to accomplish?</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p> <p>A depth study of Ancient Egypt. They should understand how our knowledge of the past is constructed from a range of sources. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ul style="list-style-type: none"> <li>• An overview of all four earliest civilisations and compare timelines.                             <ul style="list-style-type: none"> <li>• When? Where in the world?</li> </ul> </li> <li>• Understand the kingdoms of Ancient Egypt</li> <li>• Understanding of how a timeline works                             <ul style="list-style-type: none"> <li>• Use terms related to the period and begin to date events &amp; understand more complex terms e.g. BC/AD.</li> </ul> </li> <li>• Investigate the role of the Pharaoh in Ancient Egypt.</li> <li>• Investigate the role of the River Nile                             <ul style="list-style-type: none"> <li>• Settlement (stable weather conditions—equator and tropics)—farming/ travel / transport.</li> </ul> </li> <li>• Use sources to find out about agricultural developments—a key achievement to enable Egyptians to be successful                             <ul style="list-style-type: none"> <li>• Look at the development of tools over time / irrigation / make links with food and trade.</li> </ul> </li> <li>• Find out about the role of the scribe (involved in everything).                             <ul style="list-style-type: none"> <li>• Rosetta stone (how we know about the Egyptians)/ hieroglyphics.</li> </ul> </li> <li>• Investigate Egyptian beliefs about the afterlife.                             <ul style="list-style-type: none"> <li>• Burials and mummification</li> <li>• Book of the dead (scribes)</li> <li>• Pyramids and tombs</li> </ul> </li> <li>• Subject related vocabulary as well as century, decade, BC and AD, invasion, settlement, empire.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline within a specific period of history to set out the order that things have happened.</li> <li>• Annotated map.</li> <li>• Without the River Nile, lives would have been different because...</li> <li>• Work to show an children's understanding of the Egyptian achievements.</li> </ul>

**Disciplinary concepts**

Interpretation

Similarities and differences

Significance

**Possible trips and visits**



Society



Religion



Achievements and legacy



Economy

Overview— Children will learn that our modern world owes a lot to the ancient Greeks. They are to thank for many ideas and inventions (e.g. the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more). They will look at a range of sources to develop their knowledge of life in Ancient Greece and will begin to develop their own enquiry questions. They will discover what else we can thank the Ancient Greek for today and investigate how their legacy continues to influence our daily lives and the modern world.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How was life different in the Greek city states?</p> <p>Where can we see the influence of the Ancient Greeks today?</p> <div data-bbox="91 1181 577 1433" style="border: 1px solid blue; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Disciplinary concepts</b></p> <p>Historical significance</p> <p>Similarities and differences</p> </div> <div data-bbox="427 1348 779 1524" style="border: 1px solid green; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Possible trips and visits</b></p> </div>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p>	<ul style="list-style-type: none"> <li>• Find the Ancient Greeks on a timeline and compare with other eras studied. .</li> <li>• Understand that Ancient Greece was made up of city states.                             <ul style="list-style-type: none"> <li>• Look at maps and link geography (climate and physical features) to implications on food production, travel and settlements.</li> <li>• Compare Athens and Sparta.</li> <li>• Athens—coast/port/outward looking culture/wealthy due to trade/ democracy.</li> <li>• Sparta—insular, surrounded by mountains/ military machine (all about the army)/ agriculture/oligarchy.</li> </ul> </li> <li>• Use sources to infer                             <ul style="list-style-type: none"> <li>• The influence of religion</li> </ul> </li> <li>• Use sources to find out                             <ul style="list-style-type: none"> <li>• the Greek culture that we still use today (Olympics, theatre etc.)</li> </ul> </li> <li>• Examine influences on the western world                             <ul style="list-style-type: none"> <li>• Greeks influenced people at the time (Romans)</li> <li>• Today— the Olympic games, Ancient Greek theatres, architecture, maths, literature and many more.</li> </ul> </li> <li>• Develop own enquiry questions. eg— which city state would you prefer to come from? Use sources to answer.</li> <li>• Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>• Comparison grid for Athens and Sparta.</li> <li>• Evidence of the understanding of the influence of Ancient Greece on the world today.</li> <li>• Developing enquiry questions.</li> </ul>



Society



Conflict



Achievements and legacy



Economy

Overview— In this short series of lessons, children will learn what the Roman Empire was, when it began and how it expanded. Children will look at a range of maps to help them to answer the enquiry question. Children will use this knowledge in our next unit which follows this one.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What was the Roman Empire and how did it become so large?</p>	<p>The Roman Empire and its impact on Britain</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims Gain historical perspectives by placing their growing knowledge into different contexts: economic, military, political and social history</p>	<ul style="list-style-type: none"> <li>• What is an Empire?</li> <li>• Where did it begin?</li> <li>• When did it begin?</li> <li>• How did it expand? How large did it get?                             <ul style="list-style-type: none"> <li>• Link to road network / trade routes / show on maps.</li> </ul> </li> <li>• Understand the spread of the Roman Empire in a geographic and chronological sense. Make links between new and existing learning. Identify the narrative of British history and begin to make links between British and world history.</li> <li>• Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, peasantry.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>• Annotated maps.</li> <li>• Pupils can present the answer to the enquiry question.</li> </ul>

**Disciplinary concepts**

Historical significance

Change

**Possible trips and visits**



Society



Conflict



Achievements and legacy



Economy

Overview— Begin by recapping prior learning about the Roman Empire and Celts and the hill forts they built to protect themselves from invaders. During the same period, in Italy, the Roman Empire had started to flourish. The children will investigate what had angered the Roman Emperor Julius Cesar enough for him to invade Britain in BC 55 and why his attempts failed. They will look at the Celts and examine their resistance and two of their most famous leaders – Caratacus and Boudicca. The unit will conclude by looking at Roman achievements and the end of Roman Britain.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What was the Roman impact on Britain?</p>	<p>The Roman Empire and its impact on Britain</p>	<ul style="list-style-type: none"> <li>Recapping prior learning about the Celts and the hill forts they built to protect themselves from invaders. During the same period, in Italy, the Roman Empire had started to flourish.</li> <li>Understand why Julius Cesar tried to invade Britain in 55BC and why he failed.</li> <li>Sequence events related to both invasions of Britain. Turn this sequenced timeline into a scaled timeline.</li> <li>To be able to consider why the accounts may have been presented differently. Explore possible reactions to Roman invasion.                             <ul style="list-style-type: none"> <li>Boudicca – fought back and eventually lost against the Roman army.</li> <li>Cartimandua – successfully cooperated with the Romans and ruled her kingdom.</li> </ul> </li> <li>Discuss the Romanisation of Britain—cities.</li> <li>Identify where on the timelines certain achievements were introduced.                             <ul style="list-style-type: none"> <li>What achievements would have impacted on people’s lives? Eg aqeducts, sewers and baths, roads.</li> </ul> </li> <li>Identify where we can see the impact of Rome on our world today: - Architecture - Sanitation and hygiene - Roads - The calendar</li> <li>Discuss the end of Roman Britain.</li> <li>Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration, empire, civilisation, parliament, peasantry</li> </ul>	<ul style="list-style-type: none"> <li>Create an annotated timeline within a specific period of history to set out the order that things have happened.</li> <li>Pupils can voice their opinions about Roman invasion, describing cause and effect and relate this to prior learning.</li> <li>Use sources to explore a Roman achievement and explain why it is significant.</li> <li>Debate—which is the most significant achievement. You may want to present this as a written piece.</li> <li>Children research how their achievement was used during the Roman period and write a summary. Then add a comparison of how it impacts lives today.</li> </ul>

**Disciplinary concepts**

Consequences

Significance

**Possible trips and visits**





Religion



Society

Overview—In this short series of lessons, children will visit and learn about our local church and its role in society. Children will look at records and find out about what the church can tell us about Whitby in the past.

Focus on St Hilda’s Church or St Mary’s Church if preferred.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What does the church tell us about Whitby in the past?</p>	<p>A local history study.</p>	<ul style="list-style-type: none"> <li>• When was it built?</li> <li>• What was its purpose?                             <ul style="list-style-type: none"> <li>• What role did it play in society then and today?</li> </ul> </li> <li>• What evidence is available to us to find out about the church? Discuss the different types of evidence.</li> <li>•</li> <li>• Use evidence when communicating about the church in the past.                             <ul style="list-style-type: none"> <li>• Building and architecture, records, photographs, maps.</li> </ul> </li> <li>• Subject related vocabulary as well during, chronology, era, dates, time period, raid, mediaeval, homeland, exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• Position key dates on a timeline.</li> <li>• Write questions to pose to an expert to find out more about the church.</li> <li>• Information piece about our church.</li> </ul>

**Disciplinary concepts**

Change and continuity  
Significance

**Possible trips and visits**

Visit church and speak to priest or local historian.



Society



Conflict



Achievements and legacy



Religion

Overview—In this unit, the children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain and compare it to Roman Britain. A link to Whitby will also be investigated with a possible visit to Whitby abbey. They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How was Saxon England different to Roman Britain?</p> <p>Why was Whitby Abbey significant in this period?</p>	<p>A local history study (links made)</p> <p>Britain's settlement by Anglo Saxons</p> <p>Note connections, contrasts and trends over time Understand how knowledge of the past is constructed from a range of sources</p>	<ul style="list-style-type: none"> <li>Understand that there is very little evidence for this period of history.</li> <li>Recap the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.                             <ul style="list-style-type: none"> <li>Position events on a timeline.</li> </ul> </li> <li>make comparisons between different times in history.</li> <li>begin to identify primary and secondary sources</li> <li>Look at key primary sources from the period (Sutton Hoo, Staffordshire hoard, Gildas and Bede) to learn about life during the period.                             <ul style="list-style-type: none"> <li>Sutton Hoo burial contains immense wealth (potentially King of East Anglia) - Staffordshire hoard showed high status military pieces - Bede and Gildas present one narrative of Christian interpretation of life/events</li> </ul> </li> <li>Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshalh by King Oswy of Northumberland)                             <ul style="list-style-type: none"> <li>Synoyd of Whitby aligned the church with Rome and not Ireland.</li> <li>What was the Abbey? Purpose of the building? What evidence is there?</li> </ul> </li> <li>In addition to subject related vocabulary – legacy and period.</li> </ul>	<ul style="list-style-type: none"> <li>Show on timeline where these events fit in line with historical knowledge from previous years.</li> <li>Explain the difference between primary and secondary sources.</li> <li>Work produced from source and enquiry tasks - note taking and written answers.</li> <li>Written comparison between Anglo-Saxons and Romans.</li> </ul>

**Disciplinary concepts**

- Continuity and change
- Similarities and differences
- Significance

**Possible trips and visits**

Whitby Abbey



Society



Economy



Achievements and legacy



Leadership

Overview— In this unit, children will continue their learning about British history with a study of the mediaeval period. They will continue to explore the theme of invasion and settlement by revisiting their learning from Year 4 and in our previous unit about the Roman, Anglo-Saxon and Scot invasions. Children will learn about how the Vikings switched from raiding to invasion and conquest and how this impacted England. Children will also learn about how the Saxons regained control of England. A trip to Jorvik would give children a deeper understanding of Viking life.

Suggested resources to support planning — (Mr T) Sharepoint

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>Is it fair to describe the Vikings as vicious raiders?</p> <p>How did the Saxons regain control of England?</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<ul style="list-style-type: none"> <li>• Explore Viking raid on Lindisfarne as way to introduce the early contact between the Anglo-Saxons and Vikings. Construct scaled timelines.               <ul style="list-style-type: none"> <li>• Viking raids/ trade routes and networks.</li> <li>• Different boats for different purposes.</li> <li>• Viking exploration and settlements.</li> </ul> </li> <li>• Investigate primary sources available that recount the conflict from a Saxon perspective.</li> <li>• Compare the timelines of the multiple periods of history (Saxon, Viking and Abbasid Caliphate) to allow them to see how they are linked together and cross over.</li> <li>• Understand the switch from raiding to invasion and conquest—came for farmland. How King Alfred managed to defend Wessex and eventually establish a coexistence with the Danelaw.</li> <li>• Explore the actions of Alfred’s children (Edward and Æthelflæd) and how they continued their father’s work to establish the defensive network of fortifications. Then, how they played a key role in repelling the Vikings. Then, the Saxons beginning to reclaim the Danelaw.</li> <li>• Look at an overview of the later Saxon and Viking/Danish kings to identify the trends (conflict and short reigns). Then, the way in which the Saxon period ended at the Battle of Hastings.</li> <li>• In addition to subject related vocabulary – legacy and period.</li> </ul>	<ul style="list-style-type: none"> <li>• Scaled timelines.</li> <li>• Create questions that would help to give a more balanced view of events.</li> <li>• Create a clear summary of the other aspects of the Viking culture not covered by the term raider.</li> <li>• Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Alfred the Great—outline his achievements and actions—which could contribute to him warranting the title of ‘the great’.</li> <li>• Presentation to answer enquiry question.</li> </ul>

#### Disciplinary concepts

Continuity and change

Interpretation

#### Possible trips and visits

Jorvik

 Achievements and legacy

 Economy

 Society

Overview—In this unit, the children will answer the question ‘How does this civilization tie into our existing knowledge?’. They will find out what Baghdad was like as a city and how the geography of the region impacted on the city. Children will find out why Baghdad was significant and pursue their own lines of enquiry. Examining and evaluating a range of sources will help the children to deepen their understanding of this empire and to develop our skills as historians.

Suggested resources to support planning — (Mr T) Sharepoint / Bitesize

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>Why was the city of Baghdad significant?</p> <p>How was Baghdad different to Britain around 900AD?</p>	<p>A non-European society that provides contrasts with British history – early Islamic civilization including a study of Baghdad c. AD 900</p>	<ul style="list-style-type: none"> <li>• Understand the differing intervals between events and how events can be both a cause and a consequence.</li> <li>• Understand multiple timelines run concurrently                             <ul style="list-style-type: none"> <li>• Place timeline in a coherent narrative alongside the others studied and make links between them (Saxon and Viking would link chronologically and may provoke discussion about contact).</li> </ul> </li> <li>• Understand the city of Baghdad and its achievements around 900AD including size, function as a trading centre, capital of the empire, layout etc.</li> <li>• Extract evidence from sources and interpret it to compare and contrast their existing historical knowledge base.                             <ul style="list-style-type: none"> <li>• Learn about the context of the civilisation including the geography of the area and the lives the populace lived. This can be extended by comparing it to other civilizations they know of.</li> </ul> </li> <li>• Extract and interpret sources to answer a specific learning question related to Baghdad’s function as a centre of learning or trade.                             <ul style="list-style-type: none"> <li>• The achievements of the civilization including Baghdad’s role as an educational and trading centre.</li> </ul> </li> </ul> <p>In addition to subject related vocabulary – legacy and period.</p>	<ul style="list-style-type: none"> <li>• Produce a scaled timeline focusing on key events in the Early Islamic timeline. Then identify events which are linked or where cause and effect can be seen</li> <li>• Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul>

**Disciplinary concepts**

Significance

**Possible trips and visits**



Leadership



Conflict



Society



Economy

Overview—In this unit, the children learn about how civilians at home in Britain were affected during the Second World War. They will understand how night after night of consecutive air raids during the Blitz affected different communities and find out how people tried to stay safe in times of danger. They will also understand the role of women and others left behind, who worked to keep their nation strong whilst many men were away fighting. As well as understanding the role of women and other adults, they will learn what happened to children who were evacuated from the city to the country. A visit to Eden Camp will deepen children's understanding of what life was like in WWII and they will discover what evidence there is of WWII in Whitby. Bombsites.org

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>What were the causes and consequences of the Battle of Britain?</p> <p>What evidence is there of WWII in Whitby?</p> <div data-bbox="96 1082 577 1284" style="border: 1px solid blue; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Disciplinary concepts</b></p> <p>Interpretation</p> <p>Cause and consequences</p> </div> <div data-bbox="264 1284 745 1460" style="border: 1px solid green; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Possible trips and visits</b></p> <p>Eden Camp</p> </div>	<p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• Explore what happened at the end of WWI.               <ul style="list-style-type: none"> <li>• The consequences of the Treaty of Versailles—economic and social damage – make link to the rise of the Nazis and other extreme parties.</li> </ul> </li> <li>• WWII               <ul style="list-style-type: none"> <li>• When? What? Why?</li> </ul> </li> <li>• Why did Britain have to go to war in 1939.</li> <li>• How the alliance system created tension in Europe.</li> <li>• The outset of the war including the race to the sea on the western front, trench warfare and the stalemate</li> <li>• Diversity of nations that took part in the war</li> <li>• The ways in which Britain, and British people, were affected by events during the Second World War               <ul style="list-style-type: none"> <li>• Understanding of why evacuation was necessary and what the experience was like</li> <li>• Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation—interview, gas masks, Home guard, women in factories, the Blitz, Dunkirk</li> <li>• Impact of propaganda and censorship on enabling us to understand what the Home front was really like</li> </ul> </li> <li>• Examine evidence of impact of WWII on Whitby.</li> <li>• In addition to subject related vocabulary – continuity, social, religious, political, technological, social.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a scaled timeline focusing on key events. Then identify events which are linked or where cause and effect can be seen</li> <li>• Annotated maps.</li> <li>• Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul>



Society



Economy

Overview— In this unit, children will travel through nearly a thousand years making a significant contribution to pupils’ grasp of the long arc of time. Children will listen to stories about criminals and how fairly they were dealt with. This unit will open up informed debate, relating issues to the present day wherever possible. This unit will help pupils to develop a deeper understanding of crucial historical concepts: change continuity, turning points change, continuity and turning points. Children will be able to draw on their historical knowledge of different time periods to support

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How did crimes and punishments change over time?</p> <p>When was the best time to be a criminal?</p> <div data-bbox="91 1241 589 1497" style="border: 1px solid blue; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Disciplinary concepts</b></p> <p>Chronological understanding</p> <p>Change</p> <p>Continuity</p> </div> <div data-bbox="273 1382 759 1544" style="border: 1px solid green; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Possible trips and visits</b></p> <p>Castle Museum (York)</p> </div>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> <li>• How were criminals punished 800 years ago and how do we know?                             <ul style="list-style-type: none"> <li>• Use paintings, drawings and stories to tell us about medieval justice.</li> <li>• Look at typical medieval crimes and how people would be punished.</li> <li>• Look at the links between wheat prices and number of court cases.</li> <li>• Discuss the difference between a court then and now.</li> <li>• Children learn from the story of Robin Hood, that justice was loaded in favour of the rich and powerful.</li> </ul> </li> <li>• How did crimes and punishments change between 1500 and 1750?                             <ul style="list-style-type: none"> <li>• Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices.</li> <li>• There was a greater emphasis on humiliation. They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines.</li> </ul> </li> <li>• Why did punishments become so bloody in the 18th century?                             <ul style="list-style-type: none"> <li>• This was an era of the Bloody Code when there was a massive increase in the number of capital offences. Punishments were as harsh as possible and as public as possible to deter people from committing crime. The number of crimes went up but the number of executions went down.</li> </ul> </li> <li>• Why did so much change happen in the 19th century?                             <ul style="list-style-type: none"> <li>• The greatest change in punishments at this time was transportation.</li> <li>• There was great period of growth in prisons: 90 new ones in the first 40 years of Victoria’s reign.</li> <li>• The start and growth of the Police force</li> </ul> </li> <li>• Has the way we catch and punish criminals improved that much in the last 100 years?                             <ul style="list-style-type: none"> <li>• Speculate as to the possible reasons for the rise and fall in the crime rate, using prior knowledge and awareness of contemporary issues.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Produce a scaled timeline focusing on key events.</li> <li>• Work produced from source and enquiry tasks - note taking and written answers.</li> <li>• Illustrations of crimes and punishments from a specific era under headings—changes and continuities.</li> <li>• Annotated image and explanatory caption to appear in a new KS2 textbook.</li> <li>• How bad was it inside a Victorian prison?</li> <li>• Justice scales forming both sides of a debate.</li> </ul>



Economy



Society

## Overview—

In this unit, children will discover their own local history by looking at how the fishing industry had changed in Whitby. A walk around Whitby, following the Heritage Trail will give children a deeper insight into the history of Whitby. Children will then explore different industries in different areas to see how they compare. They will conclude the unit by looking at how the local area was affected by changes in industry.

Enquiry questions	National curriculum coverage	Subject specific skills and knowledge development	Key Tasks
<p>How has the role of the fishing industry changed in Whitby?</p> <p>How does this compare with the rest of Yorkshire at the same time?</p> <div data-bbox="96 1125 504 1332" style="border: 1px solid blue; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Disciplinary concepts</b></p> <p>Change</p> <p>Similarities and differences</p> </div> <div data-bbox="353 1305 779 1520" style="border: 1px solid green; border-radius: 15px; padding: 5px; margin-top: 10px;"> <p><b>Possible trips and visits</b></p> <p>Whitby Heritage Trail</p> <p>Whitby Fishing School</p> </div>	<p>A local history study.</p>	<ul style="list-style-type: none"> <li>• What do we mean by ‘fishing industry?’</li> <li>• What did it do?</li> <li>• What benefits did it bring?</li> <li>• Look at local population growth through maps and census data noting the significance of buildings.</li> <li>• 18<sup>th</sup> and 19<sup>th</sup> centuries – prosperous port with shipbuilding and whaling industries.</li> <li>• Whitby cats – specialist type of boat.</li> <li>• Captain Cook and the building of boats.</li> <li>• 6<sup>th</sup> largest port in Britain.</li> <li>• How did different industries of other areas compare?               <ul style="list-style-type: none"> <li>• Bradford—wool</li> <li>• St Helens—glass</li> <li>• Staffordshire — pottery</li> </ul> </li> <li>• How was the local area affected by changes in industry?</li> <li>• In addition to subject related vocabulary – continuity, social, religious, political, technological, social.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a guide book for the Heritage trail. Include detailed descriptions of sculptures to show understanding.</li> <li>• Compare and contrast table.</li> <li>• Design and pursue a line of enquiry by selecting a question to investigate, decide on the type of evidence they need to find and then apply source skills to locate evidence to answer their question.</li> </ul>