

Unit Title:

THE HISTORY OF OUR SCHOOL

Year 1

Subject

HISTORY

NC Objectives

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Changes within living memory and the ways in which we can find out about these changes.
- Study within a chronological framework identifying similarities and differences between ways of life in different periods.

Unit Overview

To investigate resources held within school and place them on a timeline. Looking at photographs of our school from different periods we will compare life as we know it now to how it might have been different then. Learning will culminate in a History Day where we dress up and pretend to be in a classroom from 100 years ago.

Historical Person Linkage

A visitor who has previously attended Water Street School in the past.

(Fascinating Facts)

Our school used to be a church.

Mr Anslow's office, Y2, Y6 and the ICT suite used to be part of the hall.

Boys and girls used to have separate playgrounds.

Key Knowledge

- Use common words and phrases relating to the passing of time.
- That time can be shown on a timeline.
- That our school has changed over time.



Key Vocabulary

- Past
- Timelines
- Black and white photographs, colour photographs

Key Skills

- Be able to recognise that there are different times in the past and that our school has changed over time.
- To know and recount episodes from stories about the past about our school and how children from the past might have lived.

Unit Title

Changes within Living Memory—TOYS

Year 1

Subject

HISTORY

NC Objectives

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Begin to understand chronological framework.
- Changes within living memory and the ways in which we can find out about these changes.

Unit Overview

To understand through toys that there is a passing of time. Children talk about their parents and grandparents and where possible have a visit from a grandparent who brings along their own toys. We make our own timeline and look where our birthdays are comparing ours, the teachers, our parents and our grandparents. This culminates in a visit to Ilkley Toy Museum.

Historical Person Linkage:**A Willing Grandparent...****(Fascinating Facts)**

Did you know that sometimes old toys look younger than new toys because children played with them differently in the olden days!

Key Knowledge

- Use common words and phrases relating to the passing of time.
- That time can be shown on a timeline.
- That toys have changed over time with the inventions of different materials.
- To understand that the use and quantity of toys has changed over time.

**Key Vocabulary**

- Past
- Years ago
- Present
- Modern

Key Skills

- Be able to recognise that there are different times in the past and that different types of toys were different.
- To know and recount episodes from stories about the past about toys.

NC Objectives

- To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.
- To identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666.
- To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.
- To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.

Unit Overview

- Children to learn about the key events of the Great Fire of London.
- Understand why the Great Fire of London spread and eventually stopped.
- Explain that we know about the Great Fire because of Samuel Pepys' diary.

Our Enquiry Questions**Historical Person****Linkage**

Samuel Pepys

King Charles II

Did it end? Yes

How many years ago was it? 354

Who started it?

How many people survived? Thousands

They didn't.

When did they decide to light it?

What was it like? Terrifying

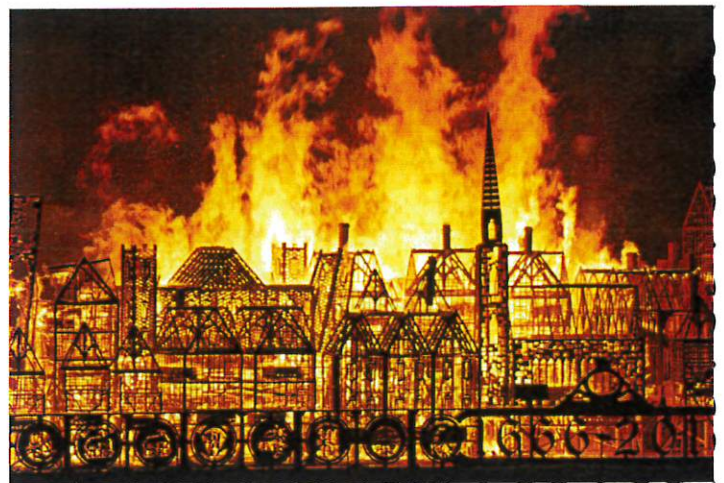
Why did it start in a house? It was part of a bakery

How long did it take to burn? 5 days

GFOL

Key Knowledge

- Started Sunday 2nd September 1666, Thomas Farriner's Bakery on Pudding Lane and lasted for 4 days
- The fire spread quickly as the houses were made of wood and there was a strong wind. People fled to the River Thames to try to escape.
- St. Paul's Cathedral caught on fire and lead of the roof melted. The King ordered that houses were pulled down to try to stop the fire.
- Samuel Pepy's was a Member of Parliament and kept a famous diary which allows us to find out about this historical event.

**Key Vocabulary**

- London
- Thomas Farriner's Bakery, Pudding Lane.
- Samuel Pepy's
- St. Paul's Cathedral

Key Skills

- Place events of the Great Fire of London in order.
- To recognise that their own lives are different from the lives of people in the past.
- To recognise the different ways in which the past is represented.
- To know the importance of Samuel Pepys

Unit Title : Skipton Castle

Year 2

Subject: History

What would life have been like if you had lived in Skipton Castle?

NC Objectives

- Pupils should develop an awareness of the past using common words and phrases relating to the passing of time.
- Pupils will be taught about significant historical events, people and places in their own locality.
- Pupils will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Use a wide vocabulary of everyday historical terms.
- Links with English—recount writing about our trip to Skipton Castle. NCR—castle fact sheet.
- DT—making a castle with a moving drawbridge (moving mechanisms.)
- Art—pencil drawings of a castle.

Unit Overview

Visit the local **medieval** castle to investigate features of castles and learn about the history of the castle in Skipton

Historical Person Linkage

The Clifford Family lived in the Castle 1310 until 1676.

Edward II was King when he granted the family the Castle.

(Fascinating Facts)

Lady Anne Clifford restored the castle after it suffered damage during and after the Civil War.

The toilet was called 'the long drop'

Key Knowledge

- 1090 originally a wooden Castle (Mott and Bailey, built by Robert de Romille, a Norman baron, but **1118 turned into a Norman Castle**). The Clifford Family were granted the property by Edward II in 1310.
- To begin to understand the functions of, and relationships between, various rooms/areas of castles.
- To understand and draw plans of castles, using knowledge gained from the sources and from reasoning about life in a castle.



Key Vocabulary

- Moat, Motte and Bailey, Portcullis, Arrow Slits, Mason marks
- Medieval Kitchen, Banqueting hall, the long drop, Withdrawing room, Watchtower, Lord's bedchamber, dungeon.

Key Skills

- Recognise their own lives are different from the lives of people living in the past.
- Begin to identify some of the different ways in which the past is represented. Painting, diaries,

Unit Title

The Romans

Year 3

Subject

History

NC Objectives

- The Roman Empire and its impact on Britain
This could include:
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army, including Hadrian's Wall
- British resistance, for example, Boudica

Unit Overview

The children will learn about the impact that the Romans had on the people of Britain when they invaded. They will learn about Boudicca and think about why the rebellion was such a significant historical event. We will experience Roman artifacts and parts of Roman life through welcoming a Roman visitor into class to teach us further.

Gods and Goddesses will be a big focus point throughout the topic where children will finish with writing their own Roman myth.

Historical Person Linkage

Julius Cesear

Boudica

(Fascinating Fact)**Key Knowledge**

- Who Julius Cesear was.
- Who Boudicca was and the significance of her rebellion.
- When the Romans came to Britain.
- To learn about the significance of the Roman Gods and Goddesses and learn some Roman Myths.
- To understand why the Romans were so successful in battle.

**Key Vocabulary**

- Invasion
- Rebellion
- Empire
- Myth
- Julius Cesear
- Boudicca
- Tortoise

Key Skills

- Chronological understanding—show their understanding of the differences between periods
- Knowledge and understanding of events—beginning to give a few reasons for, and results of the main events and changes.

The Stone Age

NC Objectives

- Changes in Britain from the Stone Age to the Iron Age
This could include:
- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Unit Overview

The children will learn about early people in Britain and the developments of physical appearance, intelligence, settlements and every day life.

They will learn about the different periods during the Stone Age and also learn about the Iron Age and leading onto the Celts.

Children will get first hand experience at living like a Stone Age person for a day at Murton Park.

Historical Person Linkage

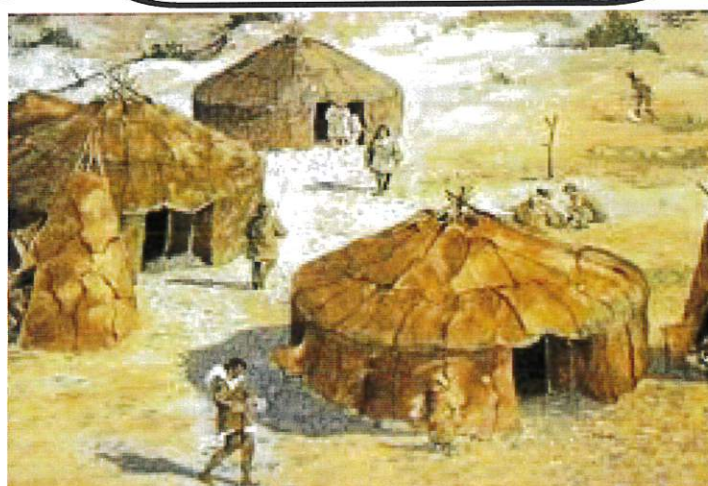
Otzi the Ice Man

William Watt—Skara Brae

(Fascinating Fact)

Key Knowledge

- To know the period of time in which the Stone Age took place.
- To know that the Stone Age consisted of three main periods.
- To understand that the Stone Age people developed and that the bronze age and iron age followed.
- To understand how we know so much about the past.
- To show an understanding of how humans have progressed from hunter-gatherers to farmers.
- To learn the theories behind Stonehenge.



Key Vocabulary

- Neolithic, Palaeolithic, Mesolithic
- Skara Brae
- Stonehenge
- BC / AD— Before Christ, Anno Domini, Before the Common Era, After the Common Era
- Hunter gatherer
- Otzi
- Hillfort

Key Skills

- Chronological understanding—pupils show their developing understanding of chronology by their realisation that the past is divided into different periods of time.
- Historical representations—they identify some of the ways in which the past is represented.

Early Islamic Civilisations

NC Objectives

- a non-European society that provides contrasts with British history : early Islamic civilization, including a study of Baghdad c. AD 900
- Early Islamic period in relation to Anglo Saxons and Vikings
- Baghdad as the centre of the Caliphate and it's structure as a city
- Baghdad's geographical position in the silk trade
- The House of Wisdom and significant scientific, medical and mathematical discoveries
- Islamic art
- The influence of discoveries made on our life today

Unit Overview

The children will learn about the impact that Baghdad had in both trade and significant scholarly studies. They will learn about the formation of the 'Circular City', how it's layout might have been organised and it's key location within the silk trade routes. The children will learn about important discoveries made in the world of science, maths, and medicine and how they have influenced our life today. The children will also learn about Early Islamic art principles.

Historical Person Linkage

- The Banu Masu brothers (engineers)
- Muhammad ibn Zakariya Razi AD 854 - AD 925 (medicine)
- Abu al-Qasim Khalaf ibn al-Abbas Al-Zahrawi AD 936 – AD 1013 (medical surgery)
- Abu Abdullah Muhammad Ibn Musa Al-Khwarizmi AD 780 – AD 850 (Father of algebra)
- Ibn al-Haytham—AD 965 – AD 1040 ophthalmology and cameras

Key Knowledge

- The Dynasty of Caliphs started a period of group rule
- Baghdad was centrally placed in the Silk Trade routes which benefitted the city in terms of knowledge and business.
- Baghdad was known for The House of Wisdom and its mathematical, scientific and medical discoveries.

Key Vocabulary

Islam – A religion founded by Muhammad, who was born in Mecca in AD 570. People who practise Islam are called Muslims.

caliph – A caliph is the leader of a caliphate - a political-religious form of government of a Muslim community. A caliph had to be Muslim, male, sane, fair, just and law-abiding.

dynasty – A succession of rulers of a country or civilisation. Generally the next ruler in the dynasty inherits the title

scholar – A person dedicated to learning, often at a high level and in a particular area of study.

calligraphy – Decorative handwritten lettering.

vegetal – Consisting of foliage and flowers.

geometric – Repeating, interlaced or overlapped shapes.

Silk Road—A network of trade routes linking China to the Middle East and Europe, first used to carry Chinese silk.

Timeline of Key Events:

All dates below are approximate:

632 CE Death of Muhammad. Dynasty of Caliphs rule

762 CE Baghdad starts to be built as the capital of the Islamic Empire by Caliph Al Mansur

768 CE The 'round city' is finished

800 CE Baghdad becomes the largest city in the world

810 CE Baghdad becomes a hub for learning and commerce, great scientific and maths advances made

830 CE The House of Wisdom is built in Baghdad

900 CE Paper spreads into the region from China

930 CE Cordoba (Spain) overtakes Baghdad as the world's largest city

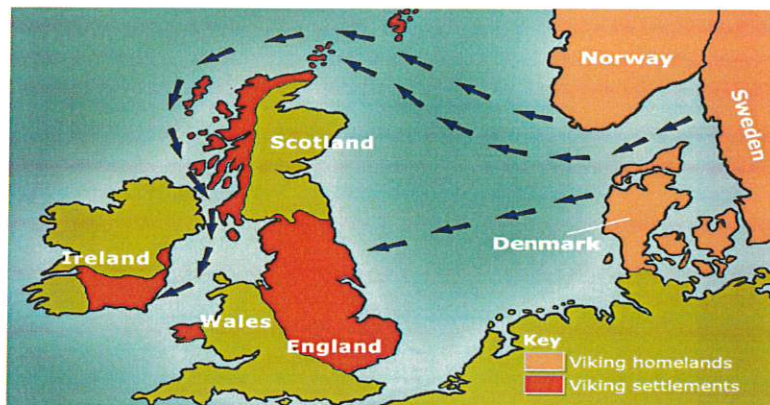
950 CE The decline of the Abbasid caliphate begins and continues until the 13th century

1000 CE Al-Zahrawi finishes medical book

1258 CE The Seige of Baghdad. House of Wisdom destroyed by Mongols and Baghdad burned. Millions of books thrown in river.

Key Skills

- Chronological understanding—show their understanding of the differences between periods across the world at this time
- Knowledge and understanding of events—beginning to give a few reasons for, and results of the main events and changes, and how they have affected our world today.



Historical Person Linkage

Alfred the Great

Aethelstan

Edward the Confessor

Timeline of Key Events:

All dates below are approximate:

787 CE First Scandinavian raids

793 CE Viking attacks on Lindisfarne

842 CE Viking raids on London

865 CE Great Heathen Army invade

878 CE Battle of Edington

927 CE Athelstan unites English kingdoms

950 CE Vikings from Ireland & Isle of Man raid the west coast of Wales

991 CE Battle of Maldon leads to the first payments of Danegeld

994 CE Danish attack on London fails

1000 CE Vikings reach Newfoundland

1013 CE King Sven of Sweden lands and becomes King of England

1016 CE King Cnut becomes King of England

1042 CE Saxon Edward the Confessor returns to become King of England

1066 CE Edward the Confessor dies, leading to several contenders claiming the throne. Harold Godwinson becomes King, but is killed by William the Conqueror at the Battle of Hastings.

Key Knowledge

- The Vikings invaded Lindesfarne in 793
- The Vikings came from countries we now know as Scandinavia.
- The following of Paganism and then a return to Christianity
- Dates taken from the timeline

Key Vocabulary

Chieftain – The leader of a village or small group of people

Danelaw – The area of England ruled by the Vikings

Freeman – A person who is not a slave and free to choose who he or she worked for

Longship – A Viking ship with a sail and oars, also called a dragon-ship

Monastery – The building where monks live

Pagan – A person who believed in many gods

Runes – The name given to the Viking alphabet

Trader – A person who sells goods

Key Skills

- Chronological understanding—show their understanding of the differences between periods
- Knowledge and understanding of events—beginning to give a few reasons for, and results of the main events and changes.

Unit Title

The Vikings

Year 4

Subject

History

NC Objectives

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Including:
- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

Unit Overview

The children will learn about the impact that the Vikings had on the people of Britain when they invaded. They will learn about the raids and invasions of the Vikings. The children will learn about significant people from Viking times such as Alfred the Great, Athelstan, the first King of England and Edward the Confessor.

During our visit to Murton Park, the children will experience life as a Viking and learn about the day to day life of a Viking village.

Historical Person Linkage

Alfred the Great

Athelstan

Edward the Confessor

Timeline of Key Events:

All dates below are approximate:

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Key Knowledge

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Key Vocabulary

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Key Skills

- Chronological understanding—show their understanding of the differences between periods
- Knowledge and understanding of events—beginning to give a few reasons for, and results of the main events and changes.

Anglo Saxons and Scots

Year 4

Autumn 2019

(Fascinating Facts)

Anglo Saxons gave cow pats as Christmas presents.

Wearing a pig on your head was considered lucky.

Key Knowledge

- The Romans withdrew from Britain in 410
- The Anglo Saxons (Jutes etc) invaded Britain in 449 from Germany, Denmark and the Netherlands
- The Anglo Saxons created seven Kingdoms.

(Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex)

- The Anglo Saxons left us with place names that we still use today, ending in –ham, –ford, and –worth.



Key Vocabulary

- Angles, Saxons, Jutes, Frisians
- Settle (settlements)
- Kingdoms
- Place names containing the suffixes –ham, –ford and –worth
- Sutton Hoo
- Artefacts

Key Skills

Identify some of the different ways in which the past is presented.

Use sources of information in ways that go beyond simple observation to answer questions about the past.

Unit Title: Ancient Egypt

Year 5

Subject:

History

Were Ancient Egyptians better treated when they were alive or when they were dead?

NC Objectives

- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
- a depth study of Ancient Egypt

Unit Overview

The children undertake historical enquiry into the key question above.

They consider the lives of different levels of Ancient Egyptian society, looking for evidence of quality of life. Through a visit to the City of Leeds Museum and The British Museum, they consider primary evidence as to the burial practices of the Ancient Egyptians.

They draw their own conclusions to the key questions.

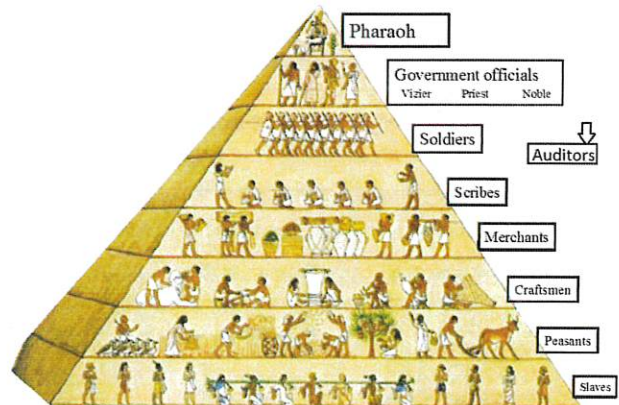
Significant People:

- Tutankhamen
- Nesyamun (Leeds mummy)
- Ginger (British Museum)
- Howard Carter

(Fascinating Facts)

Key Knowledge

- develop a chronologically secure knowledge of world history
- develop an overview of where and when the first civilizations appeared
- the significance of the River Nile and its role in the seasons
- how and why the pyramids were built
- the process of mummification
- the hierarchical society structure



Key Vocabulary

- ancient, BC, AD, century, civilisation,
- society, pharaoh, slave, merchant,
- shaduf, desert, irrigation,
- pyramid, set square, plumb bob, sarcophagus, tomb

Key Skills

- use sources of information in ways that go beyond simple observations to answer questions about the past
- note connections, contrasts and trends over time
- develop appropriate use of historical terms
- answer and devise historically valid questions about change, cause, similarity, difference and significance
- thoughtfully select and organise relevant historical information
- identify different sources that add to our knowledge of the past

Unit Title: What Changed?

Year 5

How did the landscape of Britain change with the Industrial Revolution? What evidence can we find if this in Skipton?

Subject:**History****NC Objectives**

- a local history study tracing over time how the national changes that made up the Industrial Revolution were worked out in our locality.

Unit Overview

Children will look at evidence (maps, photos etc) from before and after the Industrial Revolution and consider the growth of the population (especially around the new cities), the change in jobs and the landscape of Britain.

They gather and organise evidence which will help them answer the key question above. They learn about the move from cottage industries to mill and factory based working.

Significant People:

- John Dewhurst
- James Hargreaves

(Fascinating Facts)

It's estimated that during the 1800s, in Britain, half of factory workers were under the age of 14

Key Knowledge

- actual knowledge and understanding of aspects of the history of Britain - health, living conditions, transport, industry from the early Victorian era
- knowledge and understanding of some of the main events, people and changes in Britain - the industrial revolution

**Key Vocabulary**

- Victorian era, cottage industry, domestic system, factory, mill, industry, revolution
- drop spindle, sorting, carding, spinning, weaving
- mill owner, industrialist, overseer
- transport, cart, tram, steam engine, steam train, canal, tow path

Key Skills

- use sources of information in ways that go beyond simple observations to answer questions about the past
- note connections, contrasts and trends over time
- develop appropriate use of historical terms
- answer and devise historically valid questions about change, cause, similarity, difference and significance
- thoughtfully select and organise relevant historical information
- identify different sources that add to our knowledge of the past

Unit Title: Who Rules?

Year 5

- the British journey from monarchy to democracy since 1066

Subject:**History****NC Objectives**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Unit Overview

Children memorise all of the British monarchs since 1066 and view them as a timeline. They look in more detail at individual monarchs whose reigns included significant events which moved power from the monarchy to 'parliament'. For example, King John & the Magna Carta, Simon DeMontfort & the first parliament. As part of their learning, the children visit the Houses of Parliament in London and The Tower of London.

Significant People:

- King John
- Simon DeMontfort
- Henry VIII
- Emmeline Pankhurst

(Fascinating Facts)**Key Knowledge**

- show factual knowledge and understanding of aspects of the history of Britain
- show knowledge and understanding of some of the main events, people and changes in Britain
- kings and queens since 1066
- how a monarchy works
- how a democracy works
- the Magna Carta and its on-going importance
- Simon DeMontfort's first parliament
- King Henry VIII & the priorities he had during his

**Key Vocabulary**

- democracy, monarchy, constitutional monarchy, names of all monarchs, magna carta, heir, succession, divorced, beheaded, catholic, protestant, Church of England, the reformation, suffragette, parliament, government, prime minister, cabinet ministers, members of parliament

Key Skills

- use sources of information in ways that go beyond simple observations to answer questions about the past
- note connections, contrasts and trends over time
- develop appropriate use of historical terms
- answer and devise historically valid questions about change, cause, similarity, difference and significance
- thoughtfully select and organise relevant historical information
- identify different sources that add to our knowledge of the past

Unit Title

Ancient Greece

Year 6

Subject-

History– Year 6

NC Objectives

Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Unit Overview

Pupils will develop a secure understanding of where the Ancient Greeks sit within a timeline and understand what an empire was as well as different way of ruling the country. They will undertake personal research on Greek legacies and scholars and Alexander the Great

The focus of the topic will be the big question of:

THE BIG QUESTION: Athens was a more successful city state than Sparta- Do you agree?

Historical Person Linkage

Alexander III of Macedon, better known as

Alexander the Great. He changed the nature of the ancient world in little more than a decade. His parents were Philip II of Macedon and his wife Olympias. Alexander was educated by the philosopher Aristotle. Philip was assassinated in 336 BC and Alexander inherited a powerful kingdom.

(Fascinating Facts)

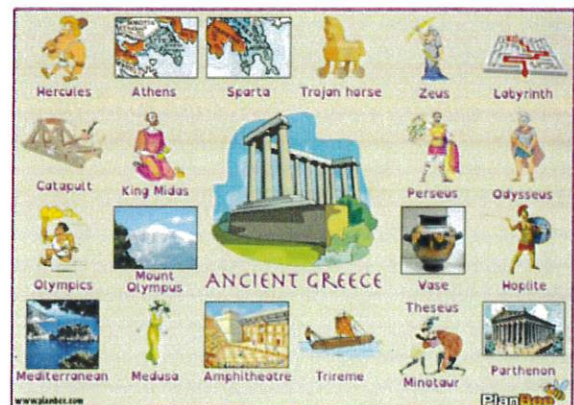
There was never one country called 'ancient Greece'. Instead, Greece was divided up into small **city-states**, like Athens, Sparta, Corinth and Olympia. Each city-state ruled itself. They had their own governments, laws and army. So, ancient Greeks living in Sparta considered themselves Spartan first, and Greek second.

Key Knowledge

- To understand what the Greek Empire was.
- To know the difference between democracy, oligarchy and a monarchy
- To make contrasts between the two city-states of Athens and Sparta and evaluate the difference in living in the two states
- Give examples of how modern day life has been influenced by the ancient Greeks.
- To find out about a Greek scholar or Philosopher.

Key Vocabulary

- | | |
|-------------|--------------|
| • Empire | government |
| • Democracy | Philosopher |
| • Oligarchy | Trojan Horse |
| • Monarchy | |
| • Legacy | |



Key Skills

- Use primary and secondary sources to find out more about daily life in Ancient Greece.
- Use and evaluate a range of sources to know how modern life has been effected by the Ancient Greeks.
- To evaluate information sources for their relevance and reliability.
- To contrast different ways of life using a range of sources (Sparta and Athens)

Unit Title

Scar House Reservoir.

Year 6

Subject-

History– Local History linked with geography study.

NC Objectives

A local history.

a depth study linked to one of the British areas of study listed above – a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Unit Overview

As part of their visit to Bowerley Park, pupils will visit Scar House Reservoir; through doing this they will gain knowledge from listening to experts and looking at information in the locality. When they return to school pupils will carry out an enquiry based learning around the question- “Why and how is this reservoir in this location?”.

Historical Person Linkage

Lewis Mitchell– Bradford’s city Engineer

(Fascinating Facts)

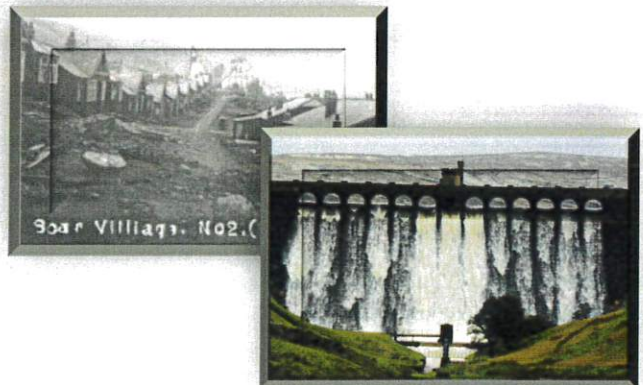
Scar House Reservoir is the second of the three reservoirs in Upper Nidderdale.

Scar House were built to supply water to the Bradford area of West Yorkshire.

The dam contains over one million tonnes of masonry, it rises to 55 metres above the river and is almost 600 metres long. It was completed in 1936. The dam height is 71 m (233 ft).

Key Knowledge

- SHR was built by Radford Corporation to supply water to Bradford.
- Building began in 1921 and took 15 years to complete
- During the construction a self contained village was built for the workers and their families.
- When the reservoir was completed the village was dismantled.
- Evidence of the village and information about the construction of the reservoir can be observed through visiting the reservoir
-



Key Vocabulary

- Reservoir
- Aqueduct
- Quarry
- Spoil heaps
- Nidd Light Railway
- Aerial cableways

Key Skills

Develop the appropriate use of historical terms.

Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

Unit Title:

Year 6

Subject

World War I – A Local History Study

History.

(based on enquiry based learning)

NC Objectives

A local history study

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Unit Overview

Pupils will undertake a local history study on WWI. Pupils will use a range of sources available locally including Craven's Part in the Great War, as well as primary and secondary sources available at Skipton Library and Museum.

Pupils will visit a range of historic sites in Skipton including war memorials and war graves to extend their knowledge.

Pupils will undertake research about a local soldier or one that is important in their family history.

FROM PEACE TO WAR.

On July 26th, 1914, the 6th Bn. Duke of Wellington's Regt. went into camp near the little village of Marske for its annual training, and it was amid the peaceful moorlands of the Yorkshire coast that it heard the first rumblings of the storm to come. When the camp was suddenly broken up and the companies returned home on the fateful first Monday of August, there was a general feeling of tense expectation. They had not long to wait. At 6 p.m. the following day (Tuesday, August 4th), the orders for mobilization were issued from Skipton Drill Hall, and the Skipton men at once began to stream in. The outlying companies arrived during the night, and at noon next day the complete battalion, with a heterogeneous transport commandeered from willing neighbours, entrained for Immingham Dock under the command of Lieut.-Col. John Birkbeck, of Settle. The rapidity with which the change from peace to war conditions was effected is abundant testimony to the keenness of all ranks and to the practical character of the Territorial organization; but the chief credit of the successful move must be given to the sleepless labours of the three South African veterans, Capt. Sidney Marriner (Adjutant), Lieut. John Churchman, D.C.M. (Quartermaster), and Regimental Sergt.-Major Buckley.

Fascinating Facts and evidence

Historical Person Linkage

Harry Tindall.

Tunstill's Men

Significant local soldiers, and those of significance to their families

Key Knowledge.

To know that a significant number of people from Skipton fought in WWI.

To know that we can use a range of historical documents and those on-line to find out more about local soldiers.

To understand the impact of war on the locality.

To know the historical significance and rich resource that CPGW gives our local community.



**Craven's Part
In The GREAT WAR**



Key Vocabulary

War memorial.

War grave

Rich, Relevant and Reliable.

Primary Source

Battle fields

Secondary Source.

Frontline

Battalion/ Regiment

Treaty Bayonet

War memorial Trenches

No-mans/land

Key Skills

Understand how our knowledge of the past is constructed from a range of sources.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

The Big Questions– "What impact did WW1 have on the Market Town of Skipton?"