



Whale Hill Primary School 2024 - 2025 Subject Overview



History

| Year Group | Autumn Term | Spring Term | Summer Term |
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| EYFS | <p><u>Cycle A:</u> How have I changed? What did school used to be like?</p> <p><u>Cycle B:</u> How have I changed? Toys from long ago.</p> | <p><u>Cycle A:</u> How were the cold places on Earth found? (Arctic explorers)</p> <p><u>Cycle B:</u> Who was Captain Cook? What was the world like in the past? (Dinosaurs)</p> | <p><u>Cycle A:</u> Old and new transport.</p> <p><u>Cycle B:</u> What were shops like in the past? What was the seaside like in the past?</p> |
| YEAR 1 | <p><u>How do I remember my past?</u></p> <p>1. What are the most significant moments of my life? Children share stories, pictures and artefacts about their own lives. They use photographs of significant moments to create a timeline.</p> <p>2. What does my family look like? Look at basic family trees.</p> <p>(3 hours)</p> | <p><u>How has transport changed over time?</u> (Cars, trains, flight)</p> <p>1. What is transport? Provide children with a definition of the term 'transport' and a range of images. Children identify the images which show a method of transport. Which method do you think is the oldest method? Which one do you think is the most recent? Show old and new versions of the same modes of transport (e.g. the first car and a modern day car, the first aeroplane and a modern day aeroplane) - which is old and which is new? Children sort</p> | <p><u>The Victorians at the Seaside.</u> <u>How have seaside holidays changed?</u></p> <p>1. What is a seaside holiday? Children should explore the features of a seaside holiday using photographs as a prompt. They should identify key vocabulary linked to seaside holidays and discuss activities that people may do on a seaside holiday.</p> <p>2. What were seaside holidays like in the past? Children should begin to use primary sources (photographs and paintings) to look for clues</p> |

Who was Queen Victoria?

- 1. What is a monarch?** (Start with present day and a timeline, display images of monarchs and discuss similarities and role of a monarch. Introduce Queen Victoria and the period known as Victorian.)
- 2. Who was Queen Victoria?**
- 3. What was Victoria's childhood like?** (Parents, siblings, pets, home, education - comparison with life today.)
- 4. What was life like inside the palaces?** (marriage, children, daily life, home, traditions - legacy of Christmas and palace aids. Include coverage of Abdul Karim - a link to our concept of Empire).
- 5. Why do we remember Queen Victoria?** (Include the end of her reign and the next monarch.)

(7 hours)



the images. Children should understand that transport has not always been the same and it has changed over time.

2. How have cars changed since they were invented?

Display the present day on a timeline and show when the first car was invented, along with a picture of it. Does it look like cars today? What is similar/what is different? Share information with children about how cars have changed over time. Sort images of cars from oldest to newest - produce a timeline. Record some similarities and some differences.

3. Who was George Stephenson and why do we remember him?

Children find out about George Stephenson, why he was a significant local figure and what he achieved.

4. How did trains change people's lives?

Children learn how trains changed over time and how they changed the lives of people because they could now travel to different places.

5. Who invented the first aeroplane?

Enquiry in to how people have tried to fly throughout history and a focus on the Wright Brothers. Children discuss and identify similarities and differences between the Wright flyer and modern day aeroplanes. Cover hot air balloons, aeroplanes, helicopters and space shuttles. How has flight changed the world?

6. Did men change the world of aviation?

Children learn about how women have also played a significant role in aviation developments. Children should learn about the achievements of Blanche Scott (first

for what seaside holidays were like in the past. They should use these sources to start to understand how seaside holidays were different from how they are today. Children should start to order photographs and images chronologically. Some photographs should be used from local seaside destinations.

3. When and why did seaside holidays become popular?

Children should learn how seaside holidays were only enjoyed by the rich at one time. Following this, they should learn about how this changed during the Victorian era by linking back to previous learning relating to the introduction of the steam train and how this enabled people to visit the seaside.

4. What were Victorian seaside holidays like?

Children should use photographs, images and posters to help them identify what seaside holidays were like in the Victorian period. They should identify features of traditional seaside holidays and begin to consider how these holidays were similar to or different from modern day seaside holidays. The Victorian seaside destination of Saltburn should be focussed on for this comparative work as it is local to the children and was also a main Victorian seaside holiday resort.

5. How have seaside holidays changed since the Victorian period?

To complete this unit, children should order photographs of different aspects of seaside holidays chronologically. Children should also explore some of the ways in which seaside holidays in the Victorian period were both similar to and different from seaside holidays today. They should link back to

female pilot), Bessie Coleman (first African-American woman pilot) and Amelia Earhart.

7. How has transport changed?


Discuss topic coverage of how transport has changed over time. How have changes in travel and transport changed people's lives? Display range of scenarios and discuss - how would you travel to these places now/in 1825? How many ways can you think of to travel short distances? Long distances? Children could answer questions by sorting images. How do you think you will travel in the future? Children complete unit of study by producing a timeline of transport over time.




(12 hours)

previous learning to consider how aspects such as travel has changed lives in the last 100 years. This final part of the unit should focus on the concepts of similarity and difference/continuity and change.


Trip: Saltburn to compare seaside holidays with the past.

(8 hours)

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| YEAR 2 | <p><u>What are we remembering on Remembrance Day? Who was William Short?</u></p> <ol style="list-style-type: none"> 1. What does remembrance mean? 2. Why do we wear poppies on 11th November? (Show a photograph of a WW1 soldier and explain what their job was during the war. Show photograph of the trenches from WW1 and a photograph from today where they are covered in grass and poppies. Discuss what happens on Remembrance Sunday. Read 'Where the Poppies Grow'.) | <p><u>What was life like for children in Victorian Britain?</u></p> <ol style="list-style-type: none"> 1. What were homes like in Victorian Britain? (Opportunities to look at artefacts and compare Victorian homes with modern homes. Why wouldn't we find televisions, computers, washing machines etc. in a Victorian home?) 2. Did Victorian children go to school? (Life in a Victorian boarding school, education at home, lack of compulsory education. Include written primary sources.) 3. What work did Victorian children do? (Look at life down the mine, factories and workhouses. Were any rules passed to protect children?) 4. What clothes did Victorian children wear? (Comparison between wealthy and poor families.) 5. How did children spend their leisure time? (Children research games and toys.) | <p><u>Local History Study: What was it like to live in Eston 100 years ago?</u> <i>Including coverage of Ironstone Mining.</i></p> <ol style="list-style-type: none"> 1. Has Eston always been the same as it is today? Children offer ideas for what may have stayed the same and what may have changed. Display different photographs showing a range of parts of Eston (school, shops, homes, jobs) from the present day and 100 years ago. Can children sort the images? Has anything stayed the same? 2. What were homes like in Eston 100 years ago? Display photographs and identify similarities and differences with homes today. Look for clues in the photographs for if the photograph is from the modern day or 100 years ago. Children evaluate after their enquiry with primary sources - How were homes 100 years ago different from your home today? 3. What were shops like in Eston 100 years ago? Look at Eston high street 100 years ago and the shops that were there. Discuss how shopping would have been different and the introduction of the first supermarkets. Compare to Eston high street today. 4. What jobs did people do in Eston 100 years ago? Focus on Ironstone mining. 5. How has Eston changed in the last 100 years? | <p><u>Why do we remember famous explorers?</u></p> <p>Why was Captain James Cook a famous British explorer? Who was Robert Scott and why is he remembered?</p> <ol style="list-style-type: none"> 1. What is an explorer? Children should learn what an explorer is, the places that can be explored and why explorers are significant historical figures who are remembered for their achievements. 2. Who was Captain James Cook? Children should learn about the early life of Captain James Cook, his passion to be at sea and his three main voyages. Children should produce a timeline of Captain Cook's life. 3. Why is Captain James Cook remembered for his achievements? Children should look in greater depth at Cook's first exploration and discovering the east coast of Australia. They should compare a journey to Australia in 1768 to what a journey would be like today (similarities and differences). 4. Who was Robert Scott? Children learn about the life of Robert Scott and why he became known as Scott of the Antarctic. 5. Why is Robert Scott remembered? Children learn about Scott's expeditions to reach the South Pole and why he didn't get there first. Children discuss what his significant achievements were in the area of exploration. |

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| | <p>3. Why is there a memorial for William Short in Eston? (Discuss what a memorial is and show images of WW1 memorials. Focus on William Short as a local hero and his VC.)</p> <p>(4 hours)</p>  | <p>6. How does your life today compare to how it would have been in the Victorian times? (Would you like to have been a child in Victorian Britain? Children justify answer using their knowledge of homes, school, leisure, jobs and clothing.)</p> <p>(10 hours)</p> <p>Trip:  Beamish - 'Life in the Infant Classroom' workshop.</p> | <p>A final review of the unit should chart the changes in Eston over the last 100 years. Children should answer the question 'Would you like to have lived in Eston 100 years ago?' Children explain their answer using the knowledge and understanding they have gained.</p> <p>(8 hours)</p> | <p>6. How can we compare Captain James Cook and Robert Scott? Children should compare the two explorers through similarities and differences that can be drawn from their achievements, explorations and why they are remembered. The explorers should be used to compare aspects of life in different times.</p> <p>(8 hours)</p>  |
| <p>YEAR 3</p> | <p><u>What was life like in Prehistoric Britain?</u> Life in the Stone, Bronze and Iron Ages.</p> <ol style="list-style-type: none"> 1. What is prehistory? (Look at timeline of prehistory and how we find out about prehistory - archaeologists.) 2. What was life like in the Stone Age? (Homes, clothing, food, tools and weapons. Include a study of Skara Brae.) 3. What was life like in the Bronze Age? (Homes, clothing, food, tools and weapons.) 4. What was life like in the Iron Age? (Homes, hillforts, food, tools and weapons.) 5. How had life changed by the end of the prehistoric era in Britain? What advancements and achievements had been made? (Homes, inventions, food, tools and weapons and end of the Iron Age.) | <p><u>What can we find out about ancient Egypt from what has survived?</u></p> <ol style="list-style-type: none"> 1. Who were the earliest civilisations and where did they live? Define the term 'ancient'. Overview of Ancient Sumer, the Indus Valley people, Ancient Egypt and the Shang Dynasty of ancient China. 2. Who were the ancient Egyptians? Look at timeline, location and where the civilisation began. 3. Why was the River Nile important? Children learn how the River Nile was vital to the development and growth of ancient Egypt. They learn how society was built up around the river and how it made farming, travel and trade possible. 4. Who were the pharaohs? | <p><u>What was life like on the Home Front during the Second World War?</u></p> <ol style="list-style-type: none"> 1. What was World War Two and why did it happen? To provide background and context to this unit, children learn what happened after World War One and how events over the following years resulted in the outbreak of World War Two. Coverage includes the main world leaders, relationships between nations and the declaration of war. 2. How did Britain respond to the threat of air raids? Coverage should include air raid shelters, gas masks, air raid sirens and the blackout. 3. What was evacuation and how did it affect children in Britain? Learn about the evacuation programme, why it happened and the different experiences | |

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| | <p>(12 hours)</p> | <p>5. What did the ancient Egyptians believe about life after death? Children learn about mummification.</p> <p>6. Why were the pyramids built? A focus on the pyramids of Giza and why they were built.</p> <p>7. How was the ancient Egyptian writing system different from our own? Enquiry in to hieroglyphs.</p> <p>8. What were the achievements of the ancient Egyptians? Review of topic and achievements - pyramids, hieroglyphs, creation of objects, sculptures and treasures found in tombs and mummification.</p> <p>(10 hours)</p> | <p>for children. Opportunity to look at a range of primary sources - diary entries, letters, photographs and radio clips.</p> <p>4. How did the role of women change on the Home Front as a result of the war? Explore the changing role of women as a result of men fighting in the war. Coverage of changes including the Women's Land Army and their contributions through working in ammunition factories.</p> <p>5. What was rationing and why was it introduced? Children learn about the introduction of rationing in Britain and why it was needed. Coverage should also include the 'Make Do and Mend' and 'Dig for Victory' campaigns. Opportunity to look at propaganda posters for primary source analysis.</p> <p>Trip: Ryedale Folk Museum - 'World War Two Evacuee Day' experience.</p> <p>(8 hours)</p> |
| <p>YEAR 4</p> | <p><u>Who were the Ancient Greeks and what is their legacy today?</u></p> <p>1. Where is Greece and when was the Ancient Greek period? (Find Greece on a map and discuss its location. Look at timeline and where Ancient Greece fits in relation to other studies.)</p> <p>2. Who were the ancient Greeks? (Completion of timeline to detail different civilisations that lived in Greece - Minoan, Mycenaean - and the different periods that followed: Dark Age, Archaic, Classical Greece)</p> | <p><u>Who were the Romans and what was the Roman Empire's Impact upon Britain?</u></p> <p>1. Who were the Romans and why did they invade Britain? This unit follows on from Year 3's work on Prehistoric Britain. Children should learn how Britain became part of the Roman Empire. Include coverage of Julius Caesar and resistance (Boudicca).</p> <p>2. How can we explain the power of the Roman army?</p> | <p><u>How significant were The Battle of Britain and The Blitz during the Second World War?</u></p> <p>1. What was happening in Britain in 1940? The unit should begin with a brief review of Y3 learning - the outbreak of WW2 and how it had changed the home front. Children should learn about some of the major events leading up to the Battle of Britain, including the countries involved and the roles they played. Looking at a map of Europe in 1940 should be used to support the learning.</p> |

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| | <p>and Hellenistic. Identify the main events that happened in each period.)</p> <p>3. How was Greece ruled? (Learn about Alexander the Great and city states including Athens, Sparta, Corinth and Olympia.)</p> <p>4. What did the Ancient Greeks believe in? (Gods and goddesses, heroes, temples and the Underworld.)</p> <p>5. How did war affect the ancient Greeks? (Warriors, the army, battles.)</p> <p>6. What is the legacy of the ancient Greeks? (Olympics, architecture, democracy, language and thinkers. End of the ancient Greek empire.)</p> <p>(12 hours)</p> | <p>Children learn how one of the main reasons Rome became so powerful was because of the strength of its army. They should look at how the army was organised, what life was like for a Roman soldier and some of the techniques and strategies they used. Coverage of Hadrian's wall can be included here.</p> <p>3. Who was in Britain when the Romans invaded?</p> <p>Children should learn that it was the Celts who lived in Britain at the time of the Roman invasions and should research what daily life was like for them.</p> <p>4. Who was Boudicca and what were the results of her revolt?</p> <p>Children should be introduced to Boudicca and explore why she opposed the Roman invasion of Britain. They should look at Boudicca from the viewpoint of both the Celts and Romans, and begin to identify the reasons behind the differing viewpoints. Enquiry in to why Boudicca's revolt was initially successful but ultimately failed.</p> <p>5. What was life like in Roman Britain?</p> <p>Explore Roman beliefs and religion, the building of new towns, homes and family life, society and the role of emperors and entertainment.</p> <p>6. What was the Roman legacy in Britain?</p> <p>Children should learn about the fall of the Roman Empire and their legacy in Britain. Children should learn how many aspects of modern life can be traced back in some way to the Romans. Include roads and towns, law and order, Roman numerals and the calendar.</p> | <p>2. What was the Battle of Britain?</p> <p>Children learn how the Battle of Britain was an important battle in World War Two. After Germany and Hitler had conquered most of Europe, the only major country left to fight was Great Britain.</p> <p>3. Why can the Battle of Britain be considered a significant turning point in British history?</p> <p>Children consider the historical argument of if Britain were only a few days away from defeat in August 1940, how did they achieve victory in the Battle of Britain?</p> <p>4. Why did Germany launch The Blitz against Britain?</p> <p>Children learn what and when the Blitz was and why Germany switched their tactics to a bombing campaign against London and other major British cities between September 1940 and May 1941.</p> <p>5. What happened when the Blitz came to Teesside?</p> <p>A study of how Middlesbrough was the first major British town and industrial target to be bombed during WW2. Children consider the question of WHY Middlesbrough was targetted. Use of primary sources - photographs and first hand accounts.</p> <p>(8 hours)</p>  |
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| | | <p>Trip: Segedunum Roman Fort - 'Roman Life in the Fort' workshop.</p> <p>(10 hours)</p> | |
| YEAR 5 | <p><u>Why did the Anglo-Saxons and Scots invade and settle in Britain?</u></p> <p>1. What was life like in Britain after the Romans had left? (Stopped using coins, building materials started to change, systems of law, religion.)</p> <p>2. Why did the Anglo-Saxons first come to Britain? (Look at the presence of Picts and Scots in Britain. Study where the Anglo-Saxons came from, when they arrived in Britain and how they were invited to Britain by Vortigern.)</p> <p>3. Why did the Anglo-Saxons invade and begin to settle in Britain? (Consider views from historians, including Gildas.)</p> <p>4. What can the discovery at Sutton Hoo reveal about Anglo Saxon life? (Look at weapons, jewellery and the life of a wealthy person in Anglo-Saxon Britain.)</p> <p>5. What was daily life like in Anglo-Saxon Britain? (Settlements, farming, roles in society for men, women and children.)</p> <p>6. How did religion develop in Anglo-Saxon Britain? (Christianity and monasteries.)</p> <p>(10 hours)</p> | <p><u>Who were the Vikings?</u></p> <p>1. Who were the Vikings and why did they invade Britain? Find out where the Vikings came from and why and when they invaded Britain.</p> <p>2. How and why did the Vikings settle in Britain? Raids and invasions, Alfred the Great, the Anglo-Saxon army compared to the Viking army. Explore views from historians.</p> <p>3. Why were the Vikings successful warriors? Enquiry in to how being brave and fearless was part of Viking culture. Boys grew up listening to tales of heroic warriors and learned how to handle weapons at a young age. Viking weapons and armour were strong.</p> <p>4. What was life like for Vikings in Britain? Jobs, organisation of society, the writing system, the role of women and children, homes, language, rules and laws.</p> <p>5. What was the role of religion in Viking society? The Vikings believed in many gods and goddesses and told legends about them. Investigate how jewellery and statues from the time show the importance of religion to the Vikings.</p> <p>6. Why did the Viking era end? Why do historians class 1066 as a significant year? What achievements do you think the Vikings made? Do they have a legacy today</p> | <p><u>How was Britain rebuilt after the Second World War?</u> Was the war a catalyst for change?</p> <p>1. By 1945, how had Britain, and the British people, been affected by the Second World War? Children learn about the end of WW2 and how its people had been affected.</p> <p>2. Why did the British people want significant change in the way Britain was governed at the end of World War Two? Children should consider why post-war voters wanted significant changes in Britain, including nationalisation and the creation of the Welfare State.</p> <p>3. Did the creation of the NHS improve the lives of people living in Britain? Children should learn about the creation of the NHS and its impact on British life.</p> <p>4. How did the British Empire change after the Second World War? An enquiry in to what the British Empire was, how the people of her colonies were involved in the war and why almost all of the colonies sought and won independence in the post-war years.</p> <p>5. Why was there a need for migration into Britain after the war and what were the effects of this? Children should study a range of sources to find reasons why people migrated from the Caribbean after the war and the experiences</p> |

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| | | <p>(e.g. remains of Viking homes and treasures, runestones that still stand and the names of places and days of the week)?</p> <p>Trip: Murton Park - 'Viking Day' event.</p> <p>(10 hours)</p> | <p>of these people arriving in Britain to live and work.</p> <p>6. Why and how were new towns built after the war? Children should identify reasons why new towns were built and consider some problems with the building of them.</p> <p>7. Was the Second World War a catalyst for change in Britain? Children use their knowledge and a range of sources to answer this question.</p> <p>(10 hours)</p> |
| <p>YEAR 6</p> | <p><u>Who were the Mayans and what were their major achievements?</u> <i>*This study is intended as one of a non-European society that provides contrasts with British history. All opportunities should be explored where the Mayans can be compared to previous learning.</i></p> <p>1. When and where did the Maya live? (Place the Maya on a timeline of history studied to show where they fit in with wider chronology. Display map and identify where the Maya lived. Look at the difficulties of sustaining a civilisation in a rainforest environment and the reasons why they settled there. Look at how we are able to find out about the Mayans.)</p> <p>2. How was Mayan society organised? (Compare and contrast with other civilisations already studied and with how our society is organised. Explore the Mayan city states.)</p> | <p><u>Crime and Punishment Through the Centuries: How and why has it changed?</u></p> <p>Coverage of Roman, Viking, Victorian and WW2 forms of punishment in comparison with the modern day.</p> <p>1. What is the Rule of Law? Introduce topic to the children. Define the terms 'law', 'crime' and 'punishment' and how these have changed over the last 2000 years. Complete timeline of crime and punishment from 1066 to the present day, showing key events linking to topic coverage (see Crime and Punishment Through the Ages by Ben Hubbard, pg. 28-29).</p> <p>2. How were criminals punished in Roman Britain? Research how laws were different for slaves and citizens. Look at Roman laws enforced under the rule of Julius Caesar. Why did he need to enforce such detailed laws? How do they compare to laws today?</p> | <p><u>Local History Study: The Industrialisation of Middlesbrough</u></p> <p>How did Middlesbrough develop from farmland to an industrial centre?</p> <p>1. How and why did Middlesbrough shift from agriculture to industry in 1830? At the start of the nineteenth century, Middlesbrough was a small farming community of around 25 people. Children should find out who Joseph Pease was and how he purchased the Middlesbrough site in 1829 which resulted in the extension of the Stockton and Darlington Railway Company. Research how and why the town's population increased between 1831 and 1841 from 154 to 5463.</p> <p>2. What can the 1851 Census reveal about Middlesbrough's expansion? Children to use the Census for enquiry purposes - what was Middlesbrough's</p> |

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| | <p>3. What did the Mayans believe in? (Look at the Mayan gods, what they demanded from the Mayan people and how this affected their daily lives. Learn about the role of priests and beliefs surrounding the afterlife.)</p> <p>4. What were the Mayans' significant developments? (The Maya writing system - provides comparison opportunities with Ancient Egypt, the Mayan calendar, astronomy. Opportunities to investigate artefacts. Coverage to also include cacao beans and their use as currency).</p> <p>5. Were the Maya civilisation responsible for their own downfall? (Look at historical perspectives including overpopulation, battling between city states, deforestation and altering the climate. Children to evaluate historical viewpoints and make their own valid historical conclusions based on evidence.)</p> <p>In-school learning workshop: Mayaarchaeologist.co.uk (archaeologist visits school to discuss her work, shares videos/accounts of her archaeological visits and brings artefacts to investigate.)</p> <p style="text-align: center;">OR</p> <p>Pastproductions.co.uk (in-school workshop to investigate artefacts, apply knowledge to tasks and drama opportunities for children).</p> <p style="text-align: center;">(10 hours)</p> | <p>3. How was the law enforced in the Anglo-Saxon and Viking period? A detailed look at Wergild, Hue and Cry, Tithing and Trial by Ordeal. Identify the most common crime committed during this period and why and how religion was involved in the punishment of criminals.</p> <p>4. Did the Industrial Revolution lead to an increase in crime? An enquiry in to the rise in population during this time and how it led to overcrowding, disease and poverty, which resulted in an increase in theft and violent crime. Had the types of crimes being committed changed? Why? Use National Archives website to analyse primary sources to make conclusions (link in resource folder).</p> <p>5. How did crime and punishment change during the Victorian period? Study the increase in the use of prisons during this time and the conditions in them, including Borstals. Use of Transportation as a punishment. What were the major changes in the way that crimes were punished? Use primary sources to inform enquiry - crime records, photographs etc (links in resource folder).</p> <p>6. How was crime punished in Britain during World War Two? What types of crimes were committed during the war and why? What punishments were given to fit the crimes? Children look at photographic primary sources (e.g. bombed properties, homelessness, rationing) - what type of crimes do you think this led to (black market, looting, increase in murder as police couldn't investigate all deaths due to air raids)? What punishments were issued?</p> | <p>population? Why had it expanded significantly? Where were the immigrants from? How would the four farms in Middlesbrough cope with housing and feeding the population? Look at how plans were made to build a town to house the population.</p> <p>3. Who were Henry Bolckow and John Vaughan and how did they contribute towards Middlesbrough's industrial expansion? Enquiry in to how iron and steel have dominated the area since 1841. Link back to Y2 learning regarding ironstone mining. 1875 - Cleveland Steelworks was opened in Middlesbrough. Children learn how Middlesbrough's rapid expansion continued through the second half of the nineteenth century, fuelled by the Iron and Steel industry.</p> <p>4. Did Middlesbrough experience a century of change? Production of a timeline to show how Middlesbrough changed over the course of the nineteenth century. Use of primary sources in the production of the timeline (e.g. photographs, facts and figures from Census details) and views/quotes from historians. Children compare Middlesbrough in the nineteenth century to Middlesbrough in the 21st century - is Middlesbrough the industrial centre it once was?</p> <p>5. Is Middlesbrough a product of Victorian enterprise? Children use the knowledge they have gained over the topic to draw historical conclusions.</p> |
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| | | <p>7. How and why has crime and punishment changed over the last 2000 years? Conclude unit with a look at modern Britain's crime and punishment. Discuss how technology has introduced new crimes to the world - radio, television and the internet - and how the 21st century has seen a rise in terrorism and hate crimes. Look at how advanced technology means that the police have more advanced methods than ever to catch criminals. Have the types of crimes committed changed over the centuries - why/why not/which ones? How and why have punishments changed (a move towards rehabilitation in the modern day)? Do you think there is more crime now or in the past (possible class debate)? What do you think the future holds for crime and punishment based on our enquiry in to the past?</p> <p>(12 hours)</p> | <p>(8 hours)</p> | |
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Updated for 2022/2023 academic year

KEY

Victorian Period

Local History / Local Links

British History

World and Ancient History

Theme in British history
extending knowledge
beyond 1066:

- Conflict and The
Second World War
- Crime and
Punishment