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| **Goonhavern Primary School- HISTORY** |
| **TOPIC: Local Study- Was Goonhavern a ‘good’ place to grow up in?** | **YEAR: 4** | **STRAND: Local Study** |

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| **What should I know already?** | **What will I know by the end of the unit?** |
| That history is the process of enquiry, the search for evidence and the examination of this evidence by sorting, evaluating and weighing it. That historians use this evidence to imaginatively reconstruct the past – to write their history | **Time Periods** | **That our village has a history- what evidence can we find around us?** |
| Pre-industrial (1700-1750) - church? -school?Victorian Wartime 60s, 70s, 80s, 90s Present day | ***Time Travel DQs*** *with a view to investigating these four areas in each time period:* |
| **Transport- Ease of travel, why travel?** (milestones, railway in Goonhavern, first cars, intensity of traffic) |
| **Work/ Employment- How hard did people have to work?** (farming changes, mining, servants, tourism, house work, child labour) |
| **Childhood- The best days of their lives?** (e.g. summer holidays- working harvest) |
| **Church- Who looks after us?** (how do we know so much? Parish registers etc) |
| **School Values** |
| **Five Ways to Wellbeing** |

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| **Vocabulary**  |
| **Transport** | A system or means of conveying people or goods from place to place. |
| **Employment** | The state of having paid work. |
| **Analyse** | Examine (something) methodically and in detail, typically in order to explain and interpret it. |
| **Evidence** | The available body of facts or information indicating whether a belief or proposition is true or valid |
| **Fact** | A thing that is known or proved to be true. |
| **Opinion** | A view or judgement formed about something, not necessarily based on fact or knowledge. |

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| **Image/diagram that helps me to articulate my knowledge/understanding**  | **Investigate!** |
| **Old Goonhavern:**<http://goonhavern.com/wp/goonhavern-district-history/>Maps and Photos:<https://www.francisfrith.com/uk/goonhavern> | **Hunting for Clues- walk around village****Interview grandparents, members of school staff** |
|  | **1700-1750** | Travelling anywhere difficult, especially in winterTime scales for travelToll roadWhat would not have been there?Photos- which of these would have been there in 1700s? Steam engine example (ie old but not 1700s) |
|  | **Victorians** | Photographic evidence- A typical Victorian village? Differences exacerbated by the Industrial RevolutionVictorians- Rich and Poor- the stratification of Society. School-How much fun did children have at school? |
|  | **WW2** | WW2- Cities dangerous- evacueesFood rationingWhole village effort- total war, all involvedPhotographic evidenceDig for VictoryListening to the radio- awareness of outside world, Pathe news |
|  | **Millennium** | Satellite dishesLack of technology offering instant accessChildren interview families- gathering evidenceHow is school different? TAs recording their experiences of events such as Sports Day, school uniform, school dinners |
|  | **End unit with another walk around the village- what can we see now? Repositioning** |