

# Year 5 – A local Study ‘How and Why Has Hartlepool Changed Over Time?’

<p><b>Inspiration</b> Culture –</p>	<p><b>Partnership with parents</b> Community - the wider world</p>		
<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>- What was Hartlepool like in AD700</li> <li>- What was Hartlepool like in AD1485?</li> <li>- What was Hartlepool like in Victorian times?</li> <li>- What was Hartlepool like in 1953?</li> <li>- What is Hartlepool like now? (Field work)</li> <li>- How and why has Hartlepool changed over time?</li> </ul>	<p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>- Location and place, Change, Cause and Effect</li> </ul>	<p><i>Also covered in:</i> Y1 – History St Hild Y4 - Vikings</p>	<p><b>By the end of this unit the children will be able to:</b></p> <ul style="list-style-type: none"> <li>- Interpret data (such as population totals)</li> <li>- Interpret maps</li> <li>- Draw maps</li> <li>- Describe how the human and physical geography of Hartlepool has changed over time</li> <li>- Use historical vocabulary to describe how Hartlepool has changed over time</li> <li>- Use evidence to back up a conclusion</li> </ul>
<p><b>Geography Skill Development M3 Basic</b></p> <ul style="list-style-type: none"> <li>• With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.</li> <li>• There is some awareness that physical features of a location affect human activity and some examples are given.</li> <li>• With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</li> <li>• With guidance from a teacher, different types of fieldwork are used to investigate and record details of places.</li> <li>• There are some good observations about the different representations of a location.</li> <li>• Supported by structured activities, there is a growing knowledge of the world and how some aspects have changed over time.</li> <li>• With support, changes within locations are described.</li> <li>• There is some awareness of geographical diversity and some good examples are given.</li> <li>• There is some awareness of how geographical regions are linked and some examples are given.</li> <li>• There is some awareness of the key physical and human geographical zones with some examples given.</li> <li>• With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.</li> <li>• With support, maps that identify patterns are created.</li> </ul> <p><b>History Skill Development M3 Basic</b></p> <ul style="list-style-type: none"> <li>• There is some awareness of the word ‘deduce’.</li> <li>• Some suitable sources of evidence are suggested.</li> <li>• With support, hypotheses are formed and investigated.</li> <li>• Some good suggestions of suitable evidence are given and used to back up conclusions.</li> <li>• There is some awareness that some historical documents represent propaganda.</li> <li>• There is a growing awareness of the need to look at more than one source of evidence.</li> <li>• There are some good examples of refining lines of enquiry.</li> <li>• The concept of change within a time period is understood, with some examples given.</li> <li>• In structured activities, there is some description of the rate of change with some good examples provided.</li> <li>• There is some awareness of the concepts of continuity and change and, with support, they are represented.</li> <li>• When reminded, dates and terms are used to describe events.</li> <li>• Some appropriate historical language is used.</li> </ul>			
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- In the 7th century a monastery was established on what we now call the Headland by a nun called Heiu. Later the monastery of both monks and nuns was led by St Hilda (Y2). It was a place of prayer and learning that attracted pilgrims from all over Britain and Ireland.</li> <li>- The place name comes from the Old English heort (hart) and pol (a pool of drinking water). Bede (8th century) referred to the town as Heruteu - “the place where the deer comes to drink” By the beginning of the 11th century the name had evolved into Herterpol and then, after the Norman Conquest in 1066, into Hartlepool (the Pool of the Stags).</li> <li>- During the Middle Ages, its port was the official port of the County Palatine of Durham, controlled the Bishops of Durham. . The town's first charter was received before 1185, by which it gained its first mayor, an annual two-week fair and a weekly market. The main industry of the town at this time was fishing.. Hartlepool one of the most important and most fortified port towns, and the only walled town without a castle, in England.</li> <li>- In the 1840s and 50s the building of the new railway and dock for the export of coal massively expanded the town’s population from about 1300 people in 1831 to just over 9000 in by 1851. Railways links with Leeds, Manchester and Liverpool allowed the transport of coal, wool and fish</li> <li>- Many buildings were extensively damaged in WW1 by the German naval bombardment of 16th December 1914. Over 100 people were killed and 500 wounded.</li> <li>- After the Second World War heavy industry declined sharply. New industries include the nuclear power station and wind turbine farms</li> </ul>			
<p><b>Topic Specific Vocabulary</b></p> <p>Land use, industry, industrialisation, fortification, charter, port, pilgrim, tourism, landmark, trade, dock, profit, peninsula, medieval, industrial revolution, harbour, sanctuary, slum, sanitation, leisure, colliery, technology, population, retail, service industry, settlement, residential, commercial, recreational</p>		<p><b>NC Subject content</b></p> <ul style="list-style-type: none"> <li>- Geography: Use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> <li>- History: A local history study – a study over time tracing how aspects of national history are reflected in the locality</li> </ul>	
<p><b>Subject Specific/Academic Vocabulary</b></p> <p><b>This vocabulary should be explicitly taught in context. Other tier 2 words should also be explored as they are encountered.</b></p>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Area, cultural, economic, features, identified, impact, income, physical, region, source</p>	<p>consequences, labour, significant, survey, resident</p>	<p>Analyse, considerable, distribution, export, locate,</p>	<p>Affect, constant, factors, policy, proportion</p>
<p><b>We are historians and geographers (Product Endpoint)</b></p> <p><b>Overlay presentation – either digimaps for school based or tracing paper based.</b></p>			