

# History

## Curriculum Plan



# SOUTHRIDGE FIRST SCHOOL - History Long Term Plan

## **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## **Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## **Subject content for Key Stage 1**

### ***Pupils should be taught:***

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### ***Pupils should be taught about:***

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)
- significant historical events, people and places in their own locality.

## **Subject content for 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 and that different versions of past events may exist, giving some reasons for this. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### ***Pupils should be taught about:***

- changes in Britain from the Stone Age to the Iron Age - This could include:
  - late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
  - Bronze Age religion, technology and travel, e.g. Stonehenge
  - Iron Age hill forts: tribal kingdoms, farming, art and culture
- 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
- . successful invasion by Claudius and conquest, including Hadrian's Wall
- . British resistance, e.g. Boudica
- . "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- . Britain's settlement by Anglo-Saxons and Scots - This could include:
  - . Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
  - . Scots invasions from Ireland to north Britain (now Scotland)
  - . Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - . Anglo-Saxon art and culture
  - . Christian conversion – Canterbury, Iona and Lindisfarne
- . The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - This could include:
  - . 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
- . a local history study - For example:
  - . 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.
- . a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - For example:
  - . the changing power of monarchs using case studies such as John, Anne and Victoria
  - . changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
  - . the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - . a significant turning point in British history, e.g. the first railways or the Battle of Britain
- . the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- . Ancient Greece – a study of Greek life and achievements and their influence on the western world
- . a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

**Attainment targets:**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

# Year 1

<p><b>Autumn 1</b></p> <p>How do our favourite games and toys compare with those of children in the 1960's?</p>	<p>Topic: Toys</p> <p><i>Changes within living memory.</i></p> <ul style="list-style-type: none"> <li>• Knowing that some objects belong in the past.</li> <li>• Use phrases like old, new and a long time ago.</li> <li>• Identify objects from the past.</li> <li>• Identify the main differences between old and new objects.</li> <li>• Ask and answer questions about old and new objects.</li> <li>• Spot old and new things in a picture.</li> </ul> <p>Visit: Discovery museum.</p> <ul style="list-style-type: none"> <li>• Toys from the past workshop.</li> </ul> <p>Why do historians divide up time?</p> <ul style="list-style-type: none"> <li>• Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this</li> <li>• Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date</li> </ul> <p>What do people remember about the 1960s?</p> <ul style="list-style-type: none"> <li>• Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance</li> </ul> <p>How do the most popular toys and games of the 1960s compare with those of today?</p> <ul style="list-style-type: none"> <li>• Identify and describe some of the most popular toys and games of the 1960s</li> <li>• Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (<i>continuity</i>) and differences they observe (<i>change</i>)</li> </ul> <p>Why were there no smart toys and games in the 1960s?</p> <ul style="list-style-type: none"> <li>• Describe and explain the cause of the major change to toys and games since 1960s</li> </ul> <p>How can we make sure we play with smart toys and games safely and securely?</p> <ul style="list-style-type: none"> <li>• Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then</li> </ul> <p>What do adults I know remember about the 1960s?</p> <ul style="list-style-type: none"> <li>• Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely</li> </ul>
<p><b>Spring 2</b></p> <p>What does it take to become a great explorer?</p>	<p>Why is Ranulph Fiennes in the <i>Guinness World Records</i>?</p> <ul style="list-style-type: none"> <li>• Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer</li> </ul> <p>How do Amy Johnson's achievements compare with those of Ranulph?</p> <ul style="list-style-type: none"> <li>• Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time</li> </ul> <p>Why did Christopher Columbus sail across an unknown ocean?</p> <ul style="list-style-type: none"> <li>• Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did</li> </ul> <p>Why was Neil Armstrong's small step also 'a great leap' forward?</p> <ul style="list-style-type: none"> <li>• Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did</li> </ul> <p>Are you the kind of person who could become a Mars explorer?</p> <ul style="list-style-type: none"> <li>• Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully</li> </ul>

<p><b>Summer 1</b></p> <p>Castles</p> <p>Why is my locality important?</p>	<p>Topic: castles and castle life  <i>Events beyond living memory that are significant nationally or globally.</i>  <i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i>  <i>Significant historical events, people and places in their own locality.</i></p> <ul style="list-style-type: none"> <li>● What can you find out about the Battle of Hastings.</li> <li>● Who was King Harold.</li> <li>● What can you find out about the way of life of people in the past?</li> <li>● What can you find out about castle life?: coats of arms, knights, lords, ladies, fighting, food, design of castles and how they were attacked and defended.</li> <li>● Do I understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> </ul> <p><i>Visit to Newcastle's Black Gate and Keep.</i></p> <ul style="list-style-type: none"> <li>● <i>Special Day – Medieval Day.</i></li> </ul>
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<h2>Year 2</h2>	
<p><b>Autumn 2</b></p> <p>The Great Fire of London</p> <p>Guy Fawkes – The Gunpowder Plot</p>	<p>Topic: Great Fire of London and The Gunpowder Plot.  <i>Events beyond living memory that are significant nationally or globally – Great Fire of London.</i>            How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> <li>● Show in discussion, an understanding of what an 'eyewitness' is.</li> <li>● Recognise aspects of the fire that eyewitnesses saw.</li> <li>● Know that Samuel Pepys saw the fire and that he wrote about it in his diary.</li> </ul> <p>What happened in the Great Fire of London?</p> <ul style="list-style-type: none"> <li>● Talk about what happened in the story.</li> <li>● Sequence events correctly.</li> </ul> <p>Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> <li>● Describe the key features of houses and streets in the seventeenth century.</li> <li>● Give one or more reasons why the fire spread so quickly, and why it stopped.</li> <li>● Know where people went for safety.</li> </ul> <p>How are houses different now to 1666?</p> <ul style="list-style-type: none"> <li>● Describe the key features of houses and streets in the seventeenth century.</li> </ul> <p>How was London rebuilt?</p> <ul style="list-style-type: none"> <li>● To know that Christopher Wren designed and rebuilt large sections of London.</li> </ul> <p>Possibly link to the Great Fire of Newcastle and Gateshead?  <i>Events beyond living memory that are significant nationally or globally – Gunpowder Plot.</i>            Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom</p> <ul style="list-style-type: none"> <li>● Who was Guy Fawkes?</li> <li>● Why did he want to blow up the Houses of Parliament?</li> <li>● Why was his plot unsuccessful?</li> <li>● Why is Guy Fawkes still remembered today?</li> </ul> <p>Describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect it had on other people's lives, beliefs or ideas            Place both events on a timeline.            Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom</p>

<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;">Who is the greatest history maker?</p>	<p>What does it mean for someone to 'make history'?</p> <ul style="list-style-type: none"> <li>• Identify, describe and explain how six significant people made history during their lifetime</li> </ul> <p>Which of these people was the greatest history maker?</p> <p>Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision</p> <p>How would you like to be remembered as a history maker?</p> <p>Florence Nightingale</p> <ul style="list-style-type: none"> <li>• Who was Florence Nightingale?</li> <li>• Why is she remembered today?</li> <li>• Place Turkey and the Crimea on a world map.</li> <li>• Retell her story and discuss the impact she had on nursing today.</li> <li>• Possible in school workshop.</li> <li>• Place events on a timeline.</li> <li>• Link to English unit on non-chronological report writing.</li> </ul> <p>Grace Darling</p> <ul style="list-style-type: none"> <li>• Who was Grace Darling?</li> <li>• Where did she live and why is she remembered today?</li> <li>• Place locality on a map.</li> <li>• The story of the rescue.</li> <li>• The life of Grace after the rescue.</li> <li>• Her bravery rewarded by being given a medal from Queen Victoria.</li> <li>• Place events on a timeline</li> <li>• History of the RNLI and its significance locally.</li> </ul>
<p style="text-align: center;"><b>Summer 2</b></p> <p style="text-align: center;">Seaside Holidays in the past</p>	<p>Topic: Seaside holidays in the past in Whitley Bay.</p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p>History of Whitley bay as a popular seaside resort.</p> <ul style="list-style-type: none"> <li>• Compare similarities and differences between Whitley Bay as a popular seaside resort in the past in Victorian times and now.</li> <li>• Find out about the history of the Whitley Bay</li> <li>• Sort local photographs into chronological order and explain the reasons for the order using appropriate time-related vocabulary.</li> <li>• Identify and write about similarities and differences between the pictures.</li> </ul> <p>Through discussion, demonstrate some knowledge about seaside holidays in the past.</p>

## Year 3

<p style="text-align: center;"><b>Autumn 1</b></p> <p>How did the lives of Ancient Britons change during the Stone Age?</p>	<p>How do people often imagine the Stone Age to be like?</p> <ul style="list-style-type: none"> <li>• Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then</li> <li>• Understand that Britain was once covered in ice.</li> <li>• Know that the earliest settlers were hunter gatherers and lived in caves.</li> <li>• Make deductions about lifestyle of Stone Age man from images.</li> </ul> <p>Who left their footprints on the beach and what were they doing there?</p> <ul style="list-style-type: none"> <li>• Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age</li> <li>• Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today</li> </ul> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <ul style="list-style-type: none"> <li>• Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age</li> </ul> <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <ul style="list-style-type: none"> <li>• Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required</li> </ul> <p>Why was the Red Lady of Paviland so important?</p> <ul style="list-style-type: none"> <li>• Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence)</li> </ul> <p>How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <ul style="list-style-type: none"> <li>• Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age</li> </ul> <p>Visit from specialist to introduce pre-history e.g. Durham University</p>
<p style="text-align: center;"><b>Spring 1</b></p> <p>What is the secret of the standing stones?</p>	<p>Why did the Stone Age come to an end about six thousand years ago?</p> <ul style="list-style-type: none"> <li>• Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain</li> <li>• Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age</li> </ul> <p>Why was the Amesbury Archer so important?</p> <ul style="list-style-type: none"> <li>• Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer</li> <li>• Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain</li> </ul> <p>Why do people build monuments?</p> <ul style="list-style-type: none"> <li>• Identify, describe and explain the purpose of monuments, both historically and modern day</li> <li>• Demonstrate understanding through explaining the significance of a monument either in the local area as part of a local investigation and/or a monument of global importance (see also possible homework activities)</li> </ul>

	<p>Why did Bronze Age people build monuments at Merrivale?</p> <ul style="list-style-type: none"> <li>• Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout</li> <li>• Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale</li> <li>• Suggest and describe possible additional wooden and cloth features of the stone monuments at Merrivale and justify their choice</li> <li>• Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age</li> </ul> <p>Who was buried in the cist at Merrivale?</p> <ul style="list-style-type: none"> <li>• Based on their knowledge with additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief</li> </ul>
<p><b>Summer 1</b></p> <p>How do artefacts help us to understand the lives of the people in the Iron Age?</p>	<p>How can we recognise Iron Age hill forts today?</p> <ul style="list-style-type: none"> <li>• Understand that Celts lived during the Iron Age, from about 600 BC to 43 AD – the time when iron was discovered and used.</li> <li>• Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today</li> </ul> <p>What might hill forts have looked like when they were first built?</p> <ul style="list-style-type: none"> <li>• Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc.</li> <li>• Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included</li> <li>• Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence</li> <li>• Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them</li> <li>• Identify characteristics of Celtic way of life in an Iron Age Hill Fort community – tribal kingdoms, farming, art and culture etc.</li> </ul> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <ul style="list-style-type: none"> <li>• Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time</li> </ul> <p>What were stators and how did Iron Age people use them?</p> <ul style="list-style-type: none"> <li>• Recognise and describe the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago</li> </ul> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p> <p>Recognise a range of reasons for a magnificent Iron Age shield being in the River Witham and synthesise these reasons into an explanation</p>

	<h2 style="margin: 0;">Year 4</h2>
<p><b>Autumn 1</b></p> <p>Ancient Egypt</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <u><i>Ancient Egypt</i></u>:</p> <ul style="list-style-type: none"> <li>• Locate ancient Egypt in time and place.</li> <li>• Understand that information can be classified in different ways.</li> <li>• Observe an object in detail and make inferences and deductions.</li> <li>• Record information about an object accurately.</li> <li>• Make deductions about life in the past from pictures of the landscape.</li> <li>• Find out how much of the life of Egypt depended on the Nile – provided food, water, transport.</li> <li>• Classify information in various ways.</li> <li>• Research the range of objects which have survived from ancient Egypt.</li> </ul>



	<ul style="list-style-type: none"> <li>• Make inferences from objects about the way of life in ancient Egypt.</li> <li>• Understand about aspects of life in ancient Egypt.</li> <li>• Make inferences and deductions from objects and pictures.</li> <li>• Understand what we know about the past is dependent on what has survived.</li> <li>• Find out about Egyptian tombs, pyramids and burial sites.</li> <li>• Use sources of information in ways which go beyond simple observation.</li> <li>• Understand the limitations of what we can find out about ancient Egypt from what has survived.</li> <li>• Produce structured accounts about life in ancient Egypt – studying about Pharaohs, pyramids, tombs etc.</li> </ul> <p>Egyptian Day – Durham university visitors</p>
<p><b>Spring 1</b></p> <p>Why were the Romans so powerful and what did we learn from them?</p>	<p>Why did Emperor Claudius invade Britain?</p> <ul style="list-style-type: none"> <li>• Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</li> <li>• Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43</li> </ul> <p>Why did the Romans almost lose control of Britain? (War with Boudica)</p> <ul style="list-style-type: none"> <li>• Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43</li> <li>• Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision</li> <li>• Understand through explanation the difference between historical evidence and legends and folklore</li> </ul> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <ul style="list-style-type: none"> <li>• Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain</li> </ul> <p>Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</p> <ul style="list-style-type: none"> <li>• Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</li> </ul> <p>How do we know so much about the towns the Romans built in Britain?</p> <ul style="list-style-type: none"> <li>• Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built</li> </ul> <p>Why did the Romans organise gladiatorial games?</p> <ul style="list-style-type: none"> <li>• Describe what a gladiator was and what occurred at gladiatorial games</li> <li>• Explain who ianistae were and why they owned and trained gladiators in private schools</li> </ul>
<p><b>Summer 1</b></p> <p><b>A Local History Study: What is the significance of Spanish City AND/OR Whitley</b></p>	<p>What can you find out about the changes in Spanish City over time?</p> <ul style="list-style-type: none"> <li>• Research, ask questions, use a variety of historical sources.</li> </ul> <p>How has the Whitley Bay Metro Station changed from the past?</p> <ul style="list-style-type: none"> <li>• Identify and describe the main external features of Spanish City / Metro Station as it exists today - Discussion and questioning, describe, give reasons, explain</li> </ul> <p>Give a variety of reasons why Whitley Bay makes such a suitable location for Spanish City or the Metro Station</p> <ul style="list-style-type: none"> <li>• Annotated aerial photographs Explain how the history / use of these buildings has changed over time - Oral recount, Explanatory writing, Discussion and questioning, Non-chronological report. Compare and contrast their use over time</li> </ul> <p>Show understanding through reasoning and explanation</p>

**Bay Metro  
Station?**

Create a timeline, research change of use

- Children can annotate their timelines. The following questions could be used to inspire further research or group discussion:
- Why was the site / building important locally?
- Did any national or international events influence the change over time?
- Who owned the building / site and how did they come to own it?
- Who looked after it and how?
- Who used it and why?

Using images as evidence in research

- Pupils can add images to their timeline or research; or create a new visual timeline, showing its change over the years. Talk about how useful or reliable images are as a source. What extra information can they offer a researcher? To what extent can we trust them and what might we have to consider when using them for historical research?

Using maps and photographs –

- Used archive maps and Google Maps to view the local area from above; compared photographs from around 100 years ago and now; and researched local residents from the past via street directories and the 1911 census records.

Different groups can explore different themes