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| Topic | NC Link | Rationale | Threads |
| How have railways changed the local area? | *Changes within and events beyond living memory, significant individuals and historic events.* | This topic builds on the EYFS topic of learning All About Me and starts children’s KS1 historical learning in their local region. Most will have seen trains and railways in the local area and this helps contextualise the knowledge that Stephenson’s Rocket and the development of the first public railway line (Stockton - Darlington) were very much local aspects that had huge national and even international ramifications. They look at the causes and effects or railways locally, nationally and internationally, as well as ascertaining why Stephenson is considered a local hero. | Links are made back to the **local area** and how a local achievement can have national or even international impacts. The focus moves from being about the immediate history of the child to the local area of the child, particularly through **transport**. This is something that is then built upon throughout future topics. Focusing upon the **significance** of the achievements of Stephenson helps provide comparisons in future topics. |
| How do we find out about important events? The Great Fires of Bearpark, Gateshead and London. | *Events beyond living memory, significant historical events.* | Building from the previous topic, children learn about an important local event – the fire in Bearpark school. They can compare it to a regional event – the Great Fire of Gateshead/Newcastle, and then to a national event – the Great Fire of London. They will examine different types of evidence and how this helps us to understand what happened in events beyond our living memory and local area. | The focus on the **local area** is the starting point, with an event in recent memory. Then the focus shifts further back in time and further away geographically over the two other events.  The impact of the events on their areas continues to explore the thread of **significance**. |
| How have seaside holidays changed and what has been the impact on the local area? | *Changes within and events beyond living memory.* | This topic starts by looking at the Victorian impact on the locality to provide contextualisation and to understand the heritage of the neighbouring seaside resorts. The children then learn about what seaside holidays looked like nationally before looking at them locally. The focus then becomes about the changes that happened post-WWII and the decline of seaside holidays in favour of package-holidays abroad. | Geographically, the topic extends the children’s knowledge of places in the **local area** and the **significance** of the impact of change over time.  They will understand that seaside holidays and economies were linked to developments in **transport**, as was their decline. |
| How have homes changed? | *Changes within living memory.* | Children will look at the changing nature of homes over time, and the impact of developments in technology in the post-war period. Children will compare houses over different decades, particularly focusing on change and continuity in hygiene, food and entertainment (with the focus on bathrooms and kitchens). They will ask their own families about their homes, and compare oral, photographic and physical evidence. | The children will continue to explore the history of their families and **local area**, and compare it to the national picture.  They will explore the **significance** of technological advances in living standards. |
| What is significant about the local area? | *Significant historic events, individuals and places.* | The topic looks at different aspects of the local area which contain local or national significance.  These will be choronlogical, starting with Beaurepaire and its connection to Durham City’s religious heritage. They will look at the impact of the Battle of Neville’s Cross on Beaurepaire. The children will also explore the coalmining heritage of the local community, and it was affected by transport developments. The impact of individuals in local and national sport, politics and culture will also be investigated – such as Bobby Robson, Bryan Robson, Robert L Ramsay, Paddy McAloon. | Studying local heroes and events helps continue the idea that their own **local area** has a long and diverse history that can be explored.  Children begin to understand that **significance** can be seen in various areas of society, including cultural. |
| Is Grace Darling important? | *Significant individuals.* | Rounding off KS1 is the study of an individual significant to the region. The initial focus is on the events around her life, and why they were important, including her association with the RLNI. The children will look at different sources and accounts, and compare and contrast them, in order to understand how historical understanding is developed. They will examine her impact and how she is remembered and commemorated. Bringing the key stage full circle, her achievements and legacy will be compared to George Stephenson. | Comparisons between the **significance** and legacies of Stephenson and Darling are made, so that the learning from KS1 is revisited. This will include a focus on **transport**.  Darling further develops the children’s sense of **local area** identity. |