

Lent TERM

History – Year 1/2 - Medium Term Planning – Fishing Heritage of Grimsby

<u>LESSON 1</u>	<u>LESSON 2</u>	<u>LESSON 3</u>
<p>Recap & retrieval Building on prior knowledge from Y2 geography: A harbour is a place on the coast which is sheltered by natural or man-made walls</p>	<p>Recall & retrieval</p> <ul style="list-style-type: none"> • A harbour is a place on the coast which is sheltered by natural or man-made walls • Grimsby was the largest fishing port in the world in the 1950s. 	<p>Recall & retrieval</p> <ul style="list-style-type: none"> • A harbour is a place on the coast which is sheltered by natural or man-made walls • Grimsby was the largest fishing port in the world in the 1950s. • Many fishermen died as a result of conditions at sea and using dangerous tools.
<p>Chronological Understanding Historical Enquiry</p> <p>LEARNING INTENTION: To know that Grimsby was the largest fishing port in the world in the 1950s.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Sequence 3 or 4 artefacts from different periods of time. • Answer questions using an information source (books or pictures). <p>Y2:</p> <ul style="list-style-type: none"> • Sequence events or artefacts (on a timeline). • Answer questions using reference to a specific source (such as an information book or picture). <p>Aim: To know significant historical events, people and places in their own locality.</p>	<p>Historical Enquiry</p> <p>LEARNING INTENTION: To know that the life of a fisherman was dangerous.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Ask closed questions to find out more about the past (<i>Who was that? What year was this?</i>). <p>Y2:</p> <ul style="list-style-type: none"> • Ask more open-ended questions to reflect on the past (What was it like for people in...? Why did they...?). <p>Aim: To understand the methods of historical enquiry.</p>	<p>Historical Enquiry Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that the life of the fishing community in the 1950s thrived.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Answer questions using an information source (books or pictures). • Begin to describe similarities and differences between 'then and now'. <p>Y2:</p> <ul style="list-style-type: none"> • Answer questions using reference to a specific source (such as an information book or picture). • Confidently describe similarities and differences between two different time periods. <p>Aim: To understand historical concepts such as continuity and change, similarity and difference.</p>
<p>Key Vocabulary: harbour, port, largest, trade, fishing</p>	<p>Key Vocabulary: trawler, fisherman, hauling, skipper, conditions, dangerous</p>	<p>Key Vocabulary: community, thrived, popular, wealth, industry</p>

<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Grimsby was the largest fishing port in the world in the 1950s. <p>Teacher:</p> <ul style="list-style-type: none"> • Grimsby is located on the east coast of England with prime fishing grounds off the North Sea and up towards Iceland. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Many fishermen died as a result of conditions at sea and using dangerous tools • Fishermen would wake up at the break of dawn and not finish til dark working 18 hours a day. • Fishermen were away from home for long periods of time. <p>Teacher:</p> <ul style="list-style-type: none"> • Fishermen wore multiple layers to protect themselves from the elements. • Jobs for a typical deck hand were: • Assist in shooting and hauling the trawl nets. • Gut and wash the fish. • Take bridge watches, keeping the wheelhouse manned. • Repair damaged trawling equipment, mend nets, splice ropes and wires. • Operate the ships equipment including the winch and windlass. • Keep the ship clean and tidy. Polish the brasses and woodwork. Scrub and whiten the deck. • Carry out any other duties given by the Mate, Skipper, or senior crew members. 	<p>Key Knowledge:</p> <p>Child:</p> <ul style="list-style-type: none"> • Freeman street was a popular place for fishermen to spend their wages. It was the main shopping area in town and always busy. • Fishermen were seen as heroes as the fishing industry brought wealth to the area. <p>Teacher:</p> <ul style="list-style-type: none"> • Wives were left home alone for long periods of time not knowing if their husbands would return. • Local pubs thrived when fishermen returned as they spent their earnings. • Freeman street was a popular place for fishermen to spend their on shore time. It was the main shopping area in town and always busy. • Fishermen were called 'Three day millionaires' as they were out at sea for 3 weeks and home for 3 days to spend all their earnings, most spent their earnings in the communities in the pubs.
<p>Diversity links:</p>	<p>Diversity links:</p>	<p>Diversity links:</p>

LENT TERM 2

HISTORY – Year 1/2 - Medium Term Planning – FISHING HERITAGE OF GRIMSBY

LESSON 4	LESSON 5	LESSON 6
<p>Recap & retrieval</p> <ul style="list-style-type: none"> • A harbour is a place on the coast which is sheltered by natural or man-made walls • Grimsby was the largest fishing port in the world in the 1950s. • Many fishermen died as a result of conditions at sea and using dangerous tools. • Freeman Street was a popular place for fishermen to spend their wages. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> • A harbour is a place on the coast which is sheltered by natural or man-made walls • Grimsby was the largest fishing port in the world in the 1950s. • Many fishermen died as a result of conditions at sea and using dangerous tools. • Freeman Street was a popular place for fishermen to spend their wages. • In the early 19th century, Grimsby grew rapidly. 	<p>Recap & retrieval</p> <ul style="list-style-type: none"> • A harbour is a place on the coast which is sheltered by natural or man-made walls • Grimsby was the largest fishing port in the world in the 1950s. • Many fishermen died as a result of conditions at sea and using dangerous tools. • Freeman Street was a popular place for fishermen to spend their wages. • In the early 19th century, Grimsby grew rapidly. • Freeman street and the surrounding areas have suffered with a decline in trade and amenities and crime rates have increased.
<p>Knowledge and Interpretation of History</p> <p>LEARNING INTENTION: To know that Grimsby has changed over time.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Begin to describe similarities and differences between 'then and now'. • Name significant individuals from the past & talk about why they're significant. <p>Y2:</p> <ul style="list-style-type: none"> • Confidently describe similarities and differences between two different time periods. • Describe significant individuals from the past and describe how their actions changed our lives today. <p>Aim:</p>	<p>Knowledge and Interpretation of History - LEGACY</p> <p>LEARNING INTENTION: To know that the fishing industry in Grimsby has left a legacy.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Recall facts from historical significant events. • Begin to describe similarities and differences between 'then and now'. <p>Y2:</p> <ul style="list-style-type: none"> • Link known facts to describe historical events. • Confidently describe similarities and differences between two different time periods. <p>Aim:</p>	<p>Knowledge and Interpretation of History</p> <p>EXHIBITION WEEK</p> <p>LEARNING INTENTION: To know that I can demonstrate my historical enquiry skills by presenting an exhibition.</p> <p>Disciplinary Knowledge:</p> <p>Y1:</p> <ul style="list-style-type: none"> • Know there are different ways to represent the past (photos, books, artefacts etc.). <p>Y2:</p> <ul style="list-style-type: none"> • Identify different ways to represent the past. <p>Aim: 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</p>

To understand historical concepts such as continuity and change, similarity and difference. To know significant historical events, people and places in their own locality.	To understand historical concepts such as continuity and change, similarity and difference. To know significant historical events, people and places in their own locality.	questions and create their own structured accounts, including written narratives and analyses.
Key Vocabulary: trawler, fleet, boomed, decline , consequence, conflict, port, import, export, renowned, century, impact	Key Vocabulary: decline, wealth, industry, trade, amenities, legacy	Key Vocabulary:
Key Knowledge: Child: <ul style="list-style-type: none">• In the early 19th century, Grimsby grew rapidly and the fishing industry boomed.• By the end of the 1980s Grimsby's fishing industry had declined significantly. Teacher: <ul style="list-style-type: none">• Grimsby was founded by a Danish Fisherman called Grim in the 9th century.• Grimsby was mentioned in the Doomsday book in 1086, having a population of around 200.• It stood on a river called the Haven which flowed into the Humber, it was seen as a haven for ships when storms approached.• There were rich fishing grounds in the North Sea and the Humber was full of fish.• The Great Grimsby Haven Company was formed for the purpose of enlarging and improving the Haven and the port of Grimsby. The port boomed.• The arrival of the railway in 1848 made it easier to transport goods to and from the port. Direct rail links to London allowed for fresh 'Grimsby fish' to arrive at markets and became renowned nationwide.	Key Knowledge: Child: <ul style="list-style-type: none">• Freeman street and the surrounding areas have suffered with a decline in trade and amenities and crime rates have increased. Teacher: <ul style="list-style-type: none">• Because of the decline in the fishing industry many skilled fishermen were out of work.• As a result the community was much quieter and local businesses suffered with the loss of wealth in the area.• Community feel was lost, many fishermen were suffering long-term ill health, including a high incidence of asbestos disease from long onboard exposure. Young Grimbarians were not encouraged by this to take up the profession.• Grimsby now imports rather than exports and produces 40% of the fish eaten in the UK.• Today Grimsby is the UKs premier seafood processing centre with more than 50 factories, importing rather exporting fish.• The docks today are eerily still, with boarded up Victorian and Edwardian buildings, the occasional vessel up and out of the water, often abandoned.	Key Knowledge: <ul style="list-style-type: none">•

<ul style="list-style-type: none"> • The demand for fish grew to such an extent that at its peak in the 1950s, Grimsby was the largest fishing port in the world. • Between 1957 and 1977 the UK and Iceland were involved in disputes over fishing rights in the North Atlantic. These were known as The Cod Wars. • In 1976 a Grimsby trawlerman was injured during the conflict. • The Cod Wars had such a huge impact on the fishing fleets of the Humber, the already declining British Industry were being hit hard by being excluded from historical prime fishing grounds. • Thousands of skilled fishermen and people in related trades were being put out of work. • At the apex in 1891, there were 861 Grimsby registered trawlers, as of December 2022, there were only 7, only 4 operating out of the port. • Today Grimsby is the UKs premier seafood processing centre with more than 50 factories, importing rather exporting fish. 		
Diversity Links:	Diversity Links:	Diversity Links:
Assessment Cumulative quiz. Retrieval practice.		