

## Cycle A

Autumn Term

Local Detective Agency

National Curriculum

A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – **Mining in the local area.**

**What is mining and how is it significant to our local area?**






## KEY LEARNING –

Children will sequence early mining in the local area including - coal and ironstone mining in Tunstal in the 13<sup>th</sup> century, iron mining in Newcastle in the 14<sup>th</sup> century, commercial coal mining in North Staffordshire in the 17<sup>th</sup> century, the increase in coal mining in the 18<sup>th</sup>/19<sup>th</sup> century and mining in the 20<sup>th</sup> century, including its decline. Children will know that during the Industrial Revolution and the coming of canals and railways, the mining industry rapidly changed. They will know that the local area made money because it was selling coal. They will know that as the coal industry changed in the 18<sup>th</sup>/19<sup>th</sup> century, pits became larger and deeper. They will identify pits and collieries on a map (1890) and compare this with a modern-day map of our local area and look at similarities and differences. Children will know what life was like down a Victorian coal mine and identify some of the jobs that they had down there. They will then explore what mining was like in the 20<sup>th</sup> century (1970s-80s) and compare this to Victorian mining. They will read census data to know what other jobs existed in the local area and compare these to modern day jobs. They will know how Apedale Country Park has changed over the 20<sup>th</sup> century (1920-2023). They will know what happened during the Minnie Pit disaster and understand the impact it had on the local area. They will know why mining in the local area declined.

[KS1 – Victorians – what clothes and entertainment were like in the Victorian period. The railways.](#)

[LKS2 – Cycle B – Stone Age to Iron Age – trading involves an exchange of goods.](#)

## Substantive Concepts

				
<b>Conflict, invasion, and settlement</b>	<b>Society (social structure, civilisation, politics, role in the empire)</b>	<b>Culture (entertainment, religion, beliefs)</b>	<b>Trade</b>	<b>Achievements and legacy</b>
		Know what jobs existed in 1912 in our local area. Understand what life was like down the pits in the Victorian era and the 20 <sup>th</sup> century and compare to 20 <sup>th</sup> century mining (1970s-80s).	Know that the local area made money because it was selling coal.	
		<a href="#">Previous learning - KS1 – Victorians clothes and entertainment.</a>	<a href="#">Previous learning - LKS2 – Cycle B – Stones and Bones – trading involves an exchange of goods.</a>	

## Chronological Understanding

- Sequence 6-8 events, historical pictures or artefacts. – *Sequence the history of mining in the local area.*
- Understand that history is divided into periods of history eg. ancient times, Middle Ages and **modern**.
- Understand more complex terms (e.g. BC/AD, decade, **century**)
- Place events from periods studied on timeline
- Use dates and terms related to the unit and passing of time, eg. millennium, continuity, and ancient.
- Begin to develop a chronologically secure knowledge of local, British and world history across periods studied.
- Notice connections over a period of time. – *Understand the history of mining.*

## Disciplinary Skills

**Change and continuity**

Describe the changes and continuities between different periods of history. – *Changes and continuity for Apedale Country Park – how it has changed between 1920-2023.*

**Similarity and difference**

Explain similarities and differences between daily lives of people in the past and today. – *Explore the differences between Victorian mining and 20<sup>th</sup> century mining (1970s-80s), understanding jobs and working conditions. Compare 1912 jobs to modern day jobs. Compare a map from 1890 to a modern-day map of our local area – identifying what is the same and what is different.*

**Cause and consequence**

- Identify the consequences of events and the actions of people.
- Identify reasons for historical events, situations, and changes. – *What caused the Minnie Pit disaster and the consequence it had on the local area.*

**Historical significance**

Recall some important people and events. – *The Minnie Pit disaster.*

**Historical interpretation**

- Explore different representations from the period e.g., archaeological evidence, museum evidence, cartoons and books. – *Census data, museum evidence (The Minnie Pit disaster), books, websites.*
- Look at a range of historical sources.

**Historical enquiry**

- Understand how historical enquiry questions are structured.
  - Create historically-valid questions across a range of time periods, cultures and groups of people.
  - Ask questions about the main features of everyday life in periods studied, e.g. how did people live.
  - Use a range of sources to find out about a period.
  - Observe the small details when using artefacts and pictures.
  - Use evidence to build up a picture of a past event.
  - Begin to recognise primary and secondary sources.
- What was life like down a Victorian mine? How has Apedale changed from 1920-2023? What happened at the Minnie Pit disaster?*

**Organisation and communication**

- Communicate knowledge and understanding through discussion, debates, drama, art and writing.
- Construct answers using evidence to substantiate findings.
- Create a structured response or narrative to answer a historical enquiry.
- Describe past events orally or in writing, recognising similarities and differences with today.

## Vocabulary

Natural resources, mineral, miner, mining, colliery, pit, census, Minnie Pit, Apedale, Victorian, century, modern, coal.