

# A STUDY OF CROMER

## KEY STAGE 2

The study covers the development of the town through the centuries; early development, the loss of Shipden through erosion, the history of the church, Cromer as a port, the growth of the holiday trade, the Victorians and the coming of the railway, the fishing industry and Cromer today. Throughout the study emphasis is placed on the changes in the town, the reasons for those changes and the effects those changes have had on the inhabitants and the town. It provides an excellent means of studying the aims at KS2.

## HISTORY

### AIMS

To understand historical concepts such as continuity and change, cause and consequence, similarity and difference and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts.

To gain historical perspective by placing their growing knowledge into the different contexts: understanding the connections between local, regional, national and international history; between cultural, economic and social history and between short and long term time scales

### Pupils should be taught about:

A local history study.

An aspect or theme of British history that extends the pupils chronological knowledge beyond 1066.

A significant turning point in British history, for example, the first railways.

## GEOGRAPHY

### Locational knowledge

Pupils should be taught to:

Name and locate counties and cities of the United Kingdom,....and their identifying human and physical characteristics, and land use patterns and understand how some of these have changed over time.

### Place knowledge

Pupils should be taught to:

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom.

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

## EXPECTATIONS

### at the end of this unit

**most children will be able to:** describe the physical and human features of the place studied and understand how the mix of these features helps to explain its character; draw out similarities and differences between places and begin to understand links between them; offer appropriate observations about locations and the patterns made by physical and human features; recognise human processes and begin to understand how they can change the character of a place; recognise and describe how people can improve or damage the environment; use confidently a full range of skills and different kinds of maps and resources to undertake some independent investigations and some planned by the teacher

**some children will not have made so much progress and will be able to:** describe the main physical and human features of the place studied and begin to offer reasons for the distinctive character of a place; draw out similarities and differences between places; begin to explain 'why things are like that', referring to physical and human features of the landscape; identify how people affect the environment; use a range of skills and different kinds of maps and resources to undertake investigations planned by the teacher