

# A STUDY OF WALSINGHAM

## KEY STAGE 2

The study covers the development of the village through the centuries; early development, the dissolution of the monasteries, the decline of the village and the resurgence of pilgrimages in the 20th century. Throughout the study emphasis is placed on the changes in the village, the reasons for those changes and the consequences of those changes on the inhabitants and the village.

## 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 dissolution of the monasteries.

## 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.

## EXPECTATIONS

### at the end of this unit

**most pupils** will understand the changes to the locality caused by the reformation and the dissolution of the monasteries and the consequence of these changes to the village.

**some pupils** will not have made so much progress and will be able to the dissolution of the monasteries and some of the consequences for the village.

**Some pupils** will have progressed further and will 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..