

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: History Year Group: Year 6		Area of learning: Local History Study- Triple Trawler Disaster (Hull) Historical Enquiry Question: <i>What was the impact on the British fishing industry as a result of the Hull Triple Trawler disaster in 1968?</i>
Links to previous work/Remember when	<u>National Curriculum</u> <ul style="list-style-type: none"> ● Year 5- Changes in an aspect of social history, such as crime and punishment (including World War 11 study). ● Year 6 (Autumn term)- What did Victorians do for us? ● Year 6 (Spring term)- The Impact of World War 11 (A significant turning point in British History- The Battle of Britain 1940). 	
Term	Year 6	Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons		<u>National Curriculum</u> <ul style="list-style-type: none"> ● 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. <u>Historical Knowledge</u> <ul style="list-style-type: none"> ● Three Hull trawlers were lost within three weeks of each other (January - February 1968). ● 58 lives were lost (only one survivor- Harry Eddom). ● The first vessel to be lost was the St Romanus from St. Andrews dock which went down in the North Sea 110 miles off Spurn Point on the 11th January. All 20 crew members died. ● On the 26th January, the Kingston Peridot sank off Skagagrunn on the Icelandic coast, again with the loss of all 20 men. ● The final loss was the Ross Cleveland on the 4th February. The boat had sought refuge from a storm in the natural inlet of Isafjordur in northern Iceland. The trawler was swamped by mountainous waves and sank. 18 lives were lost. ● Many of the wives of fishermen began to campaign for better safety conditions on trawlers. ● One of the leaders of this campaign was Lillian Bilocca who lived in the heart of the Hesse Road fishing community. Big Lil, as she was known, organised a 10,000-signature petition calling for reform (along with three other women- known as the 'Headscarf Revolutionaries'). Bilocca led a delegation to Parliament and eventually met with the Prime Minister Harold Wilson. ● She and her supporters carried out direct action, trying to stop boats leaving St Andrew's Dock and even threatening to picket the PM's house if there weren't reforms. ● The campaign was successful and the measures the campaign won were safety checks before vessels left port, radio operators for all ships, improved safety equipment and a "mother ship" with medical facilities for all fleets. <u>Historical Concepts</u>

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	<p>Handling Evidence- Use a range of primary and secondary sources. Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p>Historical Significance- Understanding and suggesting why events, periods, societies and people may be considered historically significant.</p> <p>Cause and Consequence- Identification and description of reasons for and results of historical events, situations and changes studied in the past.</p>
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Vocabulary

Trawler, triple trawler disaster, Hull 1968, British fishing industry, maritime, Harry Eddom, St Romanus, North Sea, Spurn point, Kingston Peridot, Icelandic coast, Ross Cleveland, fishermen wives, Lillian Billoca, petition, reform, Headscarf Revolutionaries, parliament, Harold Wilson, mother ship, locality, significance, impact.

Sequence of learning	Objectives and teaching sequence
1	<p>i). Chronology- Place <i>current study (Triple Trawler disaster)</i> on a timeline in relation to other studies (knowing key dates and events of time studied). <i>Sequence up to ten events on a timeline.</i></p> <p>*Possible Unit Hook: An in-school talk by historian Dr Brian Lavery or a visit to the Hull Maritime Museum (could be incorporated later on in the term after SATs). Email address for Brian (previously £75 per session): brianlavery59@gmail.com</p> <p>Key Question: How has the Hull fishing industry changed over time?</p> <ol style="list-style-type: none"> 1. British history timeline- Locate 1968 on a timeline (Triple Trawler disaster) along with other periods studied so far (Victorians and World War II). Also highlight the sinking of the Titanic in 1912 (could focus on the Titanic in more detail if using a specific text in English). 2. Order images of different trawlers over time- see useful website below for possible images to use / images of St. Andrew's Dock from 1935 onwards: https://www.hullfishingheritage.org.uk/educational-hub/
2	<p>i). Handling Evidence- Use a range of primary and secondary sources. Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</p> <p>Key Question: Why do the people of Hull remember the Triple Trawler disaster of 1968?</p> <p>Use images of the three triple trawlers and newspaper headlines from the time to establish key events in the disaster and what happened. Use information found out to organise events chronologically within the three-week period from 10th January 1968 - 4th February 1968.</p>

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	<p>Useful websites: http://tripletrawlertragedy.hulldailymail.co.uk/index.html#triple-trawler-tragedy-K7bHJvqmjQ</p> <p>https://www.mylearning.org/stories/local-heroes-hulls-trlawlermen/306</p> <p>*Geography Link- Lesson 2 and 3- <i>What were Hull docks like 100 years ago?</i> <i>What has happened to the dock areas over the last 100 years? Why have they changed?</i> Plot trawler disaster on a world map to locate where the different ships sunk.</p>
3&4	<p>i). Historical Significance- <i>Understanding and suggesting why events, periods, societies and people may be considered historically significant.</i> Handling Evidence- <i>Use a range of primary and secondary sources. Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.</i></p> <p><i>Key Question: Was life hard for trawlermen?</i></p> <p>Discuss life of a trawlerman and what some of the challenges were (long periods of time at sea- 'three millionaires' nickname, physically demanding and dangerous job in often poor weather conditions out at sea). Discuss how the positive community spirit in Hull (particularly within the Hessle Road area) helped the trawlermen and their families with the hard lifestyle. See selection of video clips from ex-trawlermen Barry Field, Terry Thresh, Mike Allison, Jim Williams, George Bartle, Harry Day and Jim Claughton. https://www.mylearning.org/stories/local-heroes-hulls-trlawlermen/334</p> <p><i>Key Question: Who was Lillian Bilocca and what did she do to support change?</i></p> <p>Find out about Lillian Bilocca and the significance of the 'Headscarf campaign'. See video clips from Mary Denness (member of the Hessle Road community): <i>What was the Headscarf Campaign?</i> (Video 1) <i>How was the fishing industry run?</i> (Video 2) <i>What did Big Lil look like?</i> (Video 3) <i>Was campaigning difficult?</i> (Video 4) <i>How did the campaign start?</i> (Video 5)</p>
5 (including assessment task)	<p>i). Cause and Consequence- <i>Identification and description of reasons for and results of historical events, situations and changes studied in the past.</i></p> <p><i>Key Question: What needed to change to the British fishing industry and was this achieved after the Triple Trawler disaster?</i></p> <p>Discuss the changes that were implemented as a result of the campaign by Lillian Bilocca and the impact of these on the fishing industry today:</p> <ul style="list-style-type: none"> ● Safety checks in place before vessels left port. ● Radio operators for all ships for improved communication. ● Full crew in place before embarkation. ● Improved safety equipment onboard. ● A "mother ship" with medical facilities for all fleets. ● Overall fishing would be a safer profession. <p style="text-align: center;">ASSESSMENT TASK – SEE BELOW</p>

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Learning Outcome/product

Possible ideas:

1. Children take part in a campaign of their own to persuade Harold Wilson and the government to improve fishing safety (in the role of Lillian Bilocca). Children could devise a petition (to gather signatures) stating the challenges fishermen face and changes that need to be made, or, design a 'protest placard' including key messages for change.
2. Devise a newspaper report (The Daily Mail) from 4th February 1968 to explain how the Ross Cleveland trawler has gone missing.
3. ***Is Lillian Bilocca a hero?*** Hold a class debate to offer arguments for / against her work to support the fishing industry.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question

What was the impact on the British fishing industry as a result of the Hull Triple Trawler disaster in 1968?