

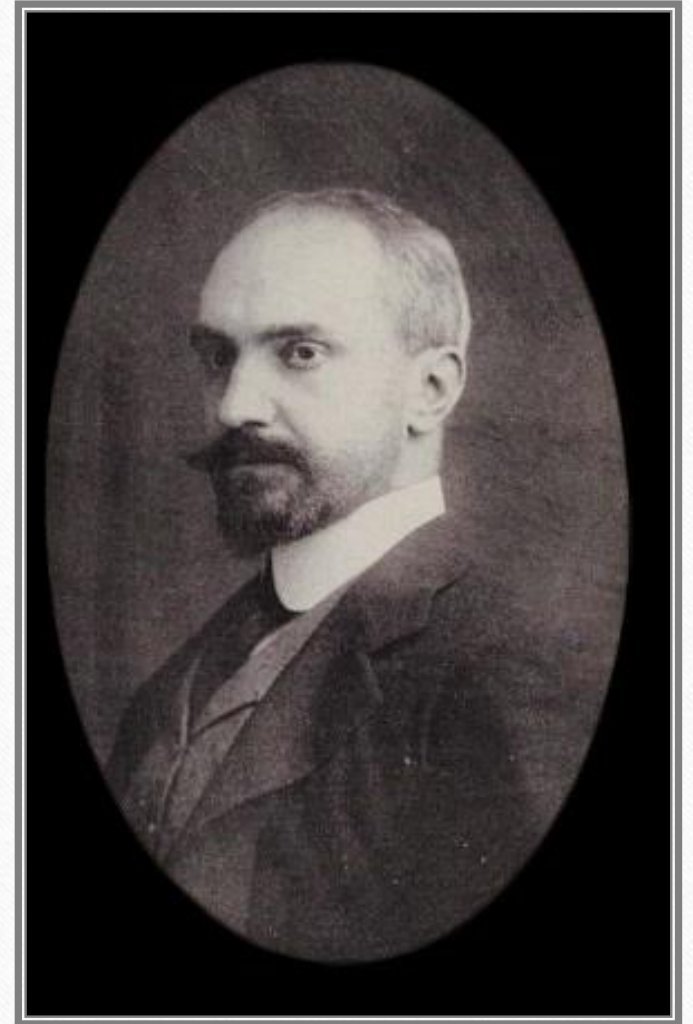
History at Butler's Hill



February 2023 – INSET
Louise Wallis – History Subject Lead



“Those who cannot remember the past are condemned to repeat it.” – George Santayana, The Life of Reason, 1905.



What do we have to study?

- As we are an infant school, we have to follow the ‘Statutory Framework for the Early Years’ (2020) in Nursery and F2, and the National Curriculum in Key Stage One Programme of Study (2013).
- In the Statutory Framework, under the umbrella of ‘Understanding the World’, we can find statements of intent linked to History teaching in the EYFS, although it is not a discrete subject taught.

Understanding the World

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	<p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>ELG: Being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Listening</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding <p>ELG: Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. <p>ELG: Past and present</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>ELG: Past and present</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling
KS1 readiness objectives	<ul style="list-style-type: none"> • Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> • Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order 	<ul style="list-style-type: none"> • Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order. 	<ul style="list-style-type: none"> • Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past.

Foundation Stage 1 Stimulus Overview 2021-22

In Nursery, we have a balance of 'In the moment' learning, which is spontaneous learning dependent on the children's interest, and 'Adult directed' learning, which is our carpet times. Our LTP is a working document that can change dependent on the children's interest and the cohorts' needs.

Dream Big, Aim High

Caring

Creative

Confident

(Links to school aims)	Autumn 1 1 st sept – 15 th Oct	Autumn 2 1 st Nov – 17 th Dec	Spring 1 4 th Jan – 11 th Feb	Spring 2 21 st Feb – 1 st April	Summer 1 19 th April – 27 th May	Summer 2 6 th June – 28 th July
School/ British Value	Fairness Rule of Law, democracy	Respect Mutual respect	Perseverance	Acceptance Individual liberty, mutual respect & tolerance	Co-operation Democracy	Responsibility Rule Of Law
SEAL/ SRE	Being Me in My World	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing Me
Growth Mindset	Perseverance, to keep going/ have another try, knowing its ok to make mistake and to ask for help, knowing who or where to get help.					
Curriculum Drivers	Lets talk! (inc BSL & Makaton) Confident	Me and my world (inc celebrations) Caring, confident, creative		Busy hands, busy bodies Creative	Story tellers chair (inc rhymes) (inc squiggle wiggle) creative, confident	All things growing Caring
Book focus & book ideas	<p>Focus: Dear zoo, Rod Campbell (repetitive, language) Focus: range of nursery rhymes based on children's knowledge</p> <ul style="list-style-type: none"> - Selection of books about starting school & short stories - picture books - noisy/ action books - books of different language - IWB Makaton books 	<p>Focus: Spots first walk, Eric Hill (questions) Focus: poems</p> <ul style="list-style-type: none"> - All welcome here, Alexandra Penfold - Diwali - Christmas - religions - Different people - maps etc - dual language books - bonfire night - Grandparent books (grandparents day) 	<p>Focus: The snowy day, Ezra Jack Keats Focus: nursery rhyme/ poem</p> <ul style="list-style-type: none"> - chinese new year - internet safety - environments - recycling <p>(caring, creative)</p>	<p>Focus: My Alien and me whos the alien around here anyway? Smriti prasadam-Halls Focus: action/counting rhymes</p> <ul style="list-style-type: none"> - occupations - building - crafting ie sewing/ modelling - cooking - gardening/ growing – focus (allotment area) - what I like about me, Alli Zobel-Nolan <p>(creative, caring)</p>	<p>Focus: Archie's treasure (linked to relationships and season) Focus: create own story – verbally/props</p> <ul style="list-style-type: none"> - traditional tales/rhymes - children's choice of books - Old and new familiar books - Caring for Earth <p>(Creative)</p>	<p>Focus: Pirates in the Supermarket by Timothy Knapman</p> <ul style="list-style-type: none"> - holidays - countries - life cycles i.e. butterflies - changing schools/year groups - books of other countries - growth i.e. plants - caring for Oceans <p>(Caring)</p>



Butler's Hill Infant & Nursery School
Early Years Foundation Stage Benchmarking

Understanding the World – Past & Present/ Peoples, Culture and Communities/The Natural World

Nursery Baseline By 3		<ul style="list-style-type: none"> * Notice differences between people (positive and acceptance of others i.e. race, religion, disability, gender) * Make connections between the features of their family and other families (similarities and differences) * explore and respond to different natural phenomena in their setting and in their environments
Nursery	December	<ul style="list-style-type: none"> * Explore how things work i.e. push pull stretch * Beginning to use informal language to talk about properties of materials * Beginning to make sense of where they live and begin to talk about what they see (linked to jigsaw) i.e. their room, house * Use all their senses in hands-on exploration of natural materials
	March	<ul style="list-style-type: none"> * Talk about the differences between materials and changes they notice (also linked with science week) * Explore and talk about different forces they can feel (also linked with science week) * Beginning to develop positive attitudes about differences between people (linked to jigsaw) * Show an interest in different occupations (linked to jigsaw) * Plant seeds and care for growing plants * Understand the key features of a lifecycle of a plant * Begin to understand how to respect and care for living things i.e. plants, insects, pets * Begin to make sense of their own life-story and family's history * Explore collections of materials with similar and /or different properties
	By the end of Nursery	<ul style="list-style-type: none"> * Know that there are different countries in the world and talk about the differences they have experienced or seen in photos * Continue developing positive attitudes about differences between people * Begin to understand the need to respect and care for the natural environment and all living things * Understand the key features of a lifecycle of an animal (butterfly) * Talk about what they can see, using a wider vocabulary i.e. using a magnifying glass, observational and investigative skills, discuss finding and ideas
Reception	December	<p>Chronology:</p> <ul style="list-style-type: none"> *Talk about members of their immediate family and the relationship to them. *Name and describe people who are familiar to them. *Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. <p>Enquiry:</p> <ul style="list-style-type: none"> *Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. *Ask questions, use different sources to find answers including books. *Comment on images of familiar situations in the past. <p>Respect:</p> <ul style="list-style-type: none"> *Themselves, special things in their own lives. *Recognise that people have different beliefs and celebrate special times in different ways. <p>Lufta:</p> <ul style="list-style-type: none"> *Talk about and describe features of their own family and about families in other countries across the world. *Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world) <p>Mapping:</p> <ul style="list-style-type: none"> *Talk about the features of their immediate environment with visual representations e.g. classroom maps, seating maps, nature area map and read commons signs and logos. *Use technology e.g., a BeepBot and begin to show spatial awareness. *Use positional language i.e., under, beside, on top of etc. <p>Communication:</p> <ul style="list-style-type: none"> *Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. *Describe what they see, hear, and feel outside. <p>Observation:</p> <ul style="list-style-type: none"> *Explore the natural world around them drawing pictures of animals and plants. *Understand the need to respect and care for the natural environment and all living things.
	March	<p>Chronology:</p> <ul style="list-style-type: none"> *Visually represent their own day on a simple timeline (link with class timetable) *Talk about and understand changes in their own lifetime, by creating a personal timeline. <p>Enquiry:</p> <ul style="list-style-type: none"> *Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peppa', Shirley Hughes stories.

By the end
of
Reception

Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre

Respect:
*Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.

Mapping:
*Program a BeeBot, or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side.
*Identify on a map - Recognise some environments that are different to the one in which they live
*Complete a simple BeeBot program using a grid map or carpet squares.

Communication:
*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
*Describe what they see, hear, and feel outside.

Observation:
*Explore the natural world around them drawing pictures of animals and plants.
*Understand the need to respect and care for the natural environment and all living things.

Chronology:
*Recount an event, orally, pictorial and/or with captions.
*Order experiences in relation to themselves and others, including stories.

Enquiry:
*Talk about key roles people have in society both in the present and past.
*Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.
*Comment on images of familiar situations in the past.
*Describe features of objects, people, places at different times and make comparisons.
*Talk about what is the same and different.

Respect:
*Understand that some places are special to members of their community.
*Respect animals and now how to care for an animal/pets
*Understand the need to respect and care for the natural environment and all living things.

Communication:
*Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them.
*Describe what they see, hear, and feel outside.

Observation:
*Explore the natural world around them drawing pictures of animals and plants.
*Understand the need to respect and care for the natural environment and all living things.

<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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Year 1 Expectations

History • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people, places in their own locality

Locational Knowledge • Name and locate the world's seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.

Human and Physical Knowledge • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.


Use basic geographical vocabulary to refer to: • Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
• Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.
• Use simple compass directions (North, South, East, West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.
• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Plants • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals** • Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals

Including Humans • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Seasonal Change • Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.

<p>Understanding the World</p> 	<p>Compare length, weight, and capacity.</p>					
	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
	<p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books.</p>					
<p>Respect: Themselves, special things in their own lives.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and</p>	<p>Respect: Animals and know how to care for an animal/pets</p>	<p>Respect: Understand that some places are special to members of their community.</p>	

<p>WIRA - Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. WIRA - Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>events or objects – through non-fiction texts, stories, visitors, celebrations.</p>		
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Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Chronological Understanding

- This is one of our 3 key concepts at Butler's Hill, alongside Knowledge and Understanding and Historical Enquiry.
- Pupil Voice conducted in Nov 2022 found that Year 1 and Year 2 children were struggling to understand the concept of chronology.
- To try and improve this, we have implemented several things. One is the use of an action (thumbs pointing backwards over shoulder) to remind children that History is 'in the past'.



Our topics studied are structured chronologically in time:

<p><u>Year 1</u></p>	<p>Where will the polar bears live? (Robert Falcon Scott)</p> <ul style="list-style-type: none"> • significant individual • significant event – discovery of Antarctica <p>1912</p>		<p>What happened to the children of WW2?</p> <ul style="list-style-type: none"> • changes within living memory <p>1939-45</p>	
<p><u>Year 2</u></p>	<p>Why was the fire so great?</p> <ul style="list-style-type: none"> • significant events beyond living memory <p>1666</p>	<p>Could you live like Robin Hood?</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. <p>Medieval/Middle Ages</p>	<p>How has Hucknall changed for us? Were Dinosaurs real?</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality. 	<p><- Prehistoric times</p>

Timelines

- Timelines are displayed in all classes. In Key Stage One, each one has the key events deemed important in British History, alongside those relevant to the topics taught in that year group.
- Pupil Voice conducted in February 2023 shows that children now have better understanding of when historical events happened in relation to others e.g. before/after.





1	2	3	4	5	6
11	12	13	14	15	16
21	22	23	24	25	26
31	32	33	34	35	36
41	42	43	44	45	46
51	52	53	54	55	56
61	62	63	64	65	66
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91	92	93	94	95	96

Words of th

THE EQUATOR

WILD

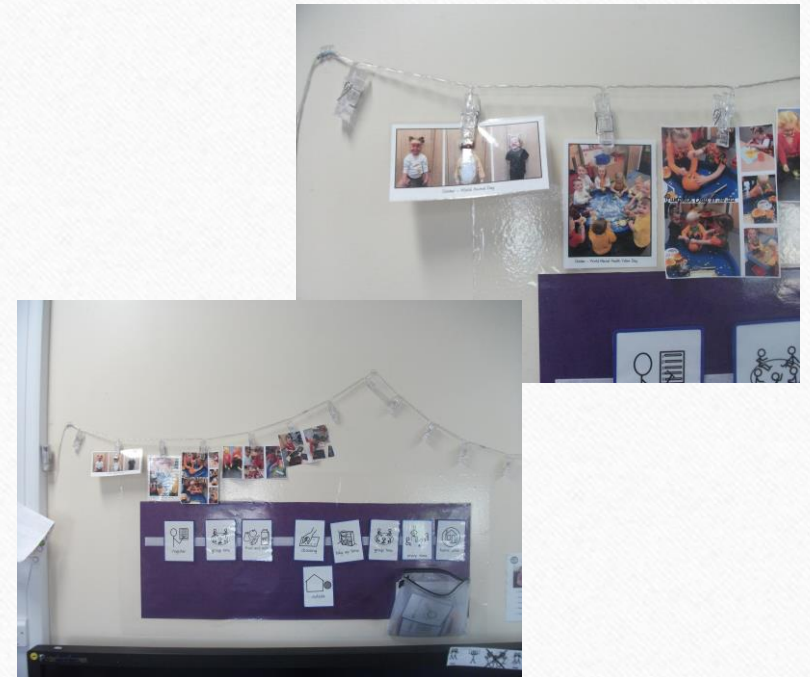
Little Red Riding Hood
Goldilocks

THE THREE PRINCES

THE THREE PRINCES

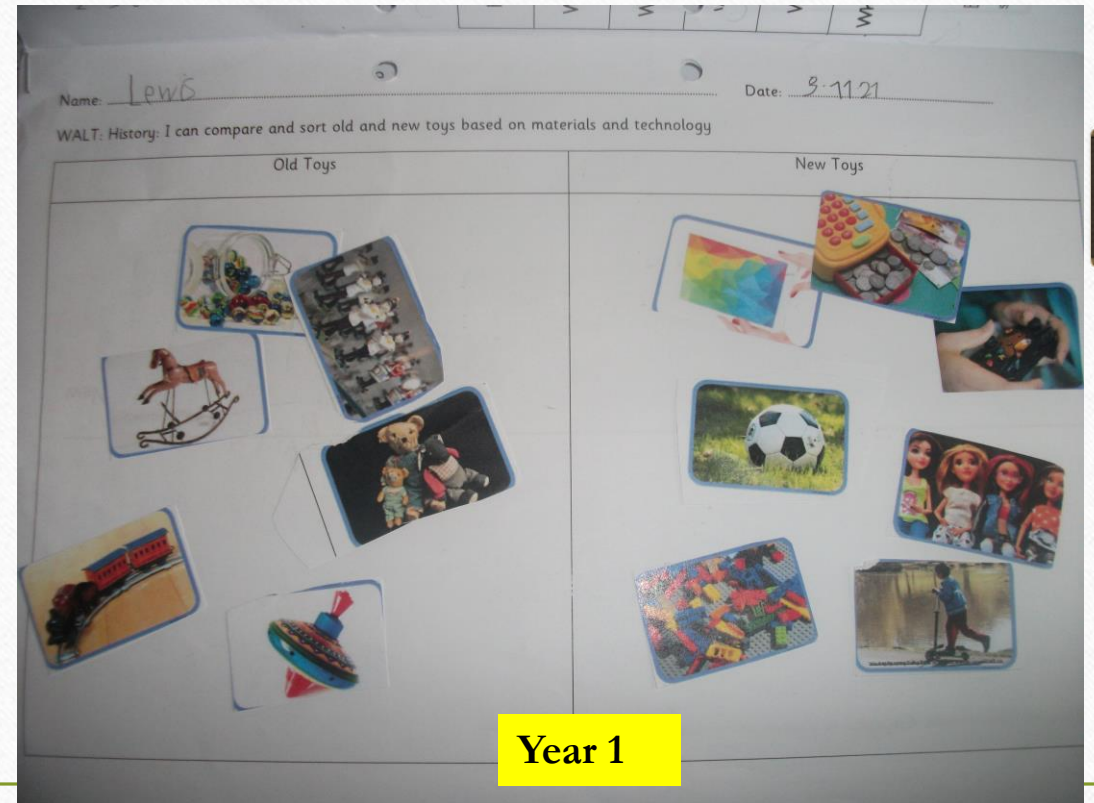
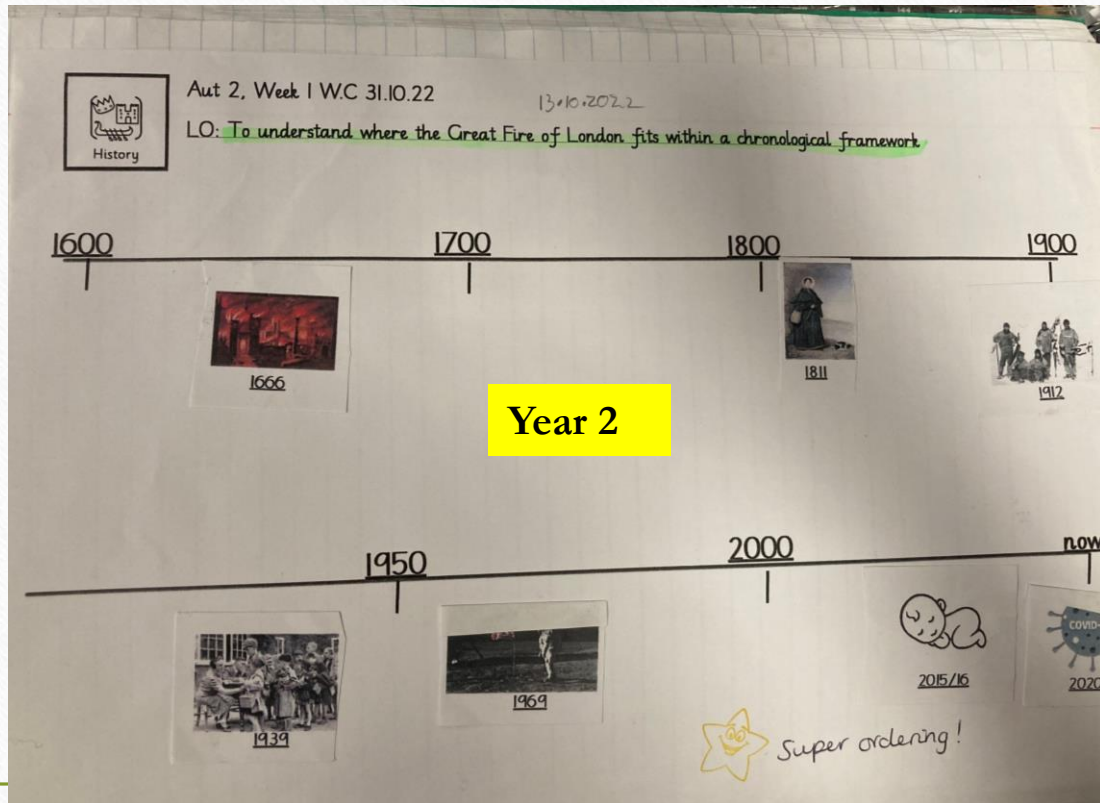
Timelines

- In EYFS, there are daily timelines which show the order of events during the day. There are also timelines which are built up throughout the year with key events/special days the children take part in.
- These are the building blocks for children developing a sense of chronology in Key Stage One.



Timelines

- Every Year 2 new topic begins with a lesson on timelines, so that children have the opportunity to grasp where the event they will be studying fits into a chronological framework. In Year 1 Autumn 1, children sorted Old and New Toys, as they had not yet been introduced to the concept of timelines.





Aut 2, Week 3

Date 13.11.2022

LO: To identify differences and similarities between ways of life in different periods



A firefighter in 1666



A firefighter in 2022

A bucket
hat
Wooden
ladder

mask

hat
preshead
protection

sire
squiter

sire engin
lots of water
Lamp

litres
of water.
6 metres

Year 2

Super ideas, Emilia!
You knew lots about
this.



Firefighters today use
sire squiters because
of the long hoses.

Identifying similarities and differences in different periods

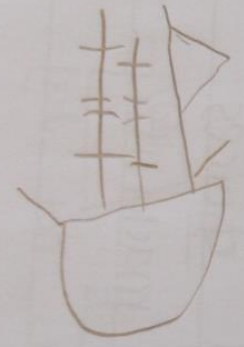
Date 5.11.21

WALT: Comparing Scott's expedition to Prince Harry's expedition.

WILF: I can compare equipment from the past with the present and discuss which expedition would be harder and why.

Scott's expedition

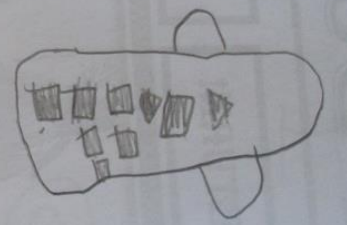
Scott's



this
boat
slow

Harry's expedition

Harry's

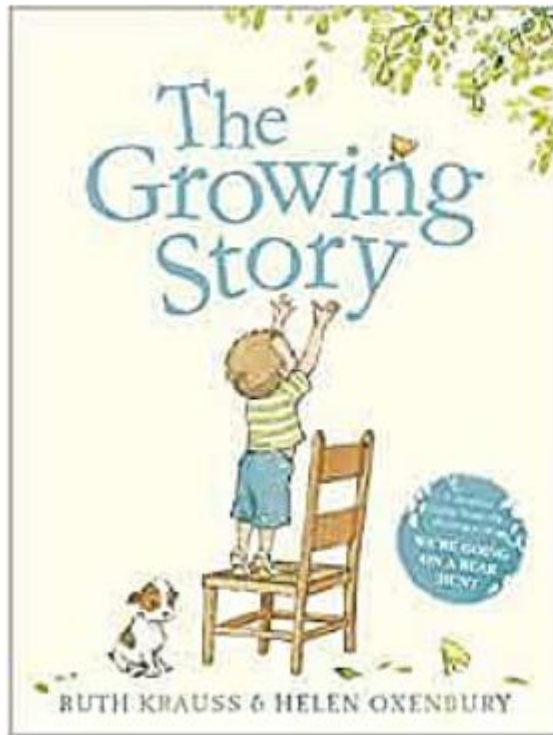


the plane is faster

Harry's expedition was easier because
he had better equipment

Year 1

Identifying similarities and differences in different periods



F2

How have we changed as we have grown from a baby to now?
What is the same/different?

Supporting pupils with SEND

- Planning/work scrutiny showed that sometimes, these pupils had been given several ‘cut and stick’ type of activities during a topic/sequence of work.
- We have had a whole school focus on ‘teaching from the floor’ (through our firm belief there should be equity in our curriculum) to ensure that every child can access the content taught, and also to retain ‘sticky knowledge’.
- It can be difficult to find something all children can do independently, as the teacher is often the only adult in the room (as foundation subjects take place in the afternoon, when teachers are providing ELS Phonics interventions).
- We have tried to think creatively and find other ways children can ‘show what they know’, such as role play activities, guided group sorting activities, working in mixed ability groups to complete a poster (for example) or videoing their presentation.



Attainment data: what does it show?

This is last year's (2021-22) data from Insight.
Y2 in particular had a lower ability cohort, with a high proportion of SEND children.

Attainment Overview for Pupils (from 2021-2022) in Year 1 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils in Year 2 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Attainment Overview for Pupils (from 2021-2022) in Years 1-2 - 2021-2022 Summer - Main Assessment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data





Pupil voice: what do our children say?

“You’re not supposed to give up, dream big, aim high!” Year 1 PP pupil, discussing Scott’s expedition

“I like history because I like learning about the past.” Year 1 pupil.

“We can find out about things that happened a long time ago through artefacts left behind, there’s a museum with these things in.” Year 1 pupil, discussing Scott’s expedition

“This morning is in the past.” Y1 pupil, being questioned about the meaning of ‘the past’.

“We remember the soldiers who died in the war on Poppy Day.” Y1 pupil, following ‘Children of WW2’ topic.



Pupil voice: what do our children say?

“The Great Fire happened in 1666, that was even longer ago than when my Grandad was alive.”
Year 2 PP pupil.

“There was a fire in Nottingham I saw on the news, but it did not spread like the Great Fire because the houses weren’t close together or made of wood.”
Year 2 pupil

“Mrs Swannell was born first because her birthday was first.” F2 pupil, following Toys in the Past Topic.

“Dinosaurs lived millions of years ago, before people.” Year 2 pupil

“Lots of toys in the past were made of wood because they didn’t have plastic.” F2 pupil, following Toys in the Past Topic.



So...what next?



SEF on a page - History

Strengths	Areas of Development
<ul style="list-style-type: none"> • Enrichment opportunities such as drama workshops (Great Fire of London). • Curriculum intent is good. All NC objectives are covered. • Various opportunities for different genres of writing e.g recount, diary entry • Progressive learning taking place in Key Stage One • Knowledge ladders match planning and matches lesson activities and learning • Topics are taught in chronological order from most recent to furthest back. • Sticky knowledge opportunities are available on each unit of learning, looking at previous year's learning (Year 2) • KSI sticky knowledge mats for parents and children • Year 2 quizzes – Big 5 (ARE children write them, SEN are allowed to orally answer and it is written for them) • MTP is detailed, matches NC and progressive. • Pupil voice shows that some 'sticky knowledge' is being retained. • Key concepts and topics link to school values. Pupil voice shows that children understand how these topics link. 	<ul style="list-style-type: none"> • EYFS floor books more explicit to show where learning is 'history based' • Chronology is an issue – children aren't always aware what happened before/after in terms of major events studied. Plan for a whole school timeline display next academic year. • Using different sources of evidence and ways for children to record their learning, especially for SEN children – too many 'cut and stick'/copying up activities? <div style="background-color: yellow; padding: 5px;"> <ul style="list-style-type: none"> • In F2, sources of evidence are considered when looking at different version of traditional tales e.g. 'The Gingerbread Man' and 'The Runaway Chapati'. • In Autumn 2, Year 2 children participated in an online workshop with the National Archives – looking at maps and other documents used to study the Great Fire of London. • Loan boxes – Year 1 will have a WW2 artefacts box for Summer 1. </div>
<p>CPD</p>	<p>Monitoring</p>
<ul style="list-style-type: none"> • Workshop on monitoring • Workshop on writing intent, implement and impact documents • History Triad with Holgate and Broomhill Junior School. 	<ul style="list-style-type: none"> • Pupil voice – January 2022 • Learning Walk and planning scrutiny planned for Summer Summer 2 2022. • Analysis of 'Big 5' questions for each topic – January 2022 to ensure that these link specifically to our key concepts.

So...what next? Develop use of artefacts and sources of evidence



Original and replica objects to support in-depth study of the Great Fire of London in 1666. Resource contains information on context and effects of the fire and significant historical figures of the period. Includes timeline, book of activities and information card for each item.

Box includes: Staffordshire slipware pot; Charles I death warrant; original coins from the period; leather fireman's helmet; original cannon ball; leather fire hose; clay pipe; seal of Charles II; fire extinguisher, ink pot and quill; bread peel and wooden tankard.



Original objects, documents and information to illustrate life in Britain during the WWII. Resource contains reproductions of original posters; CDs of 1940s music and devised activity game, plus timeline, activities and information card for each item.

Box includes: can of powdered eggs; gas mask (for a baby) with leaflet; uniform patches and name tags; anti-gas ointment; eye-shields; first aid case; training certificate; auxiliary fire service manual; adult gas mask; ARP warden's helmet and card; ration books; evacuee arm band and card game.

The History Curriculum at Butler's Hill

To be an effective historian:

- I can ask questions about what happened 'in the past'
- I understand that people may have lived differently in the past and that technology may have influenced this
- I understand chronology of the key events/topics, using words such as 'before' and 'after'
- I can use different sources of evidence to find out about the past
- I have a passion for history, and finding out about how people lived in the past, for 'those who cannot remember the past are condemned to repeat it'.*

