


2020-21 History Review



In Y1, children have used timelines to understand the difference between history 'within living memory' and history 'beyond living memory'. We completed timelines of the history of transport, looking at the development from horse drawn to steam powered vehicles to diesel and now the more environmentally friendly powered vehicles such as electric and bio-gas. We conducted reports of famous people within history, including Rosa Parks and her role in the civil rights movement. In our study of the Middle Ages in Britain, we learnt about similarities and differences between 'then' and 'now' the children used Venn diagrams to show their learning. We also used role play and the children enjoyed reenacting a 'Medieval Banquet'.

In Reception, we have explored how technology, food, school, toys, entertainment and life has changed from the past to now. We particularly enjoyed investigating how different Parkdale was in 1929 to now. We have learned about many significant people in local and world history and enjoyed sharing our 'Person of the Week' discussions. These 'people of the week' include local history (Torvil and Dean, Jesse and Florence Boot) and significant people who link to our values and topics (Dr James Barry, Wangari Mathai, Guy Fawkes). We talk about their lives and the impact they made and also locate them on our visual timeline to help us gain a perspective on time.

In Y2, our historical focus has been on what life was like in the Victorian times. The children enjoyed learning all about Queen Victoria and key events during this period. They particularly enjoyed learning about children's working lives in a Victorian Workhouse and realised how lucky they are today! We briefly looked at the Slums of Victorian Nottingham and how they compare to Nottingham today. We also looked at the local history of foodbanks and how William Booth started and developed the Salvation Army to what it is today. We learnt about the Crimean War and about the part Mary Seacole and Florence Nightingale played in it and how nursing was started. The children's chronology skills have been well embedded due to lots of exposure to time lines.



In Y4, The children have looked at the discovery of Antarctica and key sea explorers. They have also looked at the history behind the British Empire, the cause and effects of conflicts which happened in India- while Ghandi was alive- and the inequality between societies. The children found it interesting to learn about how and why India become an independent country.

Y3 History this year has primarily focussed on both ancient lives of Egyptians and Romans and the influential life of Nelson Mandela. In the Autumn term, we delved deep into the lives of famous pharaohs and emperors. They debated which ruler was the most powerful. The pupils also got the chance to explore the notion that Julius Ceasar was assassinated by writing their own newspaper report.

Throughout the beginning of the Summer term, the children were immersed into the history of Apartheid, the key figures and lasting effects it has had on the nation as a whole. The children were extremely passionate and showed genuine empathy towards the struggle Mandela faced and his sheer determination and vision for equal rights. We were so proud of the maturity the children showed during this topic.

Throughout Year 6, the children have been encouraged to think like historians. During our Summer term topic - 20th Century War - we covered key historical skills including: chronology (through looking at 20th Century Britain and plotting dates on a time line); interpretation (through studying a significant World War Two leader in our English lessons); cause and consequence (understanding why World War One started and how this consequently led to World War Two) and significance (understanding the significance of World War Two).

In Y5 History lessons, children have used enquiry skills and posed their own questions in response to a wide range of stimulus. For example, they pieced together evidence about an unknown refugee, making reasoned justifications for their opinions. During our school Identity topic, children learnt how significant people and their actions lead to the abolition of slavery. Additionally, in Y5, we have ordered several historical events on a timeline, dating back to the stone age, to help us understand the chronology involved, leading up to the current Syrian War.

WWW	EBIs
<p>Year groups (Y2/Y4) hosting whole school Remembrance Day assembly via Zoom to share work, poems, time for reflection. Last Post bugle call by Mr Ellis allowed the whole school to come together and to commemorate the event/occasion. CG to look into this again for this year.</p>	<p>To embed chronology skills in school even further. Suggestions: Evidence of time line in each classroom linked to topic. Knowing what came before/ after period studied. Whole school time line: in the school hall/ along the corridor, each year group to add onto for their period in history.</p>
<p>Each year groups coverage of 'Inspirational People' throughout each topic. 'Identity' and 'Peace and Conflict' links particularly well. Inspirational individuals chosen locally, nationally and globally taking into account diversity, History leads check coverage to ensure a range of role models are covered.</p>	<p>History day/ week in the Summer term during 'Peace & Conflict topic'. Time travelers for the day. Children dressed in appropriate clothing to reflect their period of time being studied.</p>
<p>Each year groups focus on chronology and timelines has been much more secure this year.</p>	<p>Having a recent History focus, Children understanding that History is happening now and can be recent not just in the past.</p>