




2021-22 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.

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 in 2022. We also looked at the local history of foodbanks and how William Booth started and developed the Salvation Army. 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. This critical thinking also lent itself to the ability to review primary and secondary sources of information to assess their use. 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
Celebrating a range of inspirational figures across all year groups and sharing learning outcomes during key stage phase assembly (Black History). Teachers chose inspirational figures of their choice away from their current topics e.g. Y2 Pele, Y6 Aretha Franklin & Bob Marley.	To embed the aspects of chronology skills in school even further.
A range of trips across year groups which deepened the children's historical skills. Y1 Crich museum (History of transport), Y4 Sherwood Forest (Local History) and Y6 Galleries of Justice (History of justice). Whole school event: Queen's Platinum Jubilee raised the profile of our monarchy due to each year group studying a decade of the Queen's life and again sharing learning outcomes in a whole school assembly.	To clearly show progression by phase in content and aims linked to the History National Curriculum objectives.
Reception introducing 'Person of the week'. Helps children start KS1 with a sound knowledge of influential figures and their positive impact in History. This could be something we look into role out across school.	All year groups expose children to inspirational figures from positive beginnings.

Action Plan for 2022-2023

- **Coverage & chronology:** All children should be aware of the periods and events in History at age/ stage appropriate level. Ensure one off lessons are happening in each year groups to achieve this.
- **Becoming a Historian Key Assessment Steps:** Teachers are aware of which children in their class are working at the Expected level and push those at Greater Depth level. (Foundation stage trackers to support this)
- **Whole school History time line** to be set up and used as a working wall for year groups to add relevant work once learnt about a period/event.
- **To ensure all year groups celebrate inspirational figure from positive beginnings.**

Year group	WWW	EBI	% children working broadly at expected levels & GD

Nursery	- Learning about historical events/ figures through person of the week.	Create a time line in Nursery to highlight chronology		
Reception	<ul style="list-style-type: none"> - Comparing our lives to our parents - Comparing school to when Parkdale opened. 	Build better sense of chronology by introducing visual timetable displays.	90%	22%
Year One	<ul style="list-style-type: none"> - Visits relate to History (Wollaton Park & Crich Tramways Museum) - Good work assembly based on segregation of Rosa Park. 	Introduce digital into History planning.	88%	17%
Year Two	<ul style="list-style-type: none"> - Black History Month. Exposure to a range of inspirational people. - Victorian topic in the Summer term was a real strength. 	History coverage in the Autumn term needs to include monarchy. This has been addressed and Y2 are now learning all about Queen Victoria in this topic.	88%	12%
Year Three	- Learning about the Egyptians and Romans brought to life by the experience day.	Linked to modern life	90%	8%
Year Four	- India research. Links to our children by comparing to the UK.	Resources/ resourceful teaching	82%	23%
Year Five	- Slavery topic covers international historical events and links to the British Empire.	Links to Nottingham and the slave trade.	87%	8%
Year Six	- A lot of digital outcomes- magic more for our timeline during Peace & Conflict theme.	Allocate more time during the summer term after residential, secondary transition and leavers.		