

History

Intent



History

Why is history important at Abbots Green?

At Abbots Green, we truly believe in ensuring our children grow as individuals. This is at the heart of our school rainbow values which filter through our history lessons. Children learn to become resilient, ambitious, and optimistic learners as they develop their knowledge and skills to become historians. We consider that having a broad, balanced curriculum inspires and ignites children's curiosity but also contextualises learning, enabling children to develop a passion for learning. By providing first hand experiences, children revisit prior knowledge and build upon this and their understanding across a wide range of subjects.

We believe in an active teaching approach which inspires and motivates not only children but also teachers. History is an ideal forum to enrich and support other areas of the curriculum, particularly, English, maths and art. Whilst we understand that explicit links and connections are key, we also recognise the need for depth and revisiting within our modules at Abbots Green.

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We consider history and geography are closely linked and therefore should be closely planned together. History enables children to understand the similarities and differences between societies and culture but also the impact of changes on people and places. We use the National Curriculum 2014 and the Early Years Foundation Stage Early Learning Goals to plan our curriculum. Across all year groups, history drives this modular, cross-curricular approach, allowing children to apply their learning in different contexts.

Our curriculum is delivered in blocks, rotating through each subject area in History, Geography, Computing, Art and Design and Design and Technology to enable the subject to be given the time it deserves ensuring the depth of learning is provided. Furthermore, children are given the time to build upon prior knowledge, vocabulary, understanding and skills. Our long-term curriculum has been carefully mapped out to ensure the coverage is met but also that each year group has a balance of history and geography over the year. As we rotate each subject area, we teach revisit lessons to ensure children retain knowledge and understanding.

History

National Curriculum Aims for history:

- To help children understand the present in the context of the past, highly promoting their sense of chronology.
- To encourage pupils to empathise with people of the past and to respect and celebrate differences.
- To develop children's historical enquiry skills through using, discussing and evaluating evidence, asking and answering questions.
- To support them in working together to discuss change and continuity, prepare arguments, organise events and present their findings in a variety of ways.
- To enrich other areas of the curriculum.
- To develop children's subject specific vocabulary

INTENT

We believe that children learn best when they are enthused and inspired by a real purpose. Therefore, medium term plans are often based around a key question and each lesson will lend itself to the overarching question. An example of an overarching question could be: 'What happened during the Battle of Britain?' Throughout the module, there are incredible opportunities for involvement of parents, governors and the wider community in the children's learning, such as visiting the local airfield at Rougham.

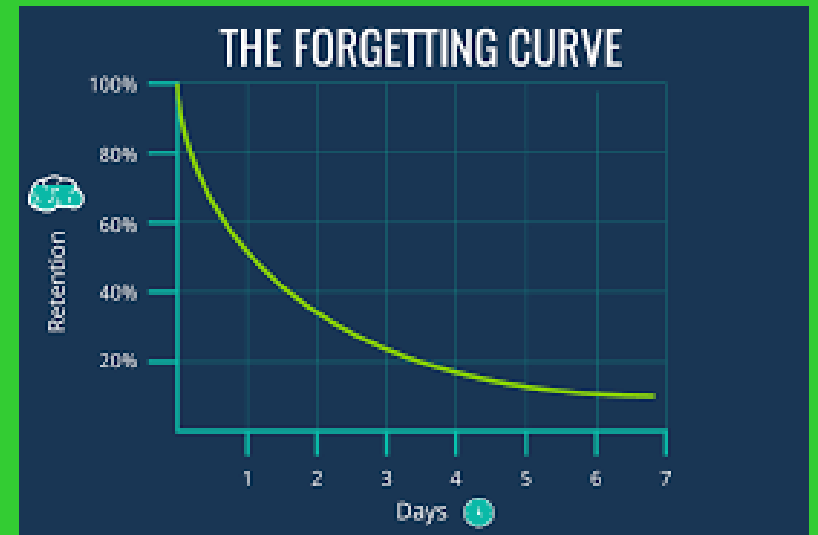
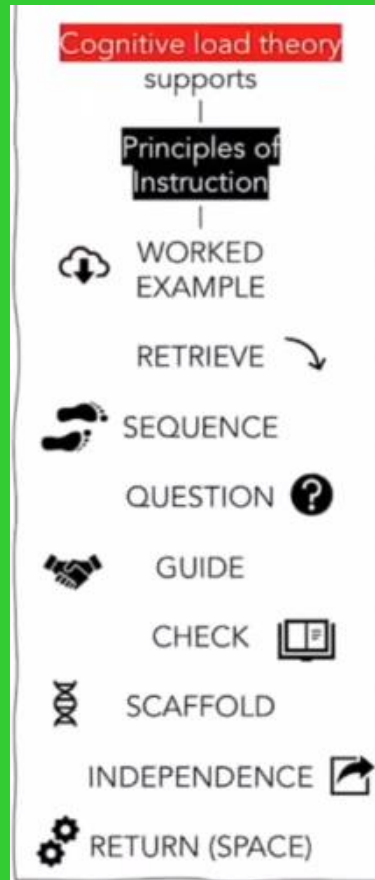
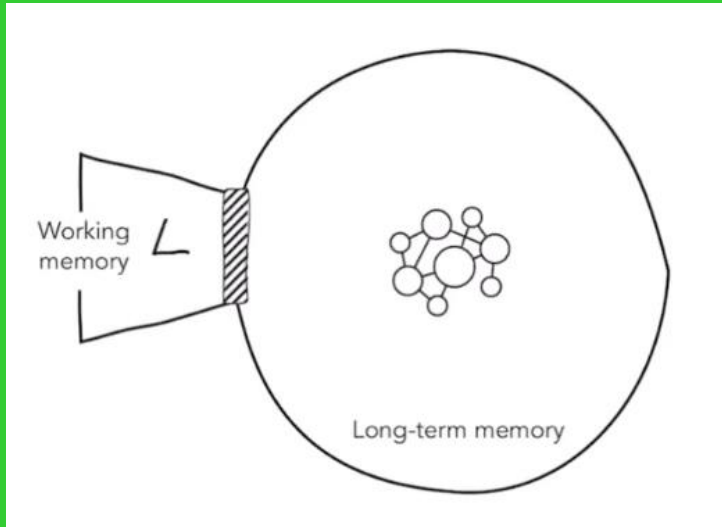


History

What research underpins our practice?

Three significant evidence-informed components underpin our ambition at Abbots Green: Sweller's cognitive load theory, Rosenshine's principles of instruction and Ebbinghaus' forgetting curve theory. These are recognised in the long-term teaching sequence, our teaching practice, and the tasks we set for children to think hard and thrive within.

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Curriculum Intent: Abbots Green's Curriculum: *Who and why?*

- PP 16.5% (National 22.8%)
- SEND 5.2% (National 14.8%)
- EAL 8.9% (National 21.2%)



Poor working memory and ability to recall

Limited aspirations and expectations



A range of vocabulary/experiences



Positive learning behaviours

Fast paced lives



- Social isolation
- Resource rich families
- Lack of quality interaction

Suffolk bubble

A growing school creates gaps against learning



Military
New joiners

Superficial understanding



Challenge our pupils to apply and broaden their knowledge of the world



Strong parental engagement



INTENT

History

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History Long Term Plan 2021-2022						
Year	Autumn		Spring		Summer	
1	Changes within living memory	Revisit: Changes within living memory	Lives of significant individuals; Mary Anning and David Attenborough	Revisit: Lives of significant individuals	Lives of significant individuals; Neil Armstrong, Mae Jemison and Tim Peake	Revisit: Lives of significant individuals
2		Events beyond living memory – Great Fire of London	Revisit: Great fire of London	Revisit: Significant individuals		Local Study – Bury St Edmunds
			Significant individuals – Mary Seacole/ Florence Nightingale			Revisit: Local Study
3	Stone Age to Iron Age		Revisit: Stone Age to Iron Age		Revisit: Ancient Civilisations - Egyptians	Ancient Civilisation: Ancient Sumer
			Ancient Civilisations – Egyptians			
4	Romans		Revisit: Romans	Anglo Saxons and Scots	Revisit: Anglo Saxons and Scots	Local Study – Rougham airfield
5	Ancient Greece	Revisit: Ancient Greece	Viking and Anglo-Saxon Struggle for The Kingdom of England	Viking and Anglo-Saxon Struggle for The Kingdom of England	Revisit: Viking and Anglo-Saxon Struggle	The Windrush Generation
6	Battle of Britain		Revisit: Battle of Britain		Revisit: Mayans	Five Monarchs through Time
			Mayans			Revisit: Monarchs

Early Years



In Early Years, children are encouraged to become historians. Children’s understanding of the world is developed by being encouraged to explore, investigate and manipulate objects. With following the Early Years Framework and our curriculum having been designed carefully, children are able to make sense of the world and community around them.

EYFS Vocabulary to Communicate Historically		
	Evergreen Nursery	Reception
	old new a long time ago today family I had ...	when I was picture photograph very old before after yesterday same/different artefact



INTENT

Reception Curriculum Coverage Grid Autumn 1 /2 History	Circle time- Talk about their holiday photograph from the past	Circle time – talk about their last birthday	Circle time – how did you feel when you started school? How do you feel now?	Circle time – when have you felt sad? What made you feel happy again?	Bonfire night story (simplified)
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History

Transition from Early Years to Year 1

Reception Early Learning Goals Understanding the world History	<p>Past and Present , children will</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.
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Reception Curriculum Coverage Grid Autumn 1 /2 History	Circle time- Talk about their holiday photograph from the past	Circle time – talk about their last birthday	Circle time – how did you feel when you started school? How do you feel now?	Circle time – when have you felt sad? What made you feel happy again?	Bonfire night story (simplified)
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INTENT

Year	Autumn	
1	Changes within living memory	Revisit: Changes within living memory

History

Transition from Early Years to Year 1

INTENT

Chronological Understanding

I can talk about significant events in my own experience.
 I can talk about past and present events in my own life.
 I can talk about a past event in the correct order
 I can compare modern and old objects.
 I know my life is different from the lives of people in the past.
 I begin to show understanding of time

Chronology



- Use timelines to order events
- Create timelines to show different periods of time.
- Know about changes within their living memory and the past.
- Recall and associate dates and periods of time.

Range and depth of historical knowledge

An overview of world history

I can talk about past and present experiences in my own life.
 I can talk about a past experience in the correct order.
 I have begun to understand how things change over time.
 I am beginning to understand the passage of time.
 I can recall some simple facts.
 I can put events or objects in order.
 I can give one cause of an event.



Connect history through time

- Describe events through time and make connections to the past.
- Compare and contrast the ideas, beliefs and the way people lived through time.

Historical enquiry

I can ask questions about why things happen and give explanations.
 I can talk about differences between old black and white photos and colour photos of the present day.
 I begin to make accurate comparisons between modern and old objects.

Use evidence to explain the past

- Ask relevant questions about the period of time studied.
- Describe what they notice about the study.
- Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.



Investigation and Interpretations of history

I can talk about photographs in my family book.
 I can ask questions about why things happen and give explanations.
 I can look at or touch objects from the past and comment on its appearance.
 I can look at the differences between 'long ago' and 'now'.
 I may be able to give you my own view on why something happened in the past or how I know.



INTENT

Below is a grid which highlights how our curriculum delivers the National Curriculum by introducing the module and revisiting it too. Revisiting a module is part of spaced retrieval practice which enables pupils to deepen their understanding and embed their learning.

History National Curriculum Expectations KS1	Year 1			Year 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Introduce	Revisit				
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]				Introduce	Revisit	
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]		Introduce	Introduce		Introduce	Revisit
		Revisit	Revisit			
significant historical events, people and places in their own locality.						Introduce
						Revisit

History

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History National Curriculum Expectations KS2	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes in Britain from the Stone Age to the Iron Age	Introduce	Revisit				
the Roman Empire and its impact on Britain				Introduce	Revisit	
Britain's settlement by Anglo-Saxons and Scots					Introduce	Revisit
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a local history study						Introduce Revisit
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066						
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		Introduce	Revisit Introduce			
Ancient Greece – a study of Greek life and achievements and their influence on the western world						
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.						

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History National Curriculum Expectations KS2	Year 5			Year 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes in Britain from the Stone Age to the Iron Age						
the Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons and Scots						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Introduce	Revisit			
a local history study						
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			Introduce Revisit	Introduce	Revisit	Introduce
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China						
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Introduce	Revisit				
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.					Introduce	Revisit

History

Implementation









History

At Abbots Green, we ensure children's enquiry skills develop as well as their understanding by using a progression of skills grid for history. The progression of skills grid details how children can develop each enquiry strand for the Early Years Foundation Stage and each year group from years 1-6. The grid enables children to build upon a prior skill and improve it, whilst developing a new skill. Ultimately by Year 6, children will be able to answer a question using a particular enquiry strand, i.e.: to investigate and interpret the past.

IMPLEMENTATION

Subject concepts (skills)	
<p>The study of time – chronology</p> <ul style="list-style-type: none">place the period accurately on a timelinedescribe what the time period was likerelate to previous or other known periods of timeknow about the difference between BC (BCE) and AD (CE) 	<p>Evidence and enquiry</p> <ul style="list-style-type: none">know that evidence tells the story of an artefact or placeuse evidence to explain the past and place within the studied culturethink critically with evidencelook at cause and effectask questions and use what you know to answer them 

Connections
<ul style="list-style-type: none">know what was happening in Britain, Europe or world locations at the same timeCompare and contrast the technological and cultural advances of people or a civilisation 

Vocabulary
<ul style="list-style-type: none">use circa and c. as a historical termuse tier 2 vocabulary to enrich historical languageuse tier 3 vocabulary to deepen explanation and understandingfocus on contextual etymology, prefixes and idioms 

Understanding chronology

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places

Investigate and interpret the past using historical enquiry

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.



History

Our knowledge rich and vocabulary rich curriculum, and skills provision in the Early Years Foundation Stage strategically supports learning in Year 1 through careful mapping of content in both phases of the school. This is also the case throughout the school, where the modules have been mapped carefully to ensure children are continuously building upon prior knowledge and vocabulary. We use retrieval practice which enables pupils to revisit their learning regularly to ensure it is retained and embedded.

HISTORY **INTRODUCE** Year 1 Autumn Term
 Study changes within living memory

Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Previous learning: curriculum narrative

ELG: Understanding the world

<p>Past and Present Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>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</p> <p>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>
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HISTORY **Ancient Greece** Year 5 Autumn Term

Pupils should be taught about:

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Previous learning

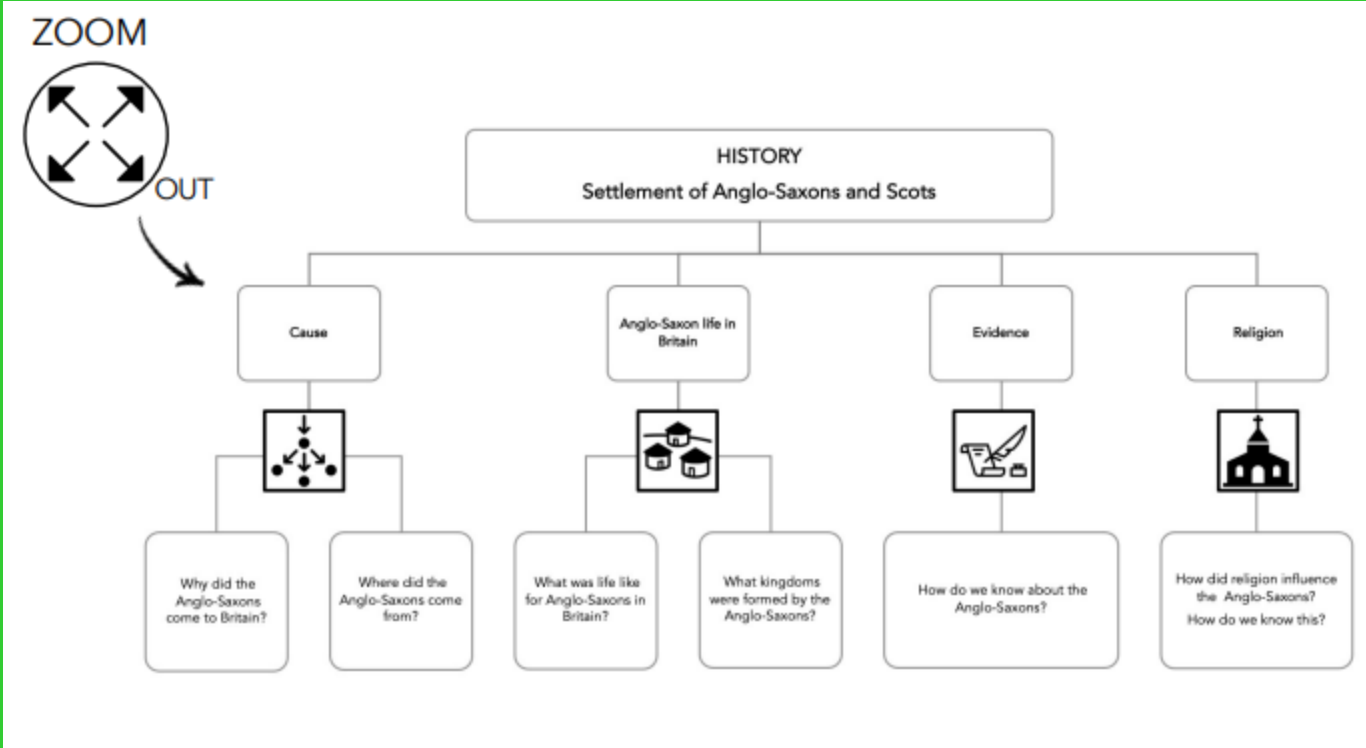
<p>Year 3 History Introduce Rome and the impact on Britain</p>	<p>Year 4 History Anglo-Saxons and Vikings</p>	<p>Year 4 History Ancient Egyptians</p>	<p>Year 4 Geography Latitude and Longitude</p>
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History

The Big Ideas

At Abbots Green, the children understand their learning sequence within a module through utilising the big ideas document for each module. These have been created as a child-friendly medium term plan. Children are able to recognise and articulate how



IMPLEMENTATION



History

IMPLEMENTATION

Teachers use knowledge notes for individual lessons to introduce new subject specific vocabulary that is useful within a particular lesson. A knowledge note reduces the split-attention effect and keeps the foundational knowledge in an accessible location. They are positioned on the left-hand side of a page for KS2, however, can be positioned on the right side of a page to support left-handed pupils. In KS1 they are positioned across the top of the page. Knowledge notes are printed on green, making it easier to identify and access. We use the noun project to support dual coding. This ensures the resources are SEN friendly too.





IMPLEMENTATION

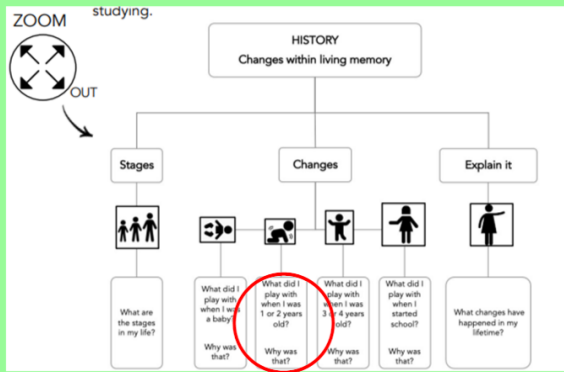
History

Across Years 1-6, lesson inputs follow a mirrored structure.

1. Recapping the big idea to ensure children understand the learning sequence.
2. Retrieval question
3. Knowledge note and focus of historical skill.
4. Vocabulary focus and vocabulary task.

1

Which learning question is our focus for today?



2

Retrieval question: what would a baby have as a toy?	
ball pit	car
cuddly toy	building bricks

3

W/B: 18th October 2021 **What did I play with as a baby and when I was 1 and 2?**

<p>1 or 2 years old young human toddlers learning to crawl, walk and explore</p>	<p>push and pull drop throw</p>	<p>physical toys ride on climb on</p>	<p>shape size colour</p>
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What historical skill are we focusing on?

4

Vocabulary...

Construction: making or building something

<p>Draw </p>	<p>Word</p> <p>construction</p>
<p>Unwrap </p>	<p>Sentence</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

History

During the teaching of History, every classroom has a history display to showcase children's work but also acts as a working wall. It stands as a platform for children to refer to the subject specific vocabulary (tier 2 and tier 3 vocabulary) and even a large scale timeline, which has the previous topic learnt signposted too, as this develops their understanding of chronology further. To enhance the children's development of becoming historians, we provide them with exciting opportunities from our Abbots 50.

IMPLEMENTATION



Year group	History
Reception	
1	
2	Meet emergency services
3	Experience a day in the life of a person from the past
4	
5	Experience a day in the life of a person from the past
6	To visit a museum



History

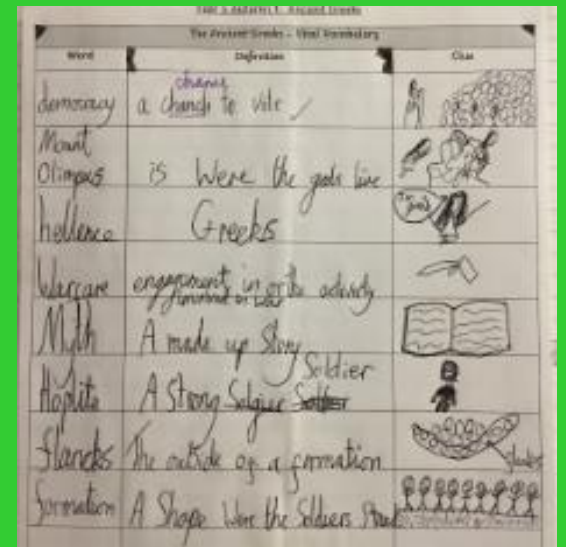
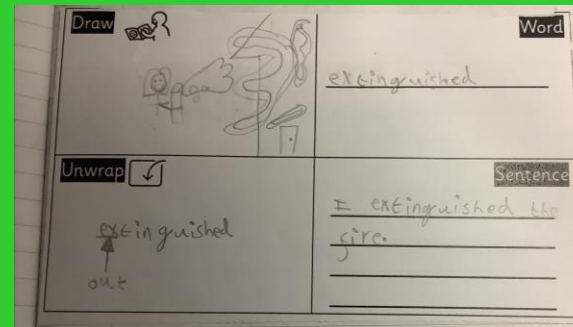
Reading

In our history curriculum, we believe children should be exposed to high quality texts to support learning and allow children to develop skills in accessing information from a range of sources. We use Curriculum Visions to ensure our subject content has supporting materials that can be accessed at school and home. Furthermore, vocabulary plays a significant role within our history curriculum. Subject specific vocabulary (tier 3 words) is incorporated into each module and explicitly taught throughout the sequence of lessons. Children are encouraged to become reflective and independent learners by creating their own 'Vital Vocabulary' sheets allowing them to create their own bank of vocabulary acquired. These are dual coded allowing them to be SEN friendly but also support our visual learners.



IMPLEMENTATION

Tier 2 multiple meaning or high frequency		Tier 3 subject specific	
legacy	the result of your actions	fossil	rock that holds remains of creatures that lived millions of years ago
inspire	someone who makes you want to do something	documentary	factual film or television programme
revealed	show others something they didn't know	significant	worth paying attention to
explore	travel through unknown places	naturalist	person who studies animals and plants
similar	having some of the same qualities	expedition	a journey of exploration



History

Oracy

Oracy is promoted as children are encouraged to speak using full sentences and incorporate their historic specific vocabulary when talking. This is modelled by adults using my turn, your turn.

L.O. Why was rationing introduced in 1940?

Should rationing have been introduced during Covid-19?

For

Against

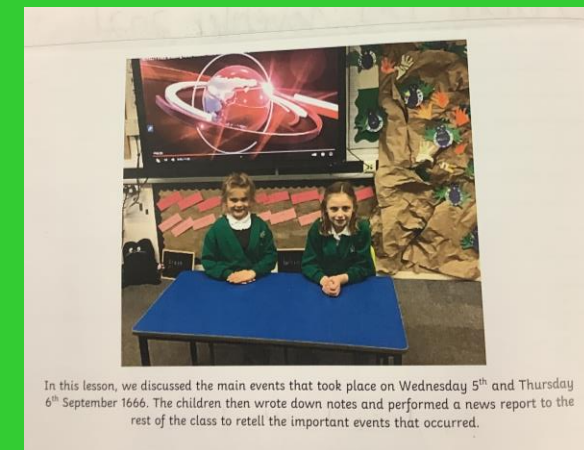


The Year 6's had a class debate about whether rationing should have been introduced during Covid-19. They were expected to use and apply their knowledge and vocabulary to justify their ideas. An example was modelled first.

The Year 2's gave a news report to retell the key events of the Great Fire of London in chronological order.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.





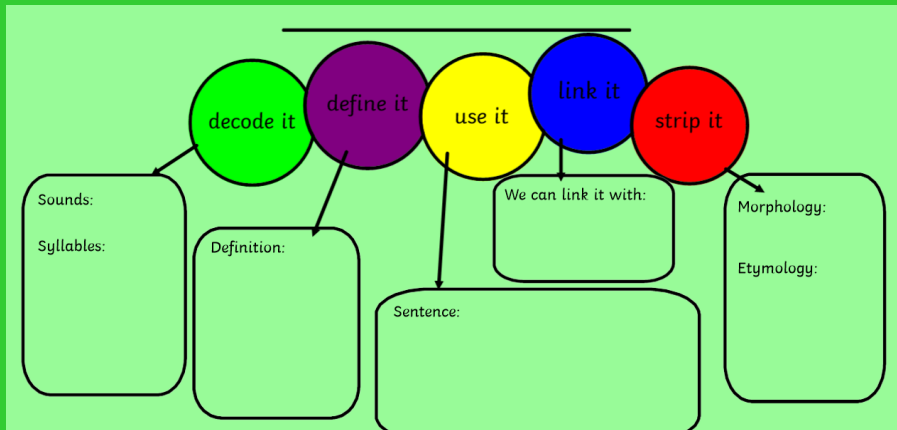
History

Continuous Professional Development

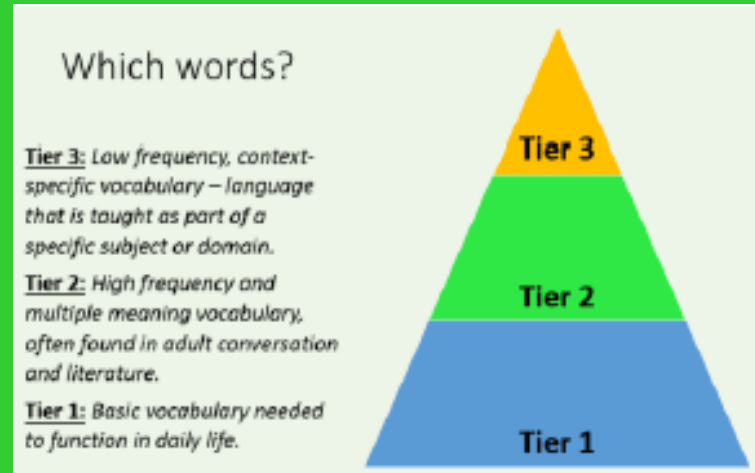
All staff have undergone CPD in Sweller’s cognitive load theory and split attention affect and Rosenshine’s principles of instruction. Staff have also received CPD in planning and the use of resources within a history lesson which has supported the development of a modular wider curriculum. Furthermore, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and the importance of vocabulary – including etymology and morphology of words. As part of this training, we looked at ways we can explicitly teach and link vocabulary using word maps or word paths.

Teachers are encouraged to develop their subject knowledge using Curriculum Visions, training of which the trust provide and recommended history materials.

IMPLEMENTATION



5 phase approach to teaching vocabulary.



History

Impact





History

Quizzing

At Abbots Green, we use cumulative quizzing as an assessment tool which allows children to demonstrate their excellent subject knowledge and understanding as well as applying the vocabulary acquired. It also ensures knowledge is retained and embedded. Teachers use this quizzing to identify misconceptions, which are then addressed in the next history lesson. At the beginning of each lesson, the children answer a quiz question based on the learning from the previous lesson; this is paired with a verbal quiz of previously answered questions to embed knowledge and understanding.

In KS2, when the children reach the end of a learning module, they complete the quiz again, answering all the questions without using their book to refer to. This acts as an end of unit quiz which is collated and analysed to inform future planning of the revisit lessons. This ensures misconceptions are discussed and allows knowledge to be stored in the long-term memory.

Year 6 Battle of Britain Quiz			
	1. When did Britain declare war on Germany?		
	3 rd September 1939		
	3 rd September 1940		
	3 rd September 1941		
	2. Hitler was ... (Choose 2)		
	a leader of the Nazi party		
	a prime minister		
	a dictator		
	3. What does Blitzkrieg mean?		
	Starting and fighting		
	Fast and war		
	Lightning and war		
	4. Why was rationing introduced? (Choose 2)		
	Germany was attacking supply ships coming to Britain.		
	To share food and goods fairly amongst people.		
	To give more food to soldiers.		
	5. Why were people evacuated?		
	To make space in the cities.		
	To move people away from cities because they weren't as healthy.		
	To protect the vulnerable from the threat of German bombing.		
	6. Who was evacuated?		
	Children, old men and women.		
	Children, mothers with babies and the ill.		
	Children, women and the ill.		
	7. What was the name of Hitler's invasion plan on Britain?		
	Operation Sea Gull		
	Operation Sea Lord		
	Operation Sea Lion		
	8. When did the Battle of Britain start?		
	September 1939 - when France was defeated		
	7 th September 1940 - when the Blitz began		
	10 th July 1940 - as the Luftwaffe attacked the British ships in the English Channel		
	9. When did the Battle of Britain end?		
	31 st October 1940 - the last daylight bombing raid by the Germans		
	17 th September 1940 - when Hitler postponed Operation Sea Lion		
	24 th August 1940 - when German bombers hit houses in London		
	10. How did civilians in British cities protect themselves from aerial bombing? (Choose 2)		
	Shone torches into the sky to spot aeroplanes		
	They built air raid shelters - called Anderson shelters		
	Used the tube stations under the ground as a safe place to shelter		

Quiz question:

How did Mary Seacole learn about herbal remedies?

- a) from school
- b) she taught herself
- c) from her mother

History

Assessment

At Abbots Green, we use class assessment grids to highlight the children that need support and the children that are working above expectations. The assessment grids detail the sequence of learning and allow teachers to map out the historical skills across the unit.

IMPACT

Year 2 History Assessment – Autumn Term - Module Title Great fire of London

Lessons	Use evidence and sources	Chronology	World history	Communicate historically	Support	Stand out
1. Where is London? When was the Great Fire of London?			X		Y.S R.M K.H J.G B.P L.S	H.H A.D J.G R.T H.E <u>A.R</u>
2. How did the fire start? Why did it spread so quickly?	X				Y.S R.M K.H J.G B.P L.S	H.H A.D J.G R.T H.E <u>A.R</u>
3. Where did the fire spread to? (Monday/Tuesday)		X			Y.S R.M K.H J.G B.P L.S	H.H A.D J.G R.T H.E <u>A.R</u>
4. Where did the fire spread to? (Wednesday/Thursday)		X			Y.S R.M K.H J.G B.P L.S	H.H A.D J.G R.T H.E <u>A.R</u>
5. How do we know about the Great Fire of London?	X				Y.S R.M K.H J.G B.P L.S	H.H A.D J.G R.T H.E <u>A.R</u>
6. What effect did the fire have on London?				X	Y.S R.M K.H	H.H A.D J.G

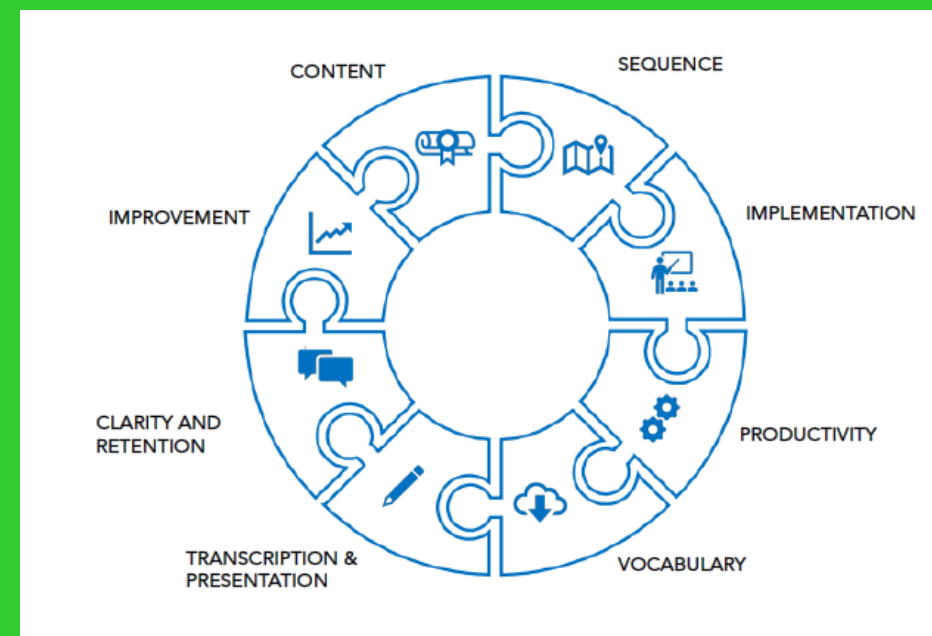
History

Pupil book study

Pupil book study allow us to evaluate and improve teaching and learning through using pupil dialogue and their books. It provides an opportunity for children to share their knowledge by talking through the journey of their learning. Also, it acts as a CPD tool allowing staff to see where good practice is.

IMPACT

Date: 27th April 2021 Study: History Class: Teacher: Lucie Paterson		Helping		Hindering		Actions to be reviewed on (date)
		Strong	Developing plus	Developing minus	Limitation	
STRUCTURE	Content and knowledge		X			Children had strong understanding of vital vocabulary and knowledge of the unit overall. Teaching sequence follows Alex's. Cross-curricular links were strong to science and geography.
	Teaching Sequence	X				Children were effectively using knowledge notes and understood how these helped them with their independent work.
	Vocabulary		X			Lessons are cumulative and are not just an event the children move on from.
PARTICIPATION	Explanation and Modelling		X			Children do not copy from the board they use their knowledge note to retrieve information for intendent work.
	Tasks			X		Children had a quiz question to answer at the beginning of every lesson and understood why they did this.
	Questioning and Retrieval		X			
	Feedback			X		





History

Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their historical development in both the indoor and outdoor learning environments.

IMPACT

Image

Observation Note

Ava chose to draw in the writing area. Ava told EYP 'I am drawing muddy puddles and water'. EYP asked 'why are you drawing muddy puddles? did you jump in any puddles this morning?'. Ava replied 'me and Daddy did'.

Statements

PD > Fine Motor 31 - 36 months

C&L > Speaking (I)

I can talk about past experiences in my immediate life.

Image

Observation Note

Oliver explored the emergency vehicles jigsaw with some other children. Oliver pretended the fire engine was coming to the rescue by driving it to assist a character from another puzzle" it's ok help is here".

Statements

P&E > Representing Experiences 31 - 36 months

I am beginning to show an interest in different occupations.

Image

Observation Note

During a circle time the teacher asked "Why do we celebrate Bonfire Night?" Noah said "cause Guy Fawkes wanted to blow up the King. Then Guy Fawkes died and the King said let's have firework night".

Statements

UTW > Past 6 Present 61 - 66 months

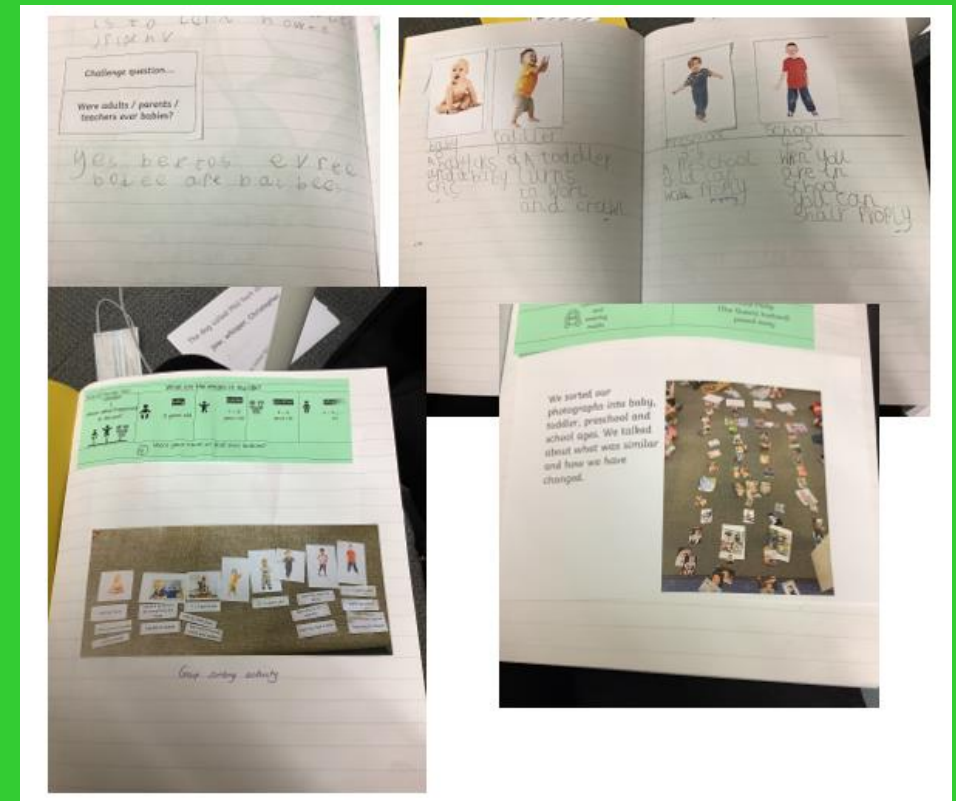
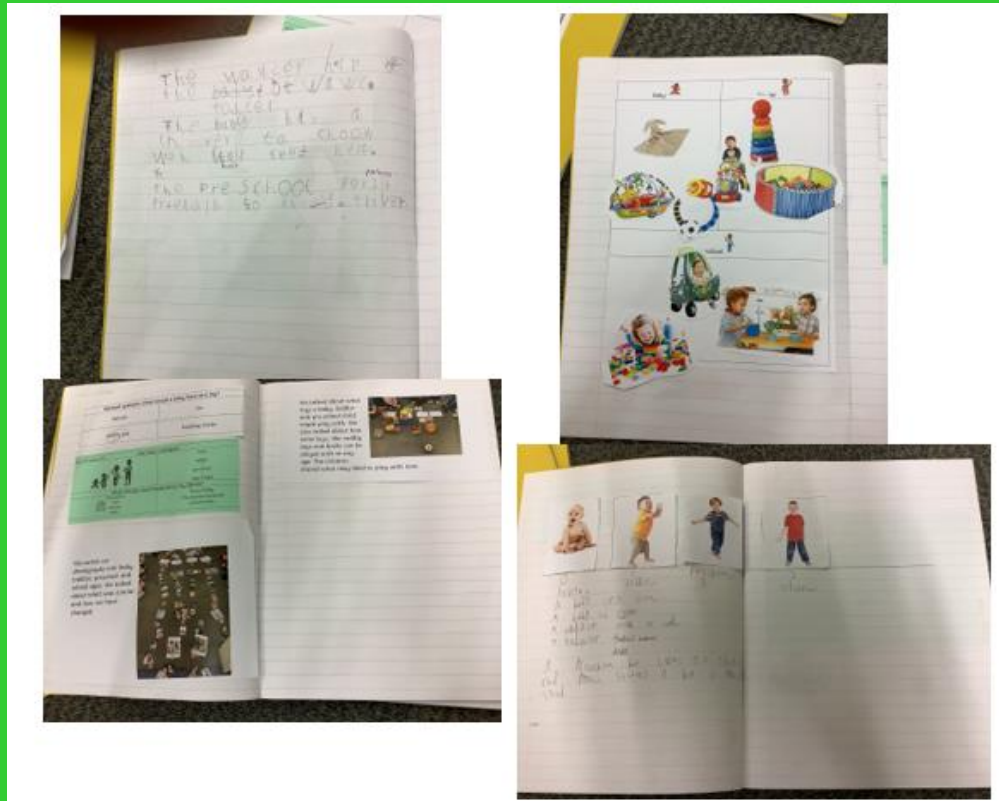
I can tell you about the past talking about the event in the correct order.

History

Year 1

Year 1 have been learning about change within living memory. They have looked at photographs of themselves to talk about what has changed about them. They have also looked at and sorted toys from different stages in their lives.

IMPACT



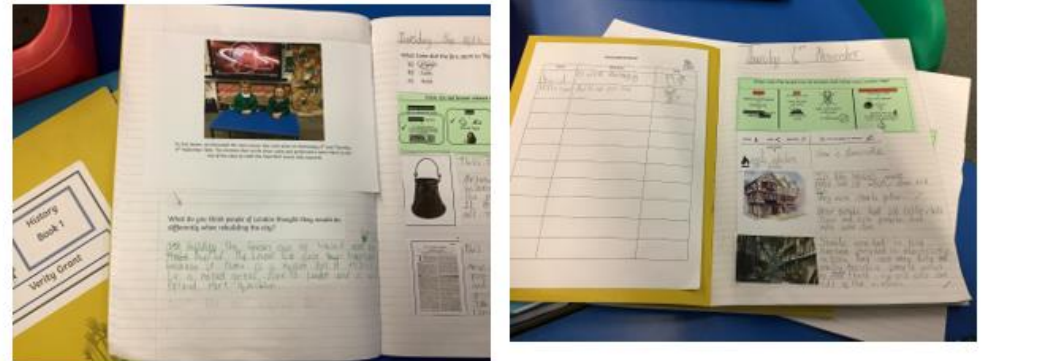
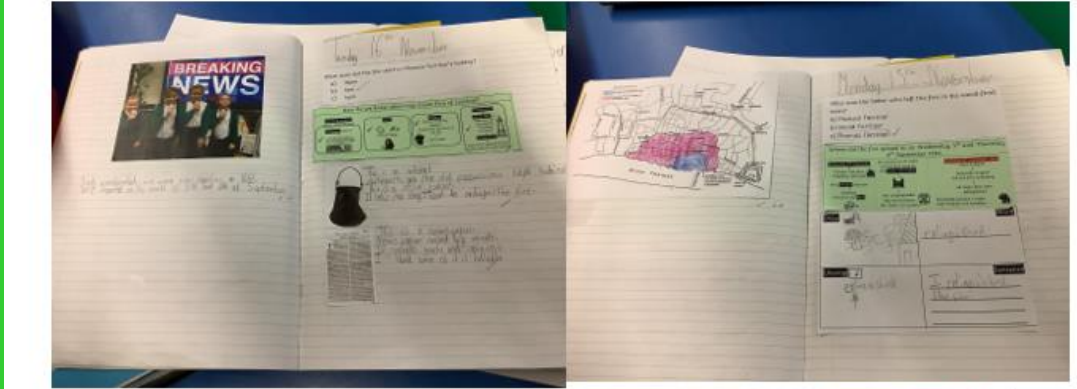
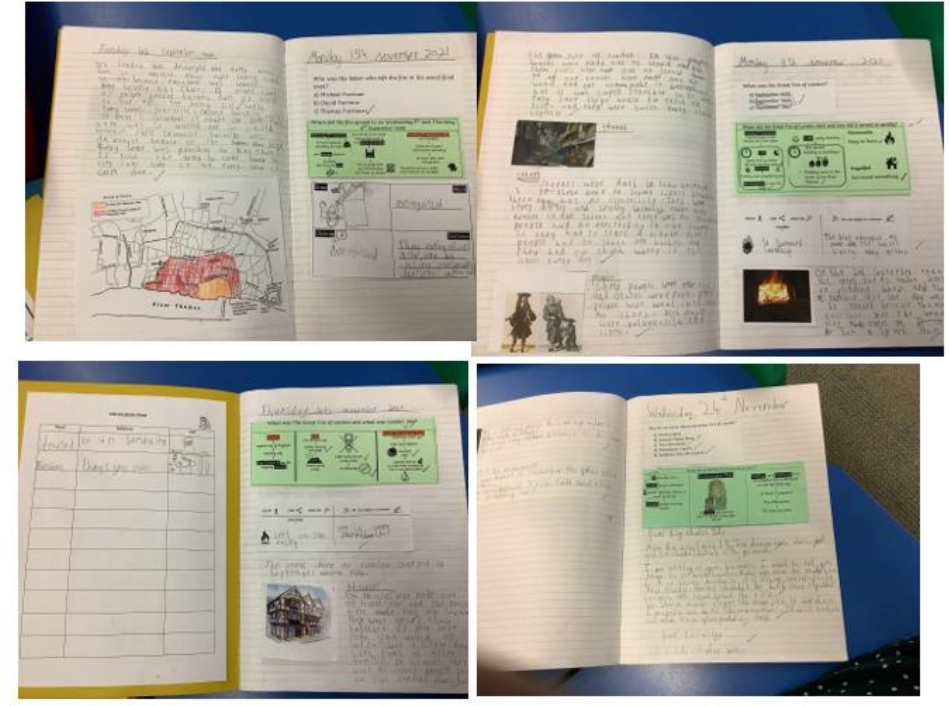


History

Year 2

Year 2 have been looking at significant events. They have used their map skills to help them plot where the Great Fire of London spread. They have shown their learning in a variety of ways, through a news report and writing a letter to King Charles II.

IMPACT

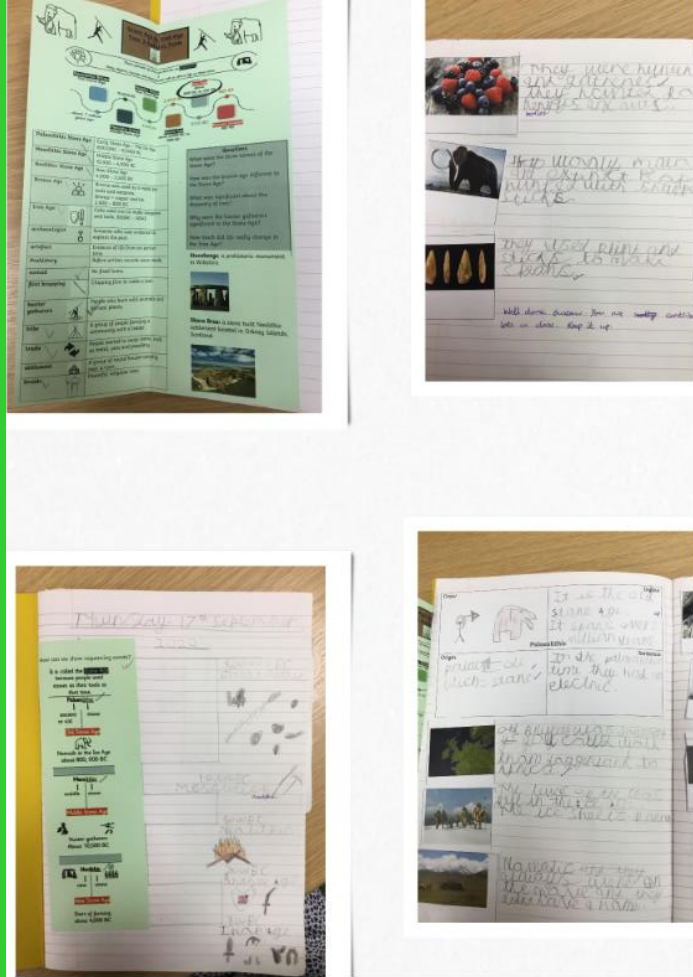


They even got to meet the local fire brigade.

History

Year 3

IMPACT



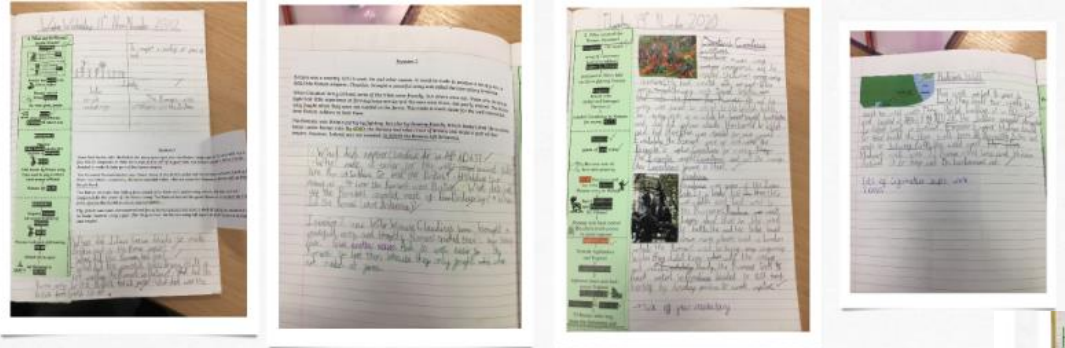
Year 3 have been learning about the changes between Stone Age and Iron Age. A caveman visit thoroughly engaged and hooked the children with this topic.

History

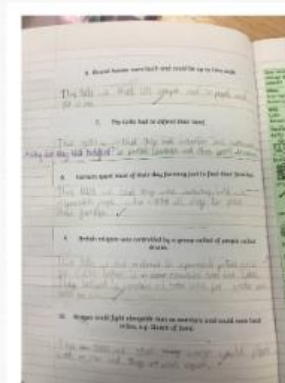
Year 4

Year 4 have been learning about the Romans and used their knowledge of the Iron Age to make connections between the two civilisations. Map skills were used to look at the expansion of the Roman Empire.

IMPACT



Year 4 used their D.T skills to make Roman catapults.

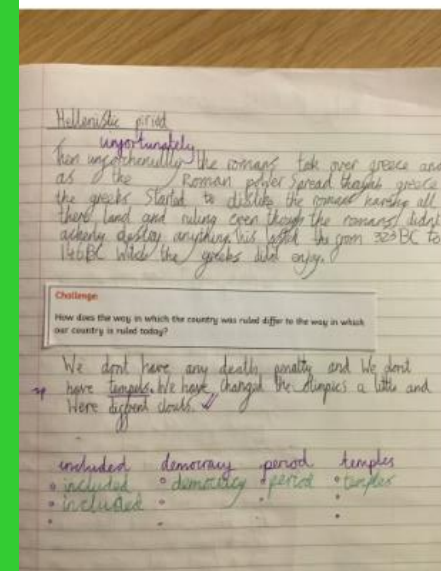
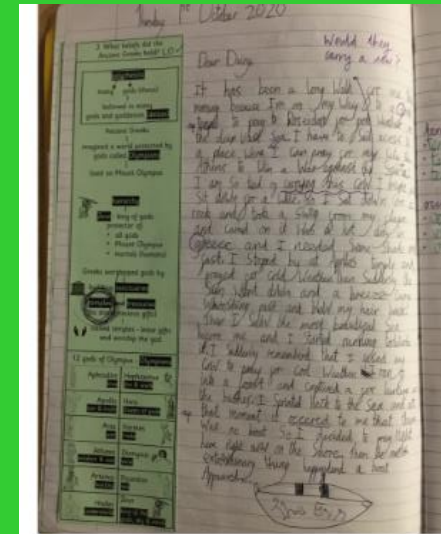
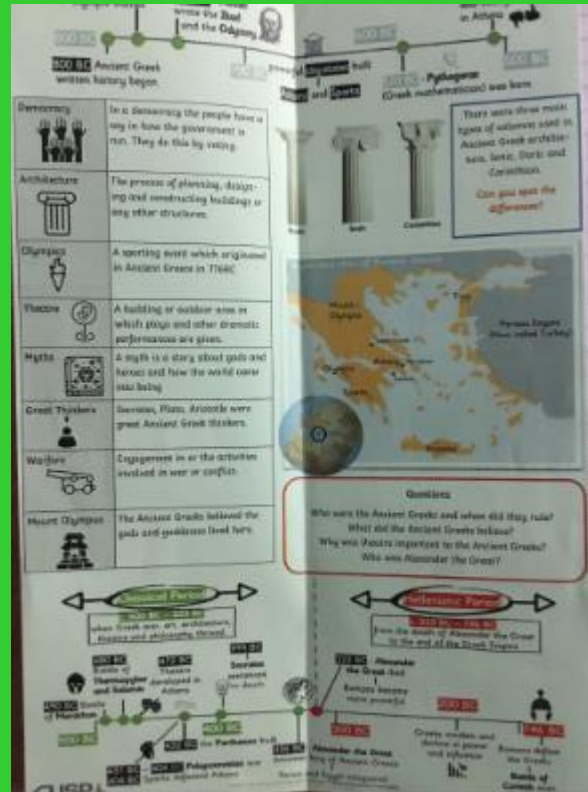


History

Year 5

IMPACT

Year 5 have been learning about the Ancient Greeks. They hosted a Greek day to further engage and immerse the children whereby children competed in Olympic races and even did some cooking.



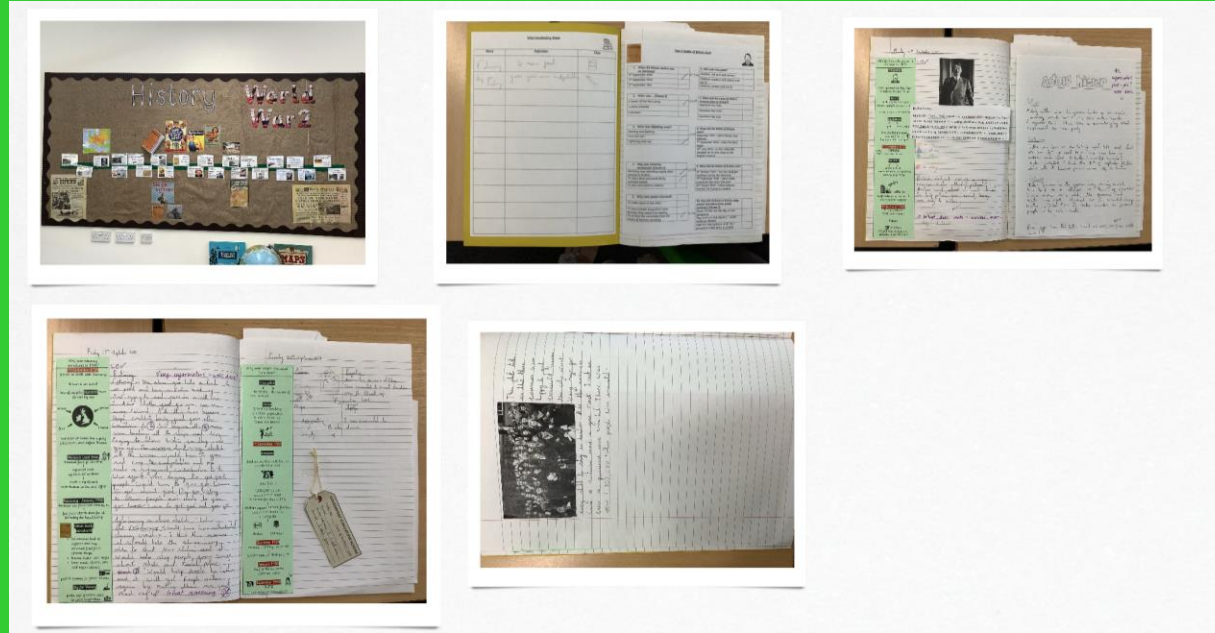
History

Year 6



Year 6 artwork linked to their learning.

IMPACT



Year 6 have been learning about the Battle of Britain which happened during WWII. They have used sources of evidence to explain the evacuation process. As part of their learning module, children have taken a trip to Duxford museum to further immerse themselves as historians.

