

History Recovery Plan

<p>EYFS Framework</p> <p><u>Communication and Language</u> ELG: Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Understanding the World</u> ELG: Past and Present Talk about the lives of 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 being read in class and storytelling.</p>

Subject Content:	
<p style="text-align: center;"><u>KS1</u></p> <ul style="list-style-type: none"> ● Changes Within Living memory ● Events Beyond Living Memory ● The Lives of significant people ● Local History: Significant Historical Events, People and Places 	<p style="text-align: center;"><u>KS2</u></p> <p>Chronology from the stone age to 1066 Chronology beyond 1066 Local Study Ancient Ancients (approx. 3000 years ago) Civilizations from 1000 years ago Ancient Greece</p>
National Curriculum Programmes of Study; Colour Coded Cross Referencing Key –	
<p style="text-align: center;"><u>KS1</u></p> <ul style="list-style-type: none"> ● Develop an awareness of the past ● Know where the people and events studied fit within a chronological framework ● Identify similarities and differences between ways of life in different periods ● Choose and use parts of stories and other sources to show understanding of key features of events ● Understand some of the ways in which we find out about the past and identify different ways in which it is presented 	<p style="text-align: center;"><u>KS2</u></p> <ul style="list-style-type: none"> ● Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* ● Note connections, contrasts and trends over time and develop appropriate use of historical terms* ● Address and devise historically valid questions about change, cause, similarity and difference and significance* ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information* ● Understand how knowledge of the past is constructed from a range of sources* <p><i>Where the identified knowledge/skill links to more than one NC requirement, the proceeding ** indicate the NC links.</i></p>

Year 1 2021-22				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (Week 5 & 6)	Spring 2 Week 1 and 2	Summer 2 Weeks 5, 6 and 7
	Topic	History of Hackney Subject Content: Local History: Significant Historical Events, People and Places Incorporating aspects of changes within living memory.	Space explorers - Apollo 11 Subject Content: Significant Individuals Recovered following 8 th March return to school.	Toys from the Past Subject Content: Changes within living memory (first generation)
<ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. 	Key Knowledge <ul style="list-style-type: none"> Hackney has changed over time, from prehistory to the present day, and historical sources, such as objects, photographs, drawings and maps, can help us to identify what Hackney was like during different time periods. Local transport has changed over time. Tudor houses have key recognisable features, and had similarities and differences to the houses we live in today (Sutton House in Hackney is a rare example of a red brick building from the Tudor period) Buildings, including our school, have changed over time... William Patten school was built in the Victorian era when education became available to all. Some original features (like the bell) remain Lots of Hackney was destroyed in World War II. The government invited people from all over the British Empire to settle in Britain and help rebuild the country, and do important jobs (e.g. working in the NHS).* Mary Wollstonecraft was a writer who wanted education for all and campaigned for equal rights. She opened a school for girls. * In 1948 a ship called the Empire Windrush arrived in London, from the Caribbean, with people coming to live and work in Britain. We call these people, and others from the Caribbean that came at a similar time, the Windrush generation. The Windrush generation have influenced Hackney (and British) culture, e.g. food and music. We celebrate the Windrush on Windrush day, and with sculptures such as Veronica Ryan's fruit sculpture outside Hackney Town Hall. Another local event with Caribbean roots is Hackney Carnival. Carnival happens every year and is known for its bright and colourful costumes, music and dancing. Other significant individuals from Hackney include Diane Abbot, William Patten, Joseph Jackson Fuller, and James Stephen. 	<ul style="list-style-type: none"> The Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969 and the astronauts were Neil Armstrong and Buzz Aldrin. They are American. The Moon landing was a result of the 'Space Race' between the USA and the USSR. To know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July. The first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs. Collins stayed in orbit around the moon in the command module. Sources help us to find out about the past and that these take different forms; eg photographs and film footage of the moon landing, written articles/films about and featuring the astronauts talking about their experience. Rock samples were also brought back to be studied. Primary sources are from the time of the event in history. Exploration has developed over time - from Christopher Columbus in the 15th Century to Roald Amundsen and Neil Armstrong in the 20th Century. There are similarities and differences between expedition items 50 and 500 years ago. Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir) 	<p>Compromised content:</p> <ul style="list-style-type: none"> Toys have changed over time. Historically, toys were made of wood and metal. Plastic had not been invented yet. In the present day many toys are made of plastic. In the past, toys with moving parts were generally mechanical. You had to move a part of the toy to make another part move.* Now we have electricity - Many modern toys are electrical and can move when you turn them on. 	
	Cross Curricular Links <ul style="list-style-type: none"> Geography (Autumn 1: Local Area) 	<ul style="list-style-type: none"> Literacy - report writing and asking questions D&T making rockets 	<ul style="list-style-type: none"> Science; Materials, circuits D & T; use of mechanics in the context of moving toys 	

KS1 Skills End Points: <ul style="list-style-type: none"> Can order historical artefacts and key events chronologically Can illicit information and draw conclusions from primary sources of history. Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era. Can articulate historical understanding verbally and through writing. Can compare related historical and modern objects and consider the influence of an historic event or change in history. 	Key Skills <ul style="list-style-type: none"> Develop knowledge of chronology by ordering photographs - making a timeline Deduce information from historical sources, particularly in relation to chronology **** To use different historical sources to discuss and explain what Hackney was like at different time periods. Compare photos of the past to those in the present in the same location - William Patten school*** Relate key events and happenings to a historical context (eg no education for the poor or for girls depending on the era) identify changes from the past, such as modes of transport, from historical photographs (primary sources) *** Find out about the Windrush generation by looking at sources e.g posters. 	<ul style="list-style-type: none"> Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources Chronologically order events from the Moon Landing Identify the achievements of key figures by reading secondary sources Sort expedition items that were used over 500 years ago from those that were used 50 years ago by Neil Armstrong, and to identify similarities and differences. Write a simple newspaper article about the moon landing using information from primary and secondary sources Begin to develop awareness of which of these are primary and secondary sources. Develop an awareness of the chronology of exploration 	<ul style="list-style-type: none"> Describe the characteristics of old toys Begin to distinguish between the past in living memory and beyond when putting toys in chronological order and when discussing toys of parents and grandparents. put up to 3 objects in chronological order. Speak about toys that belonged to their parents and grandparents. Use real historical toys to compare the properties of old and new toys.* Experience real and replica toys from the past (delivered to school and in the V&A Museum of Childhood) and also learn from second-hand sources about which toys existed in different times (e.g. interviewing parents and grandparents).* Identify old toys and new toys, and to explain some similarities and differences. 	
	School Context <ul style="list-style-type: none"> Visit to Sutton House, Homerton Visit to Abney Park Cemetery Children consider history of shops in their immediate locality and the school itself to understand that changes occur over time. 			<ul style="list-style-type: none"> Trip to design museum) / inflatable planetarium

Year 2					
KS1 Knowledge End Points: <ul style="list-style-type: none"> Knows that changes occur over time and to consider specific changes within a historical context. Understands that objects and events in history reflect the era in which they were made/occurred Recalls specific dates and individuals associated with an historical era Knows that a primary source of information was created at the time of the study and that a secondary source was created after it. 	Term	Autumn	Spring	Summer	
	Half Term Coverage	Autumn 1 Week 6 & 7 Autumn 2 Week 1	Spring 2 Week 1 and 2		Summer 2 Week 6
	Topic	Great Fire of London <i>Subject Content: Beyond Living Memory/significant historical events, people and places in own locality</i>		Mary Seacole & Florence Nightingale <i>Subject Content: Significant Individuals</i>	
	Key Knowledge	Recovery content: <ul style="list-style-type: none"> Children to understand the difference in building materials used in 1666 and in the present day. The great fire of London occurred centuries before the eras previously studied Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery) Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. Key historical facts and dates (2nd September 1666 and last for five days) The difference between historical sources e.g. primary and secondary sources and how to use these to gain information 	<p>Florence Nightingale a famous British nurse who lived from 1820-1910</p> <p>Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there.</p> <p>Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research)</p> <p>During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets</p> <p>Florence Nightingale influenced modern nursing and training in the medical profession</p> <p>1853-1856 and was cause by disagreements between Russia and the UK, France, Sardinia and the Ottoman Empire over the ownership of territories in the Ottoman Empire</p> <p>Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better.</p> <p>Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries.</p> <p>Women were not highly regarded in the medical profession at the time and this has changed over time</p> <p>Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer.</p> <p>Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. These skills were put to good use when many people in Kingston fell victim to a deadly disease called cholera.</p> <p>Mary wanted to help the British soldiers who were going to Russia to fight in the Crimean war and opened a "British Hotel" near to the battlefields with her loyal friend Thomas.</p> <p>Lots of nurses did invaluable work looking after the soldiers in the Crimean War, but Mary showed further bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.</p> <p>Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery</p> <p>Primary sources from the time include portraits of Florence Nightingale and drawings of her attending to soldiers in Scutari hospital and the conditions, extracts from her book 'Notes on Nursing' and the black and white photograph from her nursing school)</p> <p>We can learn from Secondary sources on the internet and from biographies and workshops.</p>	Recovery Content: <ul style="list-style-type: none"> In the past, moving parts were generally mechanical. You had to move a part of the mechanism to make another part move.* Now we have electricity (and engine batteries) - Many vehicles can 'move when you turn them on. To know that people had an ambition to fly a long time before it became possible (Daedalus and Icarus story from ancient Greece, Da Vinci's drawings of a helicopter and mechanical flying machines). Many early attempts to fly were unsuccessful. The hot air balloon was invented by Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight. The first manned hot air balloon flight too place in Paris, 1783. Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy 'helicopter'. The Wright brothers' first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903. Alliott Verdon Roe was the first Englishman to fly an all-British machine, with a triplane on Walthamstow Marshes in 1909. Bessie Coleman (1892 - 1926) was the first black woman in the world to earn a pilot's license. https://m.youtube.com/watch?v=Ar5i25rTLFs 	

	Cross Curricular Links	<ul style="list-style-type: none"> Literacy: Creative writing about the great fire of London/study of a diary and own related diary entries Science: Properties of materials 	<ul style="list-style-type: none"> Literacy: Writing a newspaper report about the Crimean War. 	<ul style="list-style-type: none"> Literacy (Drama): Role Play Geography: European Locations and North America DT: Mechanical inventions attempting to achieve a brief.
KS1 (Phase 1) Skills End Points: <ul style="list-style-type: none"> Can order historical artefacts and key events chronologically. Can illicit information and draw conclusions from primary sources of history. Can use secondary sources of history to find information to enhance knowledge and understanding of an historical era Can articulate historical understanding verbally and through writing. Can compare related historical and modern objects and consider the influence of an historic event or change in history. 	Key Skills	<ul style="list-style-type: none"> Compare primary and secondary sources Put historical events in chronological order Use secondary sources to find historical information Use creative writing skills to write about a key historical event Found out about the Great Fire by visiting a local historical landmark and hearing about the changes it caused Research using historical sources 	<ul style="list-style-type: none"> Compare present day nursing with nursing from the past Compare standards of hygiene in hospitals between the past and present Use primary and secondary sources to find out about the lives of Florence Nightingale and Mary Seacole Order events chronologically Use and interpret a timeline with greater accuracy Comment on the legacies of significant people in history and record key understanding 	<p>Recovery content: Children order three (or more) picture of flying vehicles/machines in chronological order.</p> <ul style="list-style-type: none"> Order the events of flight history onto a timeline. Identify and say some differences between the Wright flyer and a modern aeroplane.** Recall some key facts about the Wright brothers. Deduce and learn from primary historical sources (early film footage of documenting initial unsuccess of early flying machines)**** Act out the story of the Wright brothers' first aeroplane flight and think about how people may have reacted at the time.
	School Context			
	<ul style="list-style-type: none"> Visit St Paul's Cathedral to see artefacts from the original building and find out about the changes caused by the great fire of London. Ask and answer questions to/from a local historian Use of homework to discover more about the Great Fire in a local context 	<ul style="list-style-type: none"> Visit statue of Mary Seacole by St. Thomas' hospital Visit Florence Nightingale Museum in London Visit from Freshwater Theatre Company to William Patten 	<ul style="list-style-type: none"> In 1873, a 'DS Brown' of Stoke Newington gave a paper which considered in detail many aspects of aircraft design and manufacture . He suggested that steam power could be used in aviation! 	