

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>
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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 2019-20				
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 <i>Subject Content: Local History: Significant Historical Events, People and Places</i>	Space explorers - Apollo 11 <i>Subject Content: Significant Individuals</i>	Toys from the Past <i>Subject Content: Changes within living memory (first generation)</i>
<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	<p>Compromised content (would have been taught in the summer term in 2019 during school closure):</p> <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) 	<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. 	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"> Children deepen understanding of local community heritage through handling historical toys of own parents and grandparents. Visit to the Museum of Childhood Examine toys that children in the local area would have had (boxes provided by Hackney Museum). 		<ul style="list-style-type: none"> Trip to design museum) / inflatable planetarium

Year 2 2020-21				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 (Week 1 & 2)	Spring 2 (Week 1 and 2)	Summer 2 Week 7
<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. 	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> <i>Recovered following 8th March return to school.</i>	The History of Flight <i>Subject Content: Beyond Living Memory/Significant Individuals</i>
	Key Knowledge	<ul style="list-style-type: none"> 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 Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. 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) 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 Florence Nightingale influenced modern nursing and training in the medical profession 1853-1856 and was caused by disagreements between Russia and the UK, France, Sardinia and the Ottoman Empire over the ownership of territories in the Ottoman Empire Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better. Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries. Women were not highly regarded in the medical profession at the time and this has changed over time Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer. 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. 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. 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. Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery 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) We can learn from Secondary sources on the internet and from biographies and workshops.</p>	<ul style="list-style-type: none"> To know that people had an ambition to fly a long time before it became possible (Daedelus 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 took 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. Bessie Coleman (1892 - 1926) was the first black woman in the world to earn a pilot's license. https://m.youtube.com/watch?v=Ar5j25rTLFs

	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 	<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!

Year 3 2021-22					
Y3 and 4 (Phase 2) Knowledge End Points: <ul style="list-style-type: none"> Can name specific eras, peoples and individuals in British history and relate these to local and worldwide history Demonstrates an understanding of the chronology (including key dates) of the eras, figures and peoples studied. Makes connections between historical settings and contexts and to know how significant events within the eras studied had an impact on the future. Draws from historical sources and relevant information to makes connections between the past and is able to state aspects of the past, from the periods studied, that are relateable to the present day. 	Term	Autumn	Spring	Summer	
	Half Term Coverage	Autumn 1 Week 2 and 3		Spring 2 Week 1 and 2	Summer 2
	Topic	Stone Age, Bronze Age, Iron Age Subject Content: Chronology from the stone age		The impact of WWII on the local area Subject Content: Local History	-
	Key Knowledge	<ul style="list-style-type: none"> The Stone age was a prehistoric era which occurred before the eras previously studied. It was called the Stone Age because it was dominated by stone tools.** It consisted of three different periods called Paleolithic, Mesolithic and Neolithic ** It lasted from 2.5 million years ago to approx 5 million years ago** Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming ** The way people lived (homes, diet) was influenced by natural materials ** Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc) ** The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). ** In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership. ** 	<p>Recovery content:</p> <ul style="list-style-type: none"> Ensure that children know some of the ways that Stoke Newington has changed over time, referring to old photographs and illustrations (before cameras were invented). Show children historical buildings in the borough that survived the war (eg Sutton House and William Patten School). Tell children that the school was first called Church Street School. William Patten was an author, scholar and government official. He rebuilt the old St Mary's Church and established a school there in 1563 and the school now named after him was built in the Victorian era when education became available to all. 	<ul style="list-style-type: none"> WWII is an aspect of 'Modern History' Germany invaded Poland September 1, 1939 Britain and France declared war on Germany (start of WWII) on September 3, 1939 Rationing was introduced across the UK in January 1940 Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance The Japanese attacked the US navy in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies. D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. Neville Chamberlain was UK Prime Minister from 1937-1940 Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) 	

			<ul style="list-style-type: none"> • Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 • To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. • To know and explain how and why local landmarks were targeted • Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences) • To gain knowledge of the experiences of children during the war and know that many children from London were evacuated • 90% of all able bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 2943. https://www.striking-women.org/module/women-and-work/world-war-ii-1939-1945 	
	Cross Curricular Links	<ul style="list-style-type: none"> • RE: Religious beliefs/customs (Stone Age burial) • Art: Create own cave painting • Literacy: Specific HLR Text chosen (Skara Brae) • Science: Rocks (in the context of Stone Henge) 	<ul style="list-style-type: none"> • Geography – maps (ordinance survey) / Local areas that were affected. (maps of bomb damage) • PSHE - families with grandparents in the war. (making connections to self) • WP Science - Edible Garden – nutrition / plants 	
<p>Y3 and 4 (Phase 2) Skills End Points:</p> <ul style="list-style-type: none"> • Can sequence key events from a significant era, showing chronological understanding of this era in relation to others. • Organises and selects relevant historical information from primary, secondary sources, including artefacts, to draw and convey conclusions in multiple forms • Can use a range of sources and understands how knowledge of the past has been constructed • Devises questions which demonstrate critical thinking and enable a secure and wider understanding of the era • Makes connections between different eras in history and between the past and present, using historical terms with increasing accuracy. 	Key Skills	<ul style="list-style-type: none"> • Ask questions about the past that can be investigated • Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits • Use a range of sources to carry out research • Used primary and secondary sources to suggest what the past might have been like • Use historical vocabulary to describe the periods • Identify and describe reasons for and results of changes in the periods • Identified how natural materials available influenced changes • Compared life in different time periods (e.g. stone age and modern man) 	<p>Recovery content:</p> <ul style="list-style-type: none"> • Children compare bomb damage maps to maps of the same area before the war, as studying photographs of the damage that was caused to buildings that didn't survive as a result. • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources from heritage project - film clips and interviews of people involved in WW2. • Discuss the sequence of events. leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today. • Write a letter of diary entry from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Present findings from secondary sources guided by their written pieces; perform a sketch portraying the life of an evacuee. • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees using primary sources from the heritage project such as : film clips and interviews of people involved in WW2. • Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary (videos of the time, Anne Frank's diary) and secondary sources (pictures and diagrams of objects and things used in WW2 eg ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war. (evacuees) 	
School Context				
	<ul style="list-style-type: none"> • What might Stoke Newington/London have looked like during the Stone Age? • How have recent inventions/discoveries influenced the way we live our lives today? 		<ul style="list-style-type: none"> • William Patten log books of evacuees • Local areas that were affected. (maps of bomb damage) • Families with grandparents in the war. (making connections to self) • Trip to St Paul's Cathedral focussing on bomb damage 	