



Hurray for Huddersfield!

In this Unit, children study and explore recent History and the changes in living memory. They start to develop their awareness of the past and use common words and phrases linked to the passing of time. Children should talk to parents and grandparents to find out about their memories and compare these with their own experiences. Children should learn how we find out about the past and the different ways the past can be represented. Children should be able to ask and answer questions as they explore evidence to show that they understand key features of events.

Later on children begin to study ways of life prior to their own lifetime. They use their awareness of the past and common words and phrases to talk about the passing of time over a longer period. Children should talk to people of an older generation to find out about their memories and compare these with their own experiences. Children should extend their learning of how we find out about the past and the different ways the past can be represented by exploring and comparing a range of sources and completing their own research. Children should be able to use these different sources and ask and answer questions as they explore evidence to develop their knowledge of local History during the past 70 years.

Finally, children study ways of life at a time significantly before their own lifetime. Children explore local History wider than their school and compare ways of life in this area with their own in the present. They use their awareness of the past and common words and phrases to talk about the passing of time over a much longer period. Children should apply their learning of how we find out about the past and the different ways the past can be represented by exploring and comparing a range of sources and completing their own research. Children should be able to use these different sources and ask and answer questions as they explore evidence to develop their knowledge of local History from the late 1700s.

Learning Sequence Reception

Hurray for Huddersfield!

Knowledge	Skills	Vocabulary
<p>Children will be able to talk about members of their immediate family and community.</p> <p>Children will be able to name and describe people who are familiar to them.</p> <p>Children will be able to comment on images of familiar situations in the past</p> <p>Children will be able to draw information from a simple map.</p> <p>Children will become familiar with the address and location of their own school</p> <p>Children will understand that some places are special to members of their community.</p> <p>Children will develop an understanding of the past and present</p>	<p>Using photographs as a stimulus, be able to talk about people who are in their family and recall experiences they have had with people who are familiar to them.</p> <p>Ask questions and make comments about things shared by others about their family.</p> <p>Be able to identify different types of family.</p> <p>Be able to talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p> <p>Explain similarities and differences between stories, pictures, artefacts and accounts from the past.</p> <p>Using images of familiar situations in the past such as homes, schools and transport be able to talk about experiences that are familiar to them and how these differ in the past.</p> <p>Begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Be able to talk about the name of the road, and or village/town/city the school is located in.</p> <p>Be able to recognise simple features such as buildings, open space and roads on an ariel view of the school setting</p> <p>Be able to draw a simple map of a familiar place or story setting</p> <p>Be able to name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.</p>	<p>Family Community Familiar Similar Different Artefact School Home Past Before Now Event Environment Road Village Town City</p>

Learning Sequence Key Stage 1

Hurray for Huddersfield! Cycle 1

Knowledge	Skills	Vocabulary
<p>Children will talk about recent History and changes in their own living memory and be able to extend this to ways of life prior to their lifetime.</p> <p>Children should be able to use and apply appropriate phrases to talk about the passing of time.</p> <p>Children will find out how parents day as a child would be different to their own day now.</p> <p>Children will find out how their grandparents day as a child would different to their parents and their own day.</p> <p>Children will find out what things are different and what things have stayed the same from 1990 to now.</p> <p>Children will find out how life in Birdsedge has changed in the past 40 years.</p> <p>Children will learn what a source is and be able to discuss how reliable it is in finding out about the past.</p> <p>Children will learn how they ask and answer questions about what they have found out as they explore evidence to develop their local history knowledge.</p>	<p>Chronological Understanding Sequence events in their life. Represent events on a simplistic timeline through pictures and images. Match objects to people of different ages.</p> <p>Range and Depth of Historical Knowledge Recognise the difference between past and present in their own and others' lives. Know and recount episodes from stories about the past.</p> <p>Interpretations of History (Sources) Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Observe carefully simplistic sources e.g. photos/stories</p> <p>Historical Enquiry Find answers to simple questions about the past from sources of information e.g. artefacts.</p>	<p>Past Present Memory Long Ago Fact Time History Timeline Events Photographs Childhood Artefacts Fiction Factual Recount Chronological Investigate Explore Source Reliable Trustworthy Comparison</p>

Learning Sequence Key Stage 1

Hurray for Huddersfield! Cycle 2

Knowledge	Skills	Vocabulary
<p>Children will learn about ways of life prior to their own lifetime.</p> <p>Children should be able to talk about the passing of time over a longer period using appropriate words and phrases.</p> <p>Children will find out from older generations about their way of life earlier on and make a comparison with their own.</p> <p>Children will learn how a day as a child in the 1950s would be different to their day now.</p> <p>Children will learn what school life was like for a child at Birdsedge First School during the 1950s.</p> <p>Children will learn what things are different and what things have stayed the same from 1950 to now.</p> <p>Children will learn how life in Birdsedge has changed in the past 70 years.</p> <p>Children will know about the different ways the past can be represented by exploring and comparing different sources.</p> <p>Children should use their own research to find out about the period being studied.</p>	<p>Chronological Understanding Sequence artefacts closer together in time and check with a reference book. Sequence photographs etc. from different periods of their life. Order these photos on a timeline. Describe memories of key events in their lives.</p> <p>Range and Depth of Historical Knowledge Identify differences between ways of life at different times.</p> <p>Interpretations of History (Sources) Compare pictures or photographs of people or events in the past. Discuss reliability of photos/ accounts/stories.</p> <p>Historical Enquiry Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Source Reliable Trustworthy Comparison Artefacts Factual Memory Childhood Chronological Comparison Investigate Locality Reliable Sources Credible Chronological Order Observation Time period Sequence</p>

Learning Sequence Key Stage 2

Hurray for Huddersfield! Cycle 1

Knowledge	Skills	Vocabulary
<p>Children will learn about the History of Birdsedge and the significance of the Quaker development in the 1700s</p> <p>Children will learn about how the day of a child in the later 1700s – early 1800s is different to their own day now.</p> <p>Children will learn the features that are different and similar/the same between this period and now.</p>	<p>Chronological Understanding Children will be able to place events from the period studied on a time line. Children will be able to use terms related to the period and begin to date events</p> <p>Range and Depth of Historical Knowledge Children will be able to use evidence to reconstruct life in time studied. Children will be able to identify key features and events of time studied. Children will look for links and effects in time studied. Children will be able to offer a reasonable explanation for some events.</p> <p>Interpretation of History Children will build up experience of looking at range of different sources. Children will begin to evaluate the usefulness of different sources. Children will be able to use historical knowledge accurately.</p> <p>Historical Enquiry Children will use evidence to build up a picture of a past event. Children will choose relevant material to present a picture of one aspect of life in the past. Children will be able to ask a variety of questions. Children will be able to answer questions using accurate internet research.</p>	<p>Source Memory Locality Artefacts Factual Fiction Village Events Evidence Recount Photographs History Chronology Revolution Investigate Explore</p>

Learning Sequence Key Stage 2

Hurray for Huddersfield! Cycle 2

Knowledge	Skills	Vocabulary
<p>Children will learn about the industrial revolution and the impact on Birdsedge and wider Huddersfield during this time.</p> <p>Children will learn about the significance of the textile industry in nearby villages in Huddersfield and study a local mill</p> <p>Children will learn how life has changed in Birdsedge and the local area over the last 200 years.</p>	<p>Chronological Understanding Children will know and sequence key events of the time studied. Use relevant terms and period labels and use to create own timelines</p> <p>Range and Depth of Historical Knowledge Children will study different aspects of different people e.g. differences between men and women. Children will compare life in early and late 'times' studied. Children will compare an aspect of life with the same aspect in another period.</p> <p>Interpretations of History (Sources) Children will compare accounts of events from different sources – distinguish between fact or fiction Children will link sources and work out how conclusions were arrived at Children will consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Historical Enquiry Children will begin to identify primary and secondary sources. Children will select relevant sections of information. Children will use the internet for research with increasing confidence. Children will use a range of sources to find out about an aspect of time past. Children will compare and question the validity of a range of sources.</p>	<p>Source Memory Locality Artefacts Factual Fiction Village Events Evidence Recount Photographs History Chronology Revolution Investigate Explore</p>

