

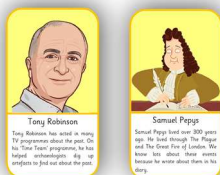
Learning question: How do brilliant historians order events from history chronologically?

Key language: past, present, future, decade, century, timeline, chronological

Sticky knowledge 1: Brilliant historians can name some key historical events and order chronologically



On children's tables, give them a range of pictures (attached) of people, buildings, transport from the past, present and future. Ask them to discuss and sort. Children may group in different ways – ask them to share how they sorted. Recap terms from Year One and group according to past, present future. Agree that in history we learn about people and events from the past.



Explain to children that we are going to be historians over the next 6 weeks and introduce two historians, explaining how they found out about the past. Explain that we are going to be finding out about the past and the history of our school in particular.



Before the lesson begins - Create a timeline on a roll of paper and label with 100 year intervals from 0 to today.

On the carpet, or down the middle of the classroom, set out the time line. Give children pictures of key events (including The Gunpowder Plot, World War 1, First Man on the Moon, 2012 Olympics, a picture from their time in Reception, a picture from the last few days) . Ask children if they know any of the key events (remind them about what they learnt in Year One) and help to place them in order on the timeline. (Explain that Christians believe Jesus was born over 2000 years ago and that this is taken as the year 0.) Initially, don't worry about the dates (just display 0 at the beginning and 2022 at the end), but whether they can put them in order. Briefly talk about the events and introduce the terms 'chronological' and 'time line'.



Give children pictures:

- The Gun Powder Plot
- World War 1
- First Man on the moon
- The 2012 Olympics
- A picture from children in Reception
- A picture from Year Two

Ask children to order them chronologically:

LA: Children to order pictures chronologically on a time line, matching and adding prepared sentences stickers

MA: Children to order pictures chronologically and complete sentences from given sentence starters e.g. *A century ago.... A decade ago... Two years ago.....*

HA: Add further sentences, several decades ag. Several centuries ago...

Explain that we are going to be brilliant historians and find out about the history of our school and answer the question 'What was Upton Infant School like in the past?'. To help answer this, we are going to create a museum for our school community to enjoy. Discuss how we could find out more about the history of the school, e.g.:E.g.

- photographs and newspaper cuttings of important events at the school
- school log books
- inspection reports
- books
- the internet
- past pupils and staff memories



Ask children what was the sticky knowledge from this session. Write on a lolly stick and place in the learning journey wallet on the working wall. Highlight sticky knowledge on knowledge organiser pink / yellow / green as appropriate.

Learning question: How do brilliant historians find out about the past?**Key language:** *primary evidence, secondary evidence, artefact***Sticky knowledge 2:** *Brilliant historians can describe ways that we can find out about the past*

Recap on learning from previous session.

Complete Quick Check 1: Labelling and ordering key events from history.

Take children on tour of school, look out for the following items:
architecture (old part of school / new part of school)

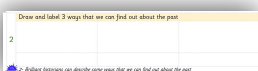
- plaques for new part of school
- plaque for first head teacher
- old photos of school in foyer
- log books
- history book of school (to be created – to provide secondary source of evidence)
- internet (add page on website – secondary source of evidence)
- peoples memories (from facebook, staff, Upton memories sheet)

Discuss and explain primary and secondary sources, and ensure terms 'living memory' and 'memories' are discussed.

(ideally create a book and internet page to provide secondary examples)

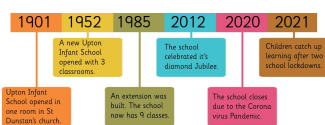
Children to work in mixed ability groups to write on post it notes what they have found out about the history of the school. Each group to add notes to an A3 poster (photocopy for each pupil's book). Create an anchor chart to record the key ideas.

Following this lesson, looking in the log book where it explains about burying a time capsule, explain that we are going to dig up the time capsule and take a look what is inside. Dig up as a year group and open to see what is inside.

Ask children what was the sticky knowledge from this session. Write on a lolly stick and place in the learning journey wallet on the working wall. Highlight sticky knowledge on knowledge organiser **pink** / **yellow** / **green** as appropriate.**Learning question: How do brilliant historians describe their local history?****Key language:** *past, living memory, primary evidence, secondary evidence, artefact***Sticky knowledge 3:** *Brilliant historians can describe key events from their local history*

Recap on learning from previous session.

Complete Quick Check 2: How we find out about the past

Look back over the artefacts and evidence from last week. Use evidence to find out about the school (from log books, photographs, plaques, memories etc.)
Use any evidence from the time capsule too.Agree what the key events in the life of the school were (see timeline on left).
On large timeline on carpet, place evidence and photos on a time line.Children to write notes about what they have found out adding to timeline.
Scaffolding: Provide title of each event, children put photo in box and match / add prepared text (or write sentence if possible).

Before next session, ask children to ask family members about memories of life in the 50s, 60s, 70s and 80s. What do they want to find out? What questions could they ask?

Ask children what was the sticky knowledge from this session. Write on a lolly stick and place in the learning journey wallet on the working wall. Highlight sticky knowledge on knowledge organiser **pink** / **yellow** / **green** as appropriate.

Learning question: How do brilliant historians compare the past and present?**Key language:** *decades, living memory***Sticky knowledge 4:** *Brilliant historians can compare life in the past with the present*

Recap on learning from previous session.

Complete Quick Check 3: Describing events from school's history



Children to feedback any memories from the questions they asked their relatives. Also, feed back memories of people who went to our school (and other schools). Compare life in the 50s / 60s / 70s / 80s / 90s with today – looking at school uniform / tv / cars / computers / blackboards & whiteboards / toys / food etc.

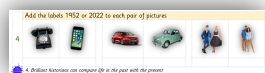
Children to sort and compare items from 1952 with items from today. Divide page into two parts and sort, add photos, drawings and labels.

Scaffolding – provide word bank with pictures to assist.



Ask children what was the sticky knowledge from this session. Write on a lolly stick and place in the learning journey wallet on the working wall.

Highlight sticky knowledge on knowledge organiser **pink** / **yellow** / **green** as appropriate.

Learning question: How do brilliant historians use their knowledge about the past?**Key language:**

Recap on learning from previous session. Complete Quick Check 4: Comparing the past with the present

Recap what we have learned about our school and the 1950s over the last few weeks.

As a class, plan a 1952 party, thinking about music / food / games / toys etc. Research any areas that need further consideration.

Children to create a poster or invitation for a 1952 party including the details discussed.

Learning question: How do brilliant historians use historical vocabulary to describe historical events?**Key language:** *decade / century / time line / past / primary / secondary / chronological / living memory***Sticky knowledge 5:** *Brilliant historians can use historical vocabulary to describe the past*

Recap previous learning. Complete Quick Check 5: Using historical language



Children to create a leaflet describing the history of the school (A4 divided into 3rds, with a page for e.g. title, timeline, log books, memories, schools then and now, log books)

Use key terms: decade / century / time line / past / primary / secondary / chronological / memories / living memory – provide word bank and explain they have to use as many terms as possible.

Topic finish - Have a 1952 party following ideas from previous week.

Invite some guests of honour to the party (former teachers, former pupils)

Consider music / clothes / food / toys / games (hop scotch / tiddly winks / snakes and ladders). Finish by burying the old time capsule, together with a new one – ask children what should we put in this to reflect life at school today?



Ask children what was the sticky knowledge from this session. Write on a lolly stick and place in the learning journey wallet on the working wall.

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