



# History

## Acorns (Y1 and 2)

**Change Over Time with our Grandfriend :** the acorns learn about changes over time with their half termly Grandfriends visits. These have been introduced following a visit to an intergenerational nursery. The afternoon is about intergenerational play with the Grandfriends playing with the acorns. Each term there is a focus and we ask Grandfriends to bring in photos or things from when they were younger. The themes currently include: hobbies, toys, holidays, school, fashion and favourite foods. During the afternoon children and their Grandfriends stop for a cuppa and a sweet treat (served by the ethos leaders) In the spring term there is a little more indepth exploration to ensure all children fully understand how things change over time and have a good understanding of past, present and future. We have also introduced a whole class Grandfriend journey to celebrate our time together.

**Famous People:** In Year 2 the children begin to explore famous people, initially this is led by an adult with the children working towards researching a famous person of their choice. Through this unit children begin to explore the influence humans can have on their world and this will lead to a discussion about what influence they would like to have on a world. Research will include books (little people have big dreams) and online learning such as BBC so children understanding information can come from different sources. Providing children with a range of people to learn about who are remembered for the good they have done or the challenges they have overcome helps them to learn how to share their knowledge with others (not everybody is learning about the same person) and to understand what the difference between someone who has achieved something of worth and someone who has become an influencer by number of likes and follows.

### **Famous Event:**

As we looked to extend our children's understanding of humanity beyond our immediate environment, we explored Windrush as a famous event inspired by Floella Benjamin's book coming to England and a BBC teach video about a nurse named Alison Bennison who came over as part of the Windrush Generation. To our surprise we discovered that Alison's Granddaughter lives in Cumbria and we were able to connect with her to make ALison's story come to life for the children. Seeing her suitcase, her nurse's uniform was an amazing experience. We have now developed this so the famous event runs for a year in the autumntime meeting Windrush for the first time through the first text the children follow "coming to England" with the children learning about the Islands of the Caribbean in Geography. Moving onto learning about Alison in the Spring term with a visit to see her belongings and learn about her life and the birth of the NHS. This will then come to celebration in the Summer Term for Windrush day where the children will host an event for





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parents, community members and Windrush Descendants- some of whom we discovered attend our school!

For our second famous event we have introduced Titanic, as for the last few years we have always had children obsessed with this disaster. At first I was a little nervous about this- it was after all a disaster where many lives were lost but the learning is powerful and simple for the children to access- when Money and aesthetics are put before the value of a person's life then nobody wins. Of course there is the additional challenge of deciding was the building of the Titanic an amazing accomplishment or a disaster waiting to happen or..... Like many things, it is both!

## **Oaks (Y3 and 4)**

### **Year A: British History**

**Stone Age to Iron Age:** As we move into Key-stage 2 we go back to the beginning. The autumn term is an amazing time to explore this period in History as the nights become darker, the bright and low winter sun, the change in temperature. How did we survive without all the luxuries we take for granted? Taught through both classroom and forest learning, our children already have a developing understanding of tools and fire that they can explore how they did this before purpose made tools were available, who created the first tools.

**Romans, Vikings and anglo saxons:** Although not taught all as one, they need to be combined in the story of our History because they link our residence to the historic city of York. Of course our headteacher (who is from York) will argue that you can learn all about these three periods in her home city BUT through their learning the Oaks prove to her that actually Roman Cumbria may have been more important than Roman York (she still in denial)

**Roman archaeology:** As part of our learning about Roman we visit the Roman bath archaeological site and meet with a real archaeologist. We learn that Burgh-by Sands was home to a Black Roman civilisation but even more exciting we discovered at the Bath site that there was Tyrian Purple Dye in the drainage system proving That Agernian Roman emperor Septimus Severus probably spent his time in Carlisle. He was a really important emperor, there is also more evidence in the shape of the bath house ceiling which originates in North Africa- and we thought the Romans were all Italian! The children then head to York at the end of the spring term where they venture under the Minster and find the remains of the Roman fortress and the small

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piece of the Roman walls that are still above ground. They visit DIG where they explore more archaeology before moving on in time.....

**Viking and anglo saxon archaeology:** Having visited the archaeological site in Carlisle, in York we head to the Jorvik Viking Museum which was also once a dig site, we get to see and understand how much the archaeologist learn from History for this one site- who new what a great archaeological find poo was! We participate in workshop about viking medicine. During the visit we also visit Clifford's tower built by William Conqueror after leading his normal army to conquer the anglo-saxons.

A year of learning about History through archaeological study leads to the question: what will we leave behind- tying in with the Geography learning of plastic pollution and the fact that what we do now will influence the future!

### **YEAR B: The Ancient World**

**Ancient Greece:** Starting with an ancient European study ties in with the Geography study of modern day Europe. This unit works well after summer when some families have been to Greece particularly the island such as Crete where they may have visited the Palace of Knossos or Cyprus where legend believes Aphrodite emerged from the sea. Through Ancient Greece the children learn about the routes of modern day democracy, where the olympic games came from (we have timed it to follow the summers of the olympics and the commonwealth games) and of course theatre!

**Ancient Egypt:** Moving over North Africa, we study ancient Egypt. Of course the children love to explore mummification and belief but the more amazing explorations come from questions around how they built the amazing monuments, the amazing engineering used, and of course (linking to our own locality) the significance of the Nile and farming in Ancient Egypt. Everybody has heard of Ancient Egypt, everyone knows about the Pyramids so whilst our fascination with Ancient Egypt may be inspired by the amazing monuments still standing today, much our knowledge comes from the archaeological find in the tombs so well preserved but leads the children to their first ethical consideration- should the tombs have been disturbed? Who do the findings belong to? And what if we left them undisturbed- how much knowledge would be lost?

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**Ancient Benin:** Staying in Africa, we move to the ancient Benin Kingdom and how different ancient Africa was from modern day Africa as the Benin Kingdom no longer exists. We learn about their monarchy and the 5 great warrior kings, the Bas sculptures and craft worker's guilds and of course trading.

## **Mighty Oaks (Years 5 & 6)**

### **YEAR A**

**Tudors:** Tying in with a September residential to London, and a visit to the tower we learn about Tudors. This links to our first Mystery in English using Shakespeare's Richard III as inspiration for our first mystery at the tower- what ever happened to those missing princes? We learn about the Tudor family tree and of course the infamous Henry the VIII. It is through Tudor learning that the children have the opportunity to lead their own learning and teach each other. Children taking on topics such as which of Henry's wives was most important? Which former of torture was the worst and what crime fit the that punishment?

### **YEAR B**

**WWII:** Children's literature so often touches on this period in time that we felt keeping this period in as one of our post 1066 periods was paramount for understanding. Exploring evacuation linked to stories such as Michael Morpurgo's friend or foe of course helps the children see that our little village is just like those in the stories and that some of our children live in the old hall that was made into a school. The children are exposed to war and when another breaks out on the news we often hear comments about WW3 so it is incredibly important that children learn that WW2 was resolved and we are no longer at war with Germany. This also sets the children up for the text covered in the spring term\_ Tom Palmer's after the war which is the story of the Windermere children, through the local holocaust project they are able to hear recorded memories of Holocaust survivors when they settled into life in our locality without the context of WW2 the children would never fully understand this wonderful part of our local History.

## **Mighty Historians Local History Project**

In the Summer of 2024 we introduced a local History project as part of the Rethinking the curriculum project with the chartered college. The project had started

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exploring who wasn't in the room? This was linked to our locality and lack of diversity however the more we explored this the more we began to consider who might be in the room. This is highlighted when we discovered we had windrush descendants in the school and that actually Roman Cumbria may have been more diverse than modern day cumbria. So we decided to start a local History project where the children led the learning.



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