



# Banks Road Primary School

## History in Early Years.

### Curriculum Links:

#### Understanding the World

**People and Communities:** Children talk about past and present events in their own lives and in the lives of family members

Compare and contrast characters from stories, including figures from the past

#### PSED

**Self-Awareness:** Confident to talk to other children when playing, and will communicate freely about own home and community.

### Nursery Vocabulary:

- Old
- New
- Past
- Family tree

### Early Learning Goals:

- Begin to make sense of their own life story and family's history
- Show interest in different occupations
- Know that there are different countries
- Talk about differences

## Reception

### Trips and Visits

- Visit to Speke Hall to look at the house and cottage (Little Red)
- Visit to Calderstones Park (The Extraordinary Gardener)
- Little Liverpool at Museum of Liverpool (Star in a Jar)

### Vocabulary

- Change
- Past
- Before
- Astronaut
- Explorer
- Museum
- History
- Year
- Time
- Day/month
- Difference
- Similar
- Growth
- Rulers
- King/Queen
- important

Vehicle Text:	History Sessions
<p>The Something Rebecca Cob</p> <p>Autumn 1</p>	<p>Learning Objective: To know the job of an archaeologist (a History explorer)</p> <p>Teacher Input: In the sandpit have some hidden items. Show children that when we are looking for something special from the past we use tools so that we are being careful. Show them how to brush away the sand using the brushes and pick items up with tweezers. Discuss with children what they have found e.g. old coins, old toys, old bottles (as long as they are from the past any item is ok).</p> <p>Group Tasks: Children to work with the teacher to be archaeologists. Have hidden items in the sandpit for children to find using the tools. Once they have found them, can they think about who they could belong to? When are they from? Gather questions from the children and record.</p> <p>Ideas for Continuous Provision:</p> <p>Fine motor: use plastic tweezers to pick up a range of items that are hidden in tubes, ask children to guess what they think is inside (could be sand, beads etc).</p> <p>Outdoor: have hidden pictures in the outdoor area, children to go round and explore, trying to find them all. Pictures can be colour coded and children could colour on a sheet which pictures they have found.</p> <p>Dough table: children to copy the tools used by archaeologist using pictures as stimulus.</p>
<p>Star in a Jar Sam Hay</p> <p>Autumn 2</p>	<p>Learning Objective: To know what a museum is</p> <p>Teacher Input: Have a range of objects in glass (or plastic) jars and explain that these are special objects. Discuss with children why they think they are kept in the jars. Once they have come up with ideas, discuss with children who they think the objects belong to. Explain that in a museum we keep special objects from the past.</p> <p>Group Tasks: Create museum pieces and place in jars with children. The children can produce a small information card to go with their item, e.g if they put a teddy in, they could write who it belonged to and the year. HA to choose their own object LA to be given the object and told who owns it.</p> <p>Ideas for Continuous Provision:</p> <p>Art: children to recreate famous pictures using printed images as stimulus e.g. Van Gogh Starry Night, abstract art. These could then be displayed in a mini-museum.</p> <p>Dough: Children to recreate museum pieces e.g. a vase from given pictures</p>
<p>Juniper Jupiter Lizzy Stewart</p> <p>Spring 1</p>	<p>Learning Objective: To find out why Neil Armstrong is a special person</p> <p>Teacher Input: <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr</a> show children the video of Neil Armstrong. Discuss with children how he was the first man to land on the moon. Talk to children about how this was special and that millions of people around the world watched.</p> <p>Group Tasks: With the teacher, children to think about how Neil Armstrong would have felt walking on the moon, children could re-enact the moment. Write down children's responses to how he would have felt. HA create a video explaining who Neil Armstrong was. LA to create a poster about him with pictures.</p> <p>Ideas for Continuous Provision:</p> <p>Art: Create their own spacesuits</p>

	<p>Construction: Children could create their own rocket ships to fly to the moon.</p> <p>Investigation: How far can a paper rocket fly, children to try and throw their rocket to land on the moon (have a hoop as the moon and a line for children to stand behind).</p> <p>Outdoor: Create moon footprint using sand/stencils/chalk on the school playground.</p>
<p>Little Red Bethan Woolvin</p> <p>Spring 2</p>	<p>Learning Objective: To talk about how houses have changed over time. (Communication and Language 40-60) (PSED Self Awareness 40-60)</p> <p>Teacher Input: Show children a range of houses from throughout history, including granny's cottage for comparison (castles, barns, cottages, mud huts etc.) Discuss with children what they can see. What do they think they are? Challenge children to find similar things between them all. Which ones might people live in today?</p> <p>Group Tasks: Children to draw a picture of their own house, labelling its features. HA can then have a go at drawing one of the houses from the past next to their home and talking about similarities and differences. LA children can use photographs to post-it note similarities and differences with support.</p> <p>Ideas for Continuous Provision: Dough table: create houses from the past using photographs as stimulus. Discuss key features with adults/peers.</p> <p>Small world: children to create families to live in given houses e.g. castle – who would live their game? Include black and white photographs – people in older style clothing etc for discussion.</p> <p>Junk modelling: focus specifically on houses from Garston historically – create high rise flats and street housing in a group.</p>
<p>The Extraordinary Gardener</p> <p>Sam Broughton</p> <p>Summer 1</p>	<p>Learning Objective: To talk about the history of Calderstones Park</p> <p>Teacher Input: show children pictures of Calderstones Park, do they recognise it? Has anyone ever been there? Discuss how the park has been open since 1905 (over 100 years) and how lots of families like to go there and enjoy it. Look at pictures of the ornamental gardens at the park and discuss how these were planted by extraordinary gardeners.</p> <p>Group Tasks: Children to play games from the early 1900's with an adult e.g. croquet (<a href="https://www.mentalfloss.com/article/55562/origins-15-beloved-playground-games">https://www.mentalfloss.com/article/55562/origins-15-beloved-playground-games</a>)</p> <p>LA children complete a shared write about their favourite game or record their opinions on an ipad HA to complete a small piece of writing about which game was their favourite.</p> <p>Ideas for Continuous Provision: Art: Create a picture of a park using natural resources – table to have aerial view photographs of parks Small world: Create a park for the future, what would it have? Electric scooters etc... Junk modelling: Create a playground that children could enjoy today</p>
<p>The Storm Whale</p> <p>Benji Davies</p> <p>Summer 2</p>	<p>Learning Objective: To talk about how the types of pets people own have changed over time. (Communication and Language 40-60) (PSED Self Awareness 40-60)</p> <p>Teacher Input: As a class, talk about all the different pets that children in the class have, use the TA to list these on the board. Then create a list of animals that can't be kept as pets and talk about why.</p> <p>Group Tasks: Children to work with the teacher and talk about animals that have been popular pets in the past but are not kept as pets now e.g. monkeys, exotic animals. Use pictures to see if children can identify them by name.</p>

HA to create a poster about 1 animal that shouldn't be kept as a pet

LA to work in a group to create a poster about having a dog as a pet.

Ideas for Continuous Provision:

Small world: create families with pets from the past and families with pets from today.

Dough table: create animals that were kept as pets in the past using pictures as stimulus.