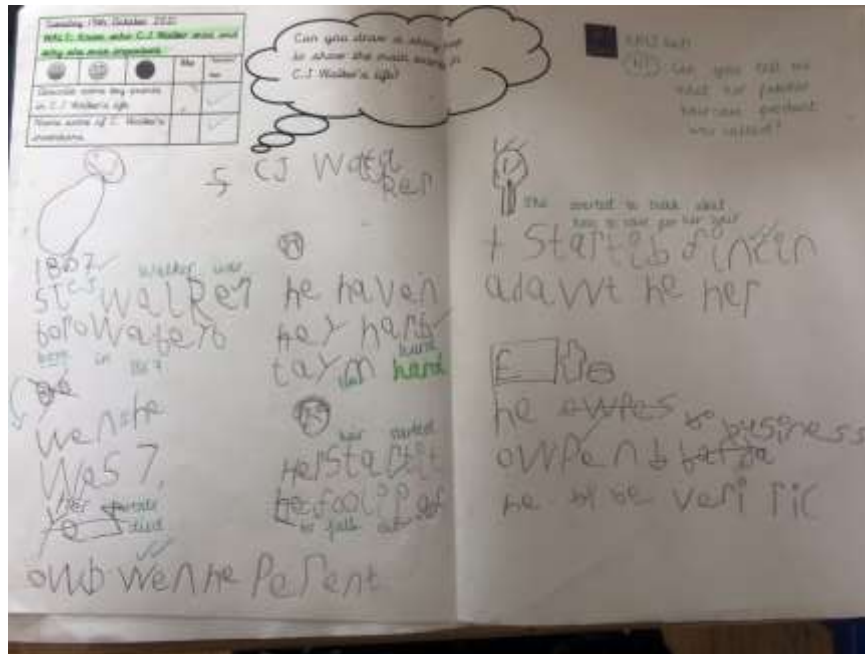


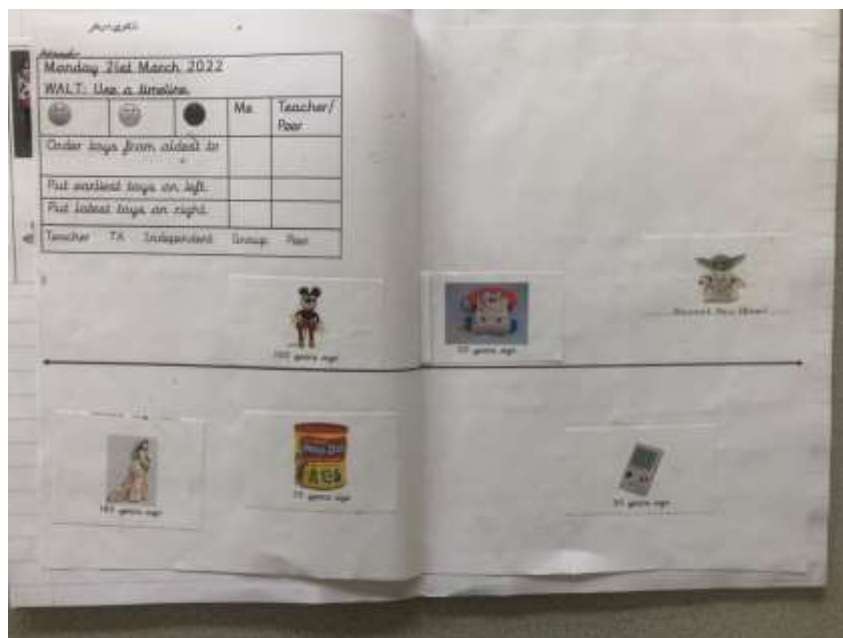
Historical Interpretations

Year One

- I can relate my own account of an event and understand that others may give a different version.
- Describe events beyond living memory that are significant nationally or globally.



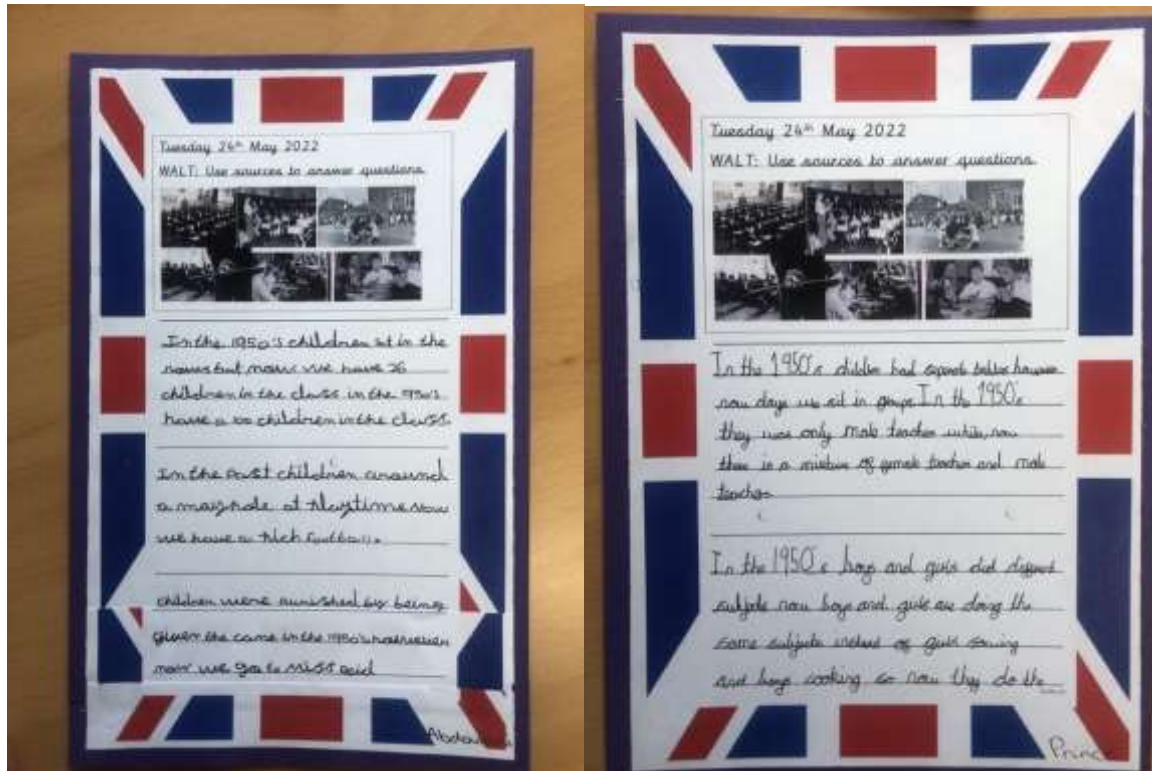
Black History Month- story map showing the life of CJ Walker.



Timeline showing invention of key toys which are significant for the children.

Year 3

- Compare my life to the life of someone in a different time period.
- Describe different sources of historical information.



Platinum Jubilee project- comparing life in the 1950s to life today and using different sources to infer information.

Year 4

- Understand that sources can contradict each other.
- Understand that the type of information available depends on the time period.
- Evaluate the usefulness of a variety of sources.

Thursday 5th May 2022

WALT: understand what knowledge of the past is needed from a range of sources


What I can do	Yes	Teacher
I can explain how the wall was discovered	✓	
I can recall some details found at Stonehenge	✓	
I can explain how Stonehenge was built	✓	

Imagine you are a soldier stationed at a fort along Hadrian's Wall. Your task is to complete the information table below about the wall, including when, why and how it was built so that new soldiers coming to the fort know the important facts about the wall.

Use the findings below to help you organise and present your information.

When was the wall built and how long did it take?	The wall was built in 122 AD and it took 6 years to build.
Who ordered the wall to be built?	Emperor Hadrian ordered the wall to be built.
Why was the wall built?	The wall was built so that Roman soldiers could protect the province of Britain and keep out the barbarians. The wall was built to protect the Roman Empire from the north.
Where was the wall built and how long was it?	The wall was built from the coast of the North Sea to the west coast of Scotland. It was 73 miles long.
What features does the wall have? What are they for?	The wall has towers, ditches and gates. The towers were for soldiers to stand in and look out. The ditches were to stop the enemy from crossing the wall. The gates were for the Romans to enter and leave the province.

Now draw a diagram of the wall. Make sure you show a watchtower, a ditch and a gate.



1. The wall is a group of 50 miles of wall.

2. The wall was guarded by soldiers but it was not a fortress.

3. The wall was built by the Romans.

4. The wall was built to protect the Roman Empire from the north.

Year 4 piece on Hadrian's Wall. As part of this session, there would have been a discussion of the different types of source available from the Roman times and why this is.

Friday 29th June 2022

WALT: understand what was found at Stonehenge

What I can do	Yes	Teacher
I can explain how Stonehenge was discovered	✓	
I can recall some details found at Stonehenge	✓	
I can explain how Stonehenge was built	✓	

Imagine you are a Stone Age people. You are living in a cave. You are hunting and gathering. You are using tools made of stone. You are using fire. You are using animal skins. You are using bones. You are using shells. You are using stones. You are using wood. You are using plants. You are using everything you can find.

What do the artefacts tell us about the Stone Age?

Stone Age artefacts provide evidence to a archaeologist that Stone Age people started to settle down in one place. They made homes rather than moving in and out of other places. They did this because it was easier. The people who lived in the Stone Age decided to start growing their own food instead of hunting and also looking after livestock. They started to look after livestock because once they were locked after the people then started to eat the animal they looked after.

Year 4 writing on Skara Brae and what the artefacts found there can tell us.

WALT: Find out about how people lived in the Bronze Age.

WILE: Use a variety of resources to find out about life in the past.

I know how people lived in the Bronze Age. ☒

I know what started the Bronze Age. ☒

Teacher / TA / Peer / Group / Independent

Word bank / Writing frame / Working wall / Key questions

We worked in pairs to examine and evaluate different sources of evidence about The Bronze Age and discuss what they can teach us about The Bronze Age.

Artefact: an object that is made by a person, such as a tool or a decoration, especially one that is of historical interest.

Orange: What can you find out about your artefact? Think carefully how best to present your work for the exhibition.

<p>The history of the artefact: Gold cups made by an artist. Dedicating people would have belonged to someone very wealthy.</p>	<p>Materials: the artefact is made from: Why have these materials been used? The artefact is made from bronze or gold. They have been used because it is a good material. Someone special used to wear it.</p>	<p>Key facts and dates: Don't forget to include the Bronze Age - 2100BC.</p>
<p>How can the artefact be classified (grouped)? It could be your favourite cup. It's pretty.</p>	<p>What the artefact teaches us about The Bronze Age: The artefact teaches us that it is very precious and special. And it could be something people used to wear.</p>	<p>How useful is the artefact as a source of evidence for The Bronze Age? It is very useful because it shows that it is made of gold.</p>

W.E.: Can you use the internet to find an interesting fact about The Bronze Age?

Evaluation of different artefacts and what they tell us about the Bronze Age

Year 5

- Understand that the type of information available depends on the time period.
- Understand that sources can contradict each other.

Overall, the two lands mentioned above were evidently different but did share similarities such as language. Moreover, for they both had mighty armies which was what enabled both Athenians and Spartans to conquer substantial land. -
If I ~~or~~ were an Ancient Greek I would have preferred to live in Athens due to its sophisticated government. I like that education was valued in Athens; I would become greater in Athens.

An excellent, informative explanation text - well done!



NS ☁ Was Athens really a democratic state?
Athens was only partly a democratic state as not everyone could vote. Women, foreigners and slaves couldn't.

Year 6 writing on Athens and Sparta. Child has used their historical knowledge to give an opinion on where they would have preferred to live and whether Athens was really a democracy.

1 First, in 1950's school you had very different lessons. Most children went to single-sex schools as girls were supposed to be home-makers and boys were supposed to do physical jobs like building. Home-making included sewing and cooking. Boys were needed to build after the war. Nowadays most children go to multi-sex schools and can choose their job.

2 Punishments were very different too. In the 1950's children were often whipped for misbehaviour. They may also wear a hat which said D which stood for Dunce (^{non-educated} ~~stupid~~ person). Now, people lose their play, go to detention and lose dogies.

3 In the 1950's children left school at the age of 15 and went straight to work. Now people leave school at 16 and have to do a part-time job or work experience until they are 18. They could also choose to stay until university and leave at 21+.

Because of this education, children now are smarter and treated better. Most In 1950's only $\frac{1}{4}$ of children passed their O-levels (GCE's were used instead of GCSE's in the 1950's.) Now, $\frac{3}{4}$ of people pass their GCSE's. They had NO SATs, so their GCE's were their ~~for~~ first proper test.





Children in 1950's school drank milk for free. Children do still drink milk now just not as often. School in the 1950's was very different to school now.

Year 6 writing comparing life in the 1950s to life in the present day.

WILF: Explore sources.

Decide what they tell you about a historical figure.

Explain opinion clearly.

Source	What does it tell you?
 Air force achievement medal	This tells me that he was positively involved in the US air force perhaps by helping to make the Master fire mounted on many WW2 planes to make them more efficient.
 Air force commendation medal	This tells me that he went an extra mile to contribute to the US air force and was noticed. He probably made a major improvement to the guns mounted on planes or was.
	After he made his invention by utilising his knowledge in guns that were on aeroplanes in WW2, he was extremely resilient to win a patent and received inspiration from real guns but changed altered it to encompass his own ideas for
	I think that the man the picture is the inventor holding his world-wide famous invention the super soaker and it shows him with other famous toys for children to gladly enjoy when playing.

Year 6 evaluation of different sources and what they tell us.