

## History

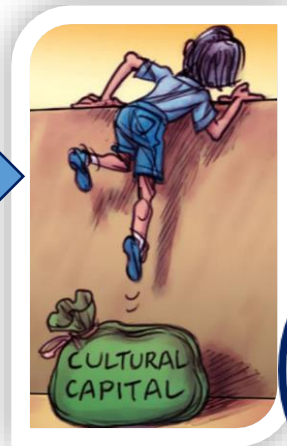
As part of our History curriculum, we begin by focusing on 'History Around Me.' In EYFS, the children begin their 'Happy Historian' journey by learning about their immediate family and how lives have changed in recent memory. The children look at artefacts which are accessible in order to explore and manipulate fully. We involve the community fully and learn more from people around us.

As the children move to Year 1, we begin to dig deeper into the past. The focus is still changes within living memory, however research and enquiry becomes more abstract. The children learn about the Victorian seaside and the differences to the seaside today. To add value to the learning experience, we create our very own beach! The children also discover that people's past times have changed considerably and with this, technology has also changed. By looking at modern day toys and toys from the past, the children are able to gain an understanding of how things change over time. Towards the end of Year 1 and through the topic of transport, the children learn about the history of trains. The children discover the links between modern trains and Robert Stephenson's development of The Rocket, the successful steam locomotive. We briefly learn about the Thames Ironworks and the Royal Albert railway bridge – this links to shipbuilding in DT. We want the children to begin to fully appreciate that history is all around them. We also want the children to have increased aspirations by learning about the best that history has to offer, with the pioneer Robert Stephenson providing the inspiration of invention.

In Year 2, the children once again dig deeper into history by learning about The Great Fire of London in 1666. The significant historical event of The Great Fire teaches the children that historical events shape the future, including advances in buildings and town planning. By learning about Sir Christopher Wren and Derek Walker, the children can understand more about architects and the important roles they play in how we live. Returning to Victorian period, the children in Year 2 learn about the significant lives of Florence Nightingale and Mary Seacole. The children understand that significant people in history can change and shape the world around us. This is extended further by looking at modern day people that help us to live the lives we do, including key workers. Experiencing the Covid-19 pandemic first-hand gives this area of history real significance. At the end of Year 2, the children prepare themselves to move on from GTS through the topic of 'Up, Up and Away!' We focus on the children's aspirations of what they want to be when they are older. For inspiration, we continue with the concept of pioneers but also add the concept of explorers. The children learn about significant people in history who have achieved something that has never been achieved before including walking on the moon, flight and being the first African/American woman in space. Our aim at GTS is to develop aspirational citizens of the future and we want our children to have the belief that they can achieve anything!

### ASPIRATIONS

- Family role models
- Pioneers – Robert Stephenson
- Architects – Derek Walker/Sir Christopher Wren
- Nurses- Florence Nightingale and Mary Seacole
- Explorers – Mae Jemison/Neil Armstrong/Wright Brothers/Amelia Earhart



### ENRICHMENT

- Family visitors
- GTS Beach
- History Off The Page visits- Victorian Toys and Florence Nightingale
- Leighton Buzzard train station visit
- Safety Centre Visit
- Paper aeroplane world record attempt!