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| **History in action- A year in the making at Carr Mill 2022/23** | |
| October 2022  Black history month whole school assembly. | Logo  Description automatically generated |
| A group of red flowers  Description automatically generated with low confidence | November 2022  Remembrance Day whole school assembly |
| **Autumn 2 2022**  **KS1Unit of Work: How has Carr Mill changed overtime?** | |
| Comparing old and new maps of our local area.  What was there that isn’t there now?  What is new?  Why are there not as many roads/houses? | Letter  Description automatically generated |
| A child sitting at a table  Description automatically generated | Chronology: Using multi-link cubes to create a timeline.  How old is old? |
| Our Monarchy over time | Timeline  Description automatically generated |
| A picture containing text, indoor, floor, person  Description automatically generatedVictorian era experience day  Investigating Victorian style games…  A group of children playing with a toy  Description automatically generated with low confidence |  |
| Our learning inspired Lucy to go and find evidence of history in our local area. | A child standing next to a statue  Description automatically generated with medium confidence |
| Text, letter  Description automatically generated | Victorian era experience day- Y2 reflection task |
| **LKS2: Coaly and Paney: The impact of the industrial revolution on St Helens** | |
| Diagram, text, letter  Description automatically generated | Creating timelines to display our understanding of the glass industry in St Helens. |
| Using research to find out about the positive and negative effects of the industrial revolution on St Helens. | A piece of paper with writing on it  Description automatically generated |
| Text, letter  Description automatically generated | Check it tasks are completed throughout topics to check children’s understanding so far.  This check it tasks shows what the child can remember about the history of St Helens. |
| **UKS2 Unit of work Roman Britain and Invasion** | |
| Using timelines and maps to understand the Roman invasion of Britain. | Text, letter  Description automatically generated |
| A picture containing tree, outdoor, ground  Description automatically generated | A trip to Chester to look at evidence of the Roman invasion and a bit of fun in the Dewa experience learning how the Roman army was so successful due to their techniques. |
| Using primary sources to gain an understand of what Boudicca might have looked like. Thinking about why there are different interpretations of what she looks like and how historians came to those conclusions. No actual photographs. | Text  Description automatically generated with medium confidence |
|  | Looking at artefacts to draw conclusions and gain a better understanding of Roman life.  Did all Romans live in Villas with underfloor heating and running water? |
| Annotating our whole school timeline to support research and ensure we have a wider understanding of periods of British History. | A close-up of some papers  Description automatically generated with low confidence |
| A piece of paper with writing on it  Description automatically generated with medium confidence | Reflecting on why the Romans might have left Britain in 410AD |
| January 2023  Holocaust Memorial Day whole school assembly | Image result for haulacaust memorial |
| January 2023  Pupil Voice- Today I got to sit with some children from each key stage in our school to find out what they enjoy about history lessons and what they can remember from their previous history topic.  A picture containing text, sitting, person, indoor  Description automatically generatedA picture containing text, person, floor, indoor  Description automatically generated  TBC….. Coming up…. Rosa Parks/ The Stone Age/ Anglos Saxons- Invaders or Settlers? The King’s Coronation! | |

January 2023

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