

Generative Learning in History at Hayfield Lane



At Hayfield Lane, all teaching and learning in history is connected to five key themes.

Conflict

Legacy

Leadership and Democracy

Belief Systems

Aviation

Generative Learning in History at Hayfield Lane

Theme: Leadership and Democracy

We aim for our pupils to recognise the importance of democracy through learning about contrasting democratic and non-democratic societies in history. This links to our learning in global citizenship.



F1

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

Children may refer to leaders of countries or kings and queens when discussing differences.

F2

Talk about members of their immediate family and community

Children may talk about who is 'in charge' in their family or who makes decisions. They may discuss leaders in their community e.g. the headteacher.

Year 2

Recognise that there may be more than one way of looking at a significant historical person

Children build upon early knowledge of familiar leaders by analysing the role of King James in the Gunpowder Plot. They discuss how the King had the freedom to persecute others and debate whether he was the real villain in the Gunpowder Plot. They consider whether leaders can behave in the same way today. This provides a connection to future learning in Year 3 on kings, the republic and emperors.

Year 3

Show understanding of the main ideas associated with the society being studied

In response to a question, identify changes over time based on similarities and differences

Children build upon the idea of the king being in complete control from Year 2, by learning about changes in leadership of the Roman Empire from kings, to the Senate to emperors and look at the different levels of society, including emperors, slaves and soldiers.

The word democracy is introduced through looking at the idea of city states and a republic. There are similarities here between Rome and ancient Greece, which children will study in Year 5. Democracy in the Roman period is compared to democracy today.

When learning about the Bronze Age, children identify how remains of burial sites display signs of power and prestige. This provides a connection to future learning in Y4 relating to the burial of pharaohs.

Y4

Know that not everybody in a particular period lived in the same way, understanding that there were different levels in society which affected people's experiences

Identify connections with previous periods studied

Identify connections over time within historical enquiries relating to one of the key whole-school themes

Children learn about the role of the pharaoh as both the head of state and religious leader. They compare leadership of ancient Egypt to leadership in Roman times, making connections between emperors and pharaohs. They also look back to Year 2, considering similarities to leadership at the time of the Gunpowder Plot.

They look at burial rituals in ancient Egypt, making connections with those in the Bronze Age, which displayed power and prestige.

In Year 3 children learnt about different classes within the Roman empire and children build upon this in Y4 through studying different levels of society in ancient Egypt.

When studying early Islamic society, children are introduced to the Caliphate. They identify the connection between the Caliph and the pharaoh- both were religious and political leaders. They make a connection to issues of monarchy and religion first studied in Year 2 through looking at the division between Shia and Sunni Muslims: the Shia believed that the Caliph should be a descendant of the Prophet Muhammad, while the Sunni thought that the Caliph should be elected.

Y5

Make links between different features of a society to make sense of the world lived in by people in the past

Avoid generalisations about people's experiences, recognising that different people within a society would have had different experiences

Identify contrasts with previous periods studied

In response to a question relating to a theme, make links between three periods in history.

Identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes

In Year 5, children link to previous learning on ancient Rome and ancient Egypt and identify connections and contrasts in leadership and democracy in ancient Greece. They look at city states and early forms of democracy in Rome and Greece, contrasting this with the leadership of ancient Egypt.

They continue to look at different levels of society in ancient Greece, making connections with ancient Rome and ancient Egypt.

Through studying a significant turning point in Britain since 1066, children return to the idea of democracy, looking at the leadership of Britain and Germany and making connections and contrasts with leadership of previous periods studied e.g. King James's persecution of Catholics.

Y6

Identify trends over time within historical enquiries relating to one of the key whole-school themes

In Year 6, children learn about leadership in Anglo-Saxon times, focusing on the story of King Vortigern and the significance of his decision to invite Hengest and Horsa to Britain.

They build upon their learning about Britain during the time of the Roman Empire in Year 3, learning about why the Romans eventually left Britain and the consequences of this.

They compare the leadership of Britain in Anglo-Saxon times to the leadership of other key periods of history, looking at the impact of King Alfred.

Generative Learning in History at Hayfield Lane

Theme: Conflict

We aim for our pupils to recognise the importance of finding peaceful solutions through learning about the reasons for and consequences of conflict in history. This links to our learning in global citizenship.



Y3

Show understanding of the main ideas associated with the society being studied

Conflict first becomes a key theme in Year 3, although teachers refer back to learning from the Gunpowder Plot, looking at the conflict between Catholics and the king, and the actions of the conspirators. In Year 3, children learn about conflict through the Roman invasion of Britain. They study the military tactics which led to the success of the Roman Empire and contrast this with the Celt army.

Y5

Identify contrasts with previous periods studied

As part of an enquiry, show understanding of a significant turning point in British history

Identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes

Children revisit the theme of conflict in Year 5. They make connections and contrasts between the tactics of the Greek and Roman armies. They examine why armies were needed in ancient history and consider whether this is still the case today, linking this to World War II and current conflict around the world. They connect this with learning from the theme of leadership and democracy. When studying a significant turning point in British history, they consider connections and contrasts relating to tactics and military equipment used by armies over time.

Y6

Explain beliefs and attitudes in terms of why people might have had those ideas

As part of an enquiry, identify connections between causes

Identify trends over time within historical enquiries relating to one of the key whole-school themes

In Year 6, children build upon the theme of conflict through studying the settlement of Anglo-Saxons and the Viking invasion of Britain. They identify trends over time in reasons for invasion, linking this to learning on Romans from Year 3 and learning on World War II from Year 5. They also link this to expansion of the Early Islamic civilization. They consider the causes of conflict, identifying connections between conflict in the Roman and Greek periods, World War II and the Anglo-Saxon and Viking period.

Generative Learning in History at Hayfield Lane

Theme: Belief Systems

We aim for our pupils to develop respect for all religions through learning about the diversity of belief systems through history and the consequences of religious persecution. This links to our learning in global citizenship and RE.



F1

Begin to make sense of their own life-story and family's history

As part of considering their own life-story and family history, children may discuss significant religious ceremonies such as marriage or baptism.

F2

Talk about members of their immediate family and community

As part of discussing their immediate family and community, children may discuss places of worship that are significant to them and others.

Y2

Recognise that there may be more than one way of looking at a significant historical person e.g. Guy Fawkes and King James

Children build upon initial ideas of the importance of religion for some people, through learning about the significance of religion in relation to the Gunpowder Plot. They consider whether a leader can order people to follow a certain religion.

Y4

Know that not everybody in a particular period lived in the same way, understanding that there were different levels in society which affected people's experiences

Identify connections with previous periods studied

Identify connections over time within historical enquiries relating to one of the key whole-school themes

In Year 4, children revisit the idea of the significance of religion throughout history, through examining how the leaders of both the ancient Egypt and early Islamic societies were both political and religious leaders. This links to the theme of leadership and democracy and allows them to revisit the division between Shia and Sunni Muslims caused by different interpretations of religion. It also builds upon knowledge of King James and the way in which the king was able to control the religion of his subjects.

Children study the significance of gods and the afterlife in ancient Egypt, in relation to belief systems. Although Roman gods are not a major focus in Year 3, children establish that both societies were polytheistic and this will then be built upon when children study ancient Greece in Year 5. They contrast this with Early Islamic society. Children make a connection between burial rituals in the Bronze Age and ancient Egypt, including examining whether every level of society received the same burial after death. They examine the journey to the afterlife, which they will revisit in Year 5 when comparing this to ancient Greek beliefs.

Y5

Make links between different features of a society to make sense of the world lived in by people in the past

Identify contrasts with previous periods studied

In response to a question relating to a theme, make links between three periods in history

Identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes

In Year 5, children revisit the concept of a polytheistic society through studying ancient Greece, making links to ancient Egypt and Rome. They identify connections and contrasts in beliefs about the journey to the afterlife. Children study the importance of mythology to both the Egyptian and Greek societies, considering the connections and contrasts between the two mythologies.

Generative Learning in History at Hayfield Lane

Theme: Legacy

We aim for our pupils to understand their own identities through learning about the legacy of other civilisations and how they influence our lives today. Pupils will develop respect for the history of other nations through learning about their legacies. This links to global citizenship.



F2

Comment on images of familiar situations in the past

Children may identify items from the past which are / are not used today.

Y1

Write simple captions or sentences to annotate images, showing awareness of features from the past

Make connections between a significant historical event e.g. the first flight by the Wright Brothers, and the history of the local area

Describe how features of life today differ from the past referring to subject-specific detail

Confidently identify old and new objects and explain some similarities and differences, recognising that life was different in the past

In Year 1, children build upon learning from F2 by looking in more detail at objects from the past and considering whether they are still in use today. They consider what elements of seaside visits from the past are still evident today.

They consider how the first flights made in history led to the creation of airports. This is an early introduction to the idea that something from the past can be used in the present, or can influence the present, which will be built upon in Key Stage 2.

Y3

Realise that ancient means thousands of years ago

Recognise that some changes are more significant than others, giving examples and explanations, as part of an enquiry

In Year 3, children build upon early ideas of legacy as something from the past which we still have today, to examine the impact of the Roman Empire on Britain. Children learn about the significance of some of the changes in Britain during this time, considering what is still in place today. This will link to future learning on the legacy of ancient Egypt, early Islamic society and Ancient Greece.

Y4

Identify connections with previous periods studied

Identify connections over time within historical enquiries relating to one of the key whole-school themes

In Year 4, children continue to develop the idea that early civilisations have left a legacy which impacts our lives today, through studying the ancient Egyptian and early Islamic civilisations. They identify connections in the legacies from these societies, alongside the legacy of the Romans introduced in Year 3.

Y5

In response to a question relating to a theme, make links between three periods in history

As part of an enquiry, suggest why certain events, people or changes might be seen as more significant than others

Identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes

In Year 5, children continue to investigate the legacy of ancient civilisations through exploring the legacy of the ancient Greeks. Through looking at significance, they consider which of the societies studied in Years 3, 4 and 5 has left the greatest legacy and why.

Generative Learning in History at Hayfield Lane

Theme: Aviation

'Promoting the borough and its cultural, sporting and heritage opportunities' is priority 8 of the Doncaster Education and Skills Strategy. The focus of our local history studies is aviation. Hayfield Lane was a former RAF school for RAF Finningley and Doncaster has strong aviation heritage. In 1909, the first aviation show in England was held at Doncaster Racecourse. Royal Flying Corps fighters were based here in the First World War and the 616 Squadron participated in the Battle of Britain. The famous Battle of Britain pilot, Douglas Bader, moved to Doncaster at the age of 13. There is an aircraft museum in Doncaster where there are plans to build a Battle of Britain memorial.



Y1

Make connections between a significant historical event e.g. the first flight by the Wright Brothers, and the history of the local area e.g. the country's first aviation meeting / RAF Finningley

Make connections between significant people in history, relating to aviation e.g. Amy Johnson and significant local people e.g. Douglas Bader

In Year 1, children are introduced to aviation through studying aviation pioneers and linking this to evidence of the significance of aviation in the local area.

Y2

Make comparisons beyond just 'then' and 'now' e.g. 'then', 'then' and 'now' relating to aviation

Suggest several reasons why changes occur e.g. in relation to developments in aviation over time

In Year 2, children expand on their initial learning on aviation from Year 1, through making comparisons between the first flights, the first moon landing and aviation today. They explore reasons for the changes that have happened over time.

Y5

As part of an enquiry, identify similarities and differences between the local area in World War 2 and now

As part of an enquiry, suggest why certain events, people or changes might be seen as more significant than others

As part of an enquiry, show understanding of a significant turning point in British history

In Year 5, children build upon their learning of the significance of aviation in the local area from Year 1 and on their learning about developments in aviation over time from Year 2. They study the significance of the Battle of Britain as a turning point in World War II, exploring connections to the local area and identifying similarities and differences between Doncaster then and now. Through this they also make connections to the theme of conflict, looking at how advances in aviation led to different military tactics in comparison to other historical conflicts.

Generative Learning in History at Hayfield Lane

The theme of chronology is also interwoven throughout teaching and learning in history.



F1

Begin to make sense of their own life-story and family's history

Children talk about the past in a familiar context: their own life-stories and those of their family.

F2

Comment on images of familiar situations in the past

Children build upon the introduction to the past from F1 by discussing images of familiar situations in the past.

Year 1

Describe differences between themselves as a baby and as they are now

Sequence images of themselves as a baby, toddler and infant and describe differences

Use simple timelines to sequence processes and events within own experience

Retell a familiar historical story, in chronological order

Use clues to recognise that a story happened a long time ago

Use words and phrases, such as 'old' 'new' 'a long time ago' 'before' and 'after' with accuracy

Refer to period detail in images e.g. nursery rhymes

Confidently identify old and new objects and explain some similarities and differences, recognising that life was different in the past

Children build upon learning from EYFS by sequencing images of their own lives so far and using timelines to sequence familiar events. They look for evidence of the past in stories and poems and recognise that life was different in the past. They develop their ability to retell a story in chronological order.

Year 2

Can sequence within clock and calendar time e.g. Bonfire Night

Recognise we use dates to describe events in time

Use time-specific phrases such as 'over 300 years ago' in writing

Recognise we can describe change over time using appropriate words and phrases to describe the more distant past e.g. in Tudor / Stuart / Victorian times

Children build upon sequencing from Year 1 by using clock and calendar time to sequence events. They begin to use dates and are able to refer to the more distant past. They learn to make comparisons between different time periods.

Year 3

Refer to the past in terms of periods e.g. Romans, Egyptians

Understand the idea of 'anachronism' e.g. writing about the Egyptians using mobile phones

Can use words which mark the passing of time e.g. moving from simple 'before and after' to 'during and while'

Realise that Ancient means thousands of years ago

Children build upon sequencing clock and calendar time in Year 2 by being able to refer to specific time periods. They learn about anachronism, identifying examples of this. They move further back in time, using the word 'ancient' and learn to identify changes over time.

Year 4

Use key dates as important markers of events

Identify connections over time within historical enquiries relating to one of the key whole-school themes

From Years 1 to 3, children developed a secure knowledge of different periods in the past and began to understand the scope of history. In Year 4, they learn the importance of referring to the specific dates of historical events and time periods, making connections with periods that they have studied previously and over longer time periods.

Year 5

Use more significant time markers within, as well as between, periods e.g. at the start of Victoria's reign, this was in the last 10 years of Henry's life, the causes had been building up for 20 years.

Can use dates and specific terms confidently to establish period detail

Identify contrasts with previous periods studied

In response to a question relating to a theme, make links between three periods in history

Identify connections and contrasts over time within historical enquiries relating to one of the key whole-school themes

Children build on learning about specific dates from Year 4 by learning to refer to specific time markers within historical periods. They link three periods of history together and build on identifying connections over time in Year 4, by identifying contrasts.

Year 6

Can match simple iconic images to each of the periods studied

Identify trends over time within historical enquiries relating to one of the key whole-school themes

By Year 6, children demonstrate understanding of chronology through matching iconic images to each of the periods studied during their time at Hayfield Lane. Building upon their work on identifying connections and contrasts over time from Year 4 and Year 5, they develop their ability to identify trends over time.