

Foresters' Forest: History Scheme of Works

Year 1 Local History Enquiry : Our School in our Community

National Curriculum: Significant historical events, people and places in the locality of the school.

Learning "Hook" / Immersion Task at the beginning of the unit of work:

Visit:- Walk in the local area / school grounds/ Visit to the Victorian Schoolroom at the Dean Heritage Centre

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts, photographs of the area, past and present.

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Use of sources such as photos taken during the walk and archive photos to identify changes and similarities.</p> <p>Encourage questions about changes – e.g. What has changed in that street? Where have all the shops gone? What can you see in the old photograph that is still here today? What was school like in the 1960s; 1940s and Victorian times?</p> <p>Create a question wall leading to an illustrated timeline of changes.</p> <p>Photographs and real artefacts identified as sources of evidence. Visitors – e.g. grandparents who remember the school and locality in the past.</p>	<p>Role play:- Victorian School or home/kitchen after visit or investigation through artefacts and photographs.</p> <p>Have a Victorian school day in the classroom using evidence to recreate setting and activities.</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
	has been represented.		
Build an overview of British History	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Use sources such as “A Street Through Time” to identify changes (e.g. houses)</p> <p>Find out about Queen Victoria using pictures and books. For how long was she our Queen? What did she look like?</p> <p>Why did Victoria have a Christmas Tree in her palace?</p> <p>Find out about Victorian Christmas and the origins of many of our traditions.</p>	<p>Annotate pictures with changes identified.</p> <p>Construct and annotate timelines linked to aspects of change (e.g. houses and schools)</p> <p>Painting portraits of Queen Victoria.</p> <p>Victorian Christmas cards and trees.</p>
Understand Chronology	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own</p>	<p>Build a time line illustrated with buildings and artefacts linked to aspects of change (e.g. houses and schools)</p> <p>Identify similarities and differences between school then and now.</p> <p>Sort and label pictures, photographs or artefacts.</p>	<p>Paintings Drawings</p> <p>Labelling and sentences about each stage in the timeline.</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
	lives. Use dates where appropriate		

Year 2 Local History Enquiry : Kings, Queens and Castles

National Curriculum: Significant historical events, people and places in the locality of the school.

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit:- St. Briavels, Chepstow or Goodrich Castle

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts and photographs of local castles. Story: Castle Adventure – O.R.T.

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Using visit, photographs, books or Internet sources:-</p> <p>Where is the best place to build a castle?</p> <p>Why were castles built in the Forest of Dean?</p> <p>Identify location of local castles and label them. (Geographical link)</p> <p>Identify similarities and differences between castles in the local area.</p> <p>Find out about castle life. Who lived in a castle? What jobs did they do? What did they eat? What clothes did they wear? Where did they Sleep?</p>	<p>Information booklet:- Life in a Medieval Castle</p> <p>Stories set in a castle using information about what they were like:- e.g. Lost treasure! or Knight’s Quest to rescue a princess.</p> <p>Descriptions of rooms in a castle.</p> <p>Role Play: Castle Banquet (include cooking such as bread making) Elect a King, Queen and a class jester to entertain the</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
	has been represented.		guests. Write invitations and Invite parents.
Build an overview of British History	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Why were castles built in the Forest of Dean? (geographical link)</p> <p>Identify border with Wales – Offa’s Dyke</p> <p>Use maps to identify river and hill sites as best places to build castles for defence.</p> <p>Draw own sketch maps of a site they would choose if they were going to build a castle.</p> <p>Link to great castles in the UK. such as Tower of London</p> <p>Who built the castles in our local area? From visits or information sources identify the Norman Conquest and William the Conqueror. Investigate the Bayeux Tapestry.</p> <p>Find out about King John and his link to St Briavels Castle</p>	<p>Persuasive advert:</p> <p>Advertise “Castle for Sale” Reasons why a King would want to live there.</p> <p>Draw images from the Bayeux tapestry to show what people looked like in Norman times.</p> <p>Portrait of King John</p>
Understand Chronology	<p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and</p>	<p>Use resources such as A Street through Time to identify stages in fort and castle building, from Iron Age hill forts to Roman forts then on to the Norman invasion and stone castle building.</p> <p>Build a 3D model timeline.</p>	<p>Paintings Drawings Technology</p> <p>Labelling and sentences about each stage in the</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
	<p>newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate</p>		<p>timeline.</p>

Year 3 Local History Enquiry : Did Stone Age and Iron Age People Settle in the Forest of Dean?

National Curriculum: Britain from Stone Age to Iron Age

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit:- Clearwell Caves

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts and pictures. Story Start : Stone Age Boy by Satoshi Kitamura

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Use a range of sources of evidence to devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources of evidence.</p> <p>Choose relevant information from a range of sources of information.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Use of sources such as visit photos, books, Internet to make notes and answer questions: e.g. Where did Stone Age people live?</p> <p>Discuss why Stone Age and Iron Age people would have settled in the Forest of Dean. (Geographical link).</p> <p>On a local area map locate and map places where evidence has been found.</p> <p>Find out about the geology of the Forest of Dean and how that linked to settlement and early industrial activity.</p>	<p>Shared reading of information texts to answer questions.</p> <p>Non-chronological reports Information book page.</p> <p>Write a story about going through a portal (e.g. hole; cupboard; cave)</p> <p>Write a leaflet to persuade Iron Age people to settle in the Forest of Dean</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Build an overview of British History	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in ancient Britain.	Use sources such as “A Street Through Time” to identify changes (e.g. houses; farming; tools; weapons ; religion) Locate and discuss key sites in Britain linked to periods studied. (e.g. Skara Brae; Stonehenge)	Annotate pictures with changes identified. Construct and annotate timelines linked to aspects of change (e.g. houses)
Understand Chronology	Developing an understanding of change over time by constructing timelines using dates and key events	Build a time line illustrated with buildings and artefacts. Identify similarities and differences between the Stone Age, Bronze Age and Iron Age e.g. - houses, weapons, food / farming.	Create detailed drawings from a range of sources of information using Yellow Ochre.

Year 4 Local History Enquiry : Did the Romans and Anglo-Saxons Invade the Forest of Dean?

National Curriculum: Roman Empire and its Impact on Britain; Britain's Settlement by Anglo-Saxons; Viking and Anglo-Saxon struggle for the Kingdom of England

Learning "Hook" / Immersion Task at the beginning of the unit of work:

Visit:- Puzzlewood ; Lydney park Roman Temple ;Dean Heritage centre (Roman Forest of Dean and Life as an Anglo-Saxon workshops)

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts and pictures. Story/ Poem Start: Romans Rule (Fun Poems for Kids) by Paul Perro – Anglo-Saxons: Beowulf by Michael Morpurgo

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Use a range of sources of evidence to devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources of evidence.</p> <p>Choose relevant information from a range of sources of information.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Use of sources such as visit photos, books, Internet to make notes and answer questions.</p> <p>Investigate why the Romans and Anglo Saxons invaded Britain and in particular why they came to the Forest of Dean. (Geographical link).</p> <p>Archaeological investigation of Roman artefacts found in the area. Look at pieces, predict what the object is part of and research to find the original use of these objects.</p> <p>Map Roman sites in the Forest of Dean. (Geographical link)</p> <p>Which Anglo-Saxon kingdom was the Forest of Dean in? Is there evidence in sources such as the Anglo-Saxon Chronicles and in local place names? (Geographical link – map of the U.K. showing</p>	<p>Shared reading of information texts to answer questions.</p> <p>Non-chronological reports Information book page.</p> <p>Letter to persuade Emperor Claudius to invade the Forest of Dean.</p> <p>Roman /Viking Invasion newspaper reports</p> <p>Write a legend set in the</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
		kingdoms and location of major cities today) On a local area map locate and map places where evidence of Anglo-Saxon settlement has been found, E.g. Offa's Dyke.	Forest of dean in Anglo-Saxon times
Build an overview of British History	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in ancient Britain.	Use sources such as "A Street Through Time" to identify changes (e.g. houses; farming; tools; weapons ; religion) Reasons why the Romans and Anglo-Saxons invaded Britain. Maps of Roman towns and Anglo-Saxon kingdoms.	Annotate pictures with changes identified. Construct and annotate timelines linked to aspects of change (e.g. houses)
Understand Chronology	Developing an understanding of change over time by constructing timelines using dates and key events	Build a time line illustrated with buildings and artefacts. Link timeline to Iron Age and Celts. Identify similarities and differences between Roman and Anglo-Saxon settlements, in particular, buildings.	Create detailed drawings from a range of sources of information. House for Sale adverts – Roman and Anglo-Saxon

Year 5 Local History Enquiry : Kings and Miners

National Curriculum: A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit:- St Briavels Castle visit

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts and pictures. Story Start: Robin Hood

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Use a range of sources of evidence to devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources of evidence.</p> <p>Choose relevant information from a range of sources of information.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Use of sources such as visit photos, books, Internet to make notes and answer questions.</p> <p>Investigate why a castle was built in St.Briavels.</p> <p>Location of castles (geographical link). Which sites are the best for castle building?</p> <p>Research the Norman invasion and castle life (link to St. Briavels visit) Why was St. Briavels an important castle? (Link to geology of the area and iron ore deposits for weapon making) – Royal hunting forest.</p> <p>Find out about the origins of Free Mining.</p> <p>On a local area map locate and map places where castles are located in</p>	<p>Shared reading of information texts to answer questions.</p> <p>Non-chronological reports Information book page.</p> <p>Write a letter to King John to persuade him to live in St Briavels Castle using major geographical features.</p> <p>Create a “Which?” magazine article to promote iron goods made in St Briavels Castle.</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
		the local area. (geographical link)	
Build an overview of British History	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain beyond 1066	Use sources such as “A Street Through Time” to identify changes (e.g. houses; farming,; tools; weapons ; religion) Reasons for the Norman invasion of Britain. Location of important Norman Castles in Britain and the reasons for their location. (geographical link)	Annotate pictures with changes identified. Construct and annotate timelines linked to aspects of change (e.g. weapons and defence)
Understand Chronology	Developing an understanding of change over time by constructing timelines using dates and key events	Build a time line illustrated with buildings and artefacts. Link timeline to Iron Age and Celts. Identify similarities and differences between Anglo-Saxon (Y4 unit) and Norman settlements, in particular, buildings, churches and law (Magana Carta.)	Create detailed drawings from a range of sources of information.

Year 6 Local History Enquiry : Industrial Revolution in Our Forest

National Curriculum: A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.

Learning “Hook” / Immersion Task at the beginning of the unit of work:

Visit:- Hopewell Colliery / Dean Heritage Museum

Classroom Base:- Classroom filled a range of stimulating resources including books, artefacts and pictures. Story Start: Children of the Dark by Alan Gallop

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Investigate and interpret the past	<p>Use a range of sources of evidence to devise historically valid questions.</p> <p>Understand how knowledge of the past is constructed from a range of sources of evidence.</p> <p>Choose relevant information from a range of sources of information.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Following immersion task children devise questions to create their own learning journey.</p> <p>Use of sources such as visit photos, books, Internet to make notes and answer questions.</p> <p>Why was the Forest of Dean an important centre during the Industrial Revolution? :- Recap local history and the development of iron mining. Investigate the geology of the area to locate and map coal measures. (Geographical link)</p> <p>Recap/find out about the origins of Free Mining and its importance during the Industrial Revolution and up to the present day. Prepare and ask questions of real Free Miners (Hopewell)</p> <p>Research/ask questions about working conditions in the mines using a range of sources of information including:- newspaper reports: real</p>	<p>Shared reading of information texts to answer questions.</p> <p>Non-chronological reports Information book page.</p> <p>Newspaper report about the Waterloo Pit disaster.</p> <p>Write a job description for a child worker in a mine.</p> <p>Diary of a day in the life of a child.</p> <p>Role play / write an</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
		<p>miners; information gathered from the Dean Heritage Centre</p> <p>Investigate census information.</p> <p>What was daily life like during the Industrial revolution? (Forester’s Cottage Workshop at the Dean Heritage Centre)</p> <p>What was daily life like for children? Did they go to school? Research using local history websites, books, photographs and visit to the Dean Heritage Centre.</p> <p>Compare landscapes and transport links from the Industrial Revolution with present day maps. (Geographical link)</p>	<p>autobiography of an eleven year old child in the Forest of Dean in Victorian times.</p> <p>Write their own autobiography for comparison.</p> <p>Technology linked to bridges and viaducts in the local area.</p>
Build an overview of British History	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain beyond 1066</p>	<p>Use sources such as “A Street Through Time” to identify changes, particularly in housing and work.</p> <p>Why was the Forest of Dean an important centre during the Industrial Revolution?</p> <p>Link to changes in Britain as a whole using innovations in mining, iron and steel production and the development of transport and manufacturing.</p>	<p>Annotate pictures with changes identified.</p> <p>Write a non-chronological report linking developments in the Forest of Dean to Britain as a whole.</p>

Learning Objectives	Skills	Suggested activities	Cross- curricular links Communicate Historically
Understand Chronology	Developing an understanding of change over time by constructing timelines using dates and key events	Construct a timeline of industrial development in the Forest of Dean from the Iron Age to the Victorian era.	Create detailed drawings from a range of sources of information.