

History and Forest School

	Curriculum links	Forest School links
Historical Enquiry	<p><u>Year 1</u></p> <ul style="list-style-type: none"> * Identify different ways in which the past is represented. * Explore events, look at pictures/stories and ask questions e.g. "Which things are old and which are new?" or "What were people doing?" * Look at objects from the past and ask questions e.g. "What were they used for?" and try to answer. 	<p>The Forest School environment makes history hands-on and memorable, connecting the past to the natural world around them.</p>
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> * Identify different ways in which the past is represented. * Ask questions about the past e.g. "What was it like for a ...?" "What happened when...?" "How long ago did... happen?" * Use a wide range of information to answer questions. 	<p>Children see how nature and human activity show evidence of the past – digging and discovering pieces of old pottery/glass – what could that have been part of? How would it have been used? Etc.</p> <p>Storytelling session to share family stories/events, historical events etc. - stories round the fire – what fire was used for a long time ago – cooking, heating, Iron Age tool making, glass making etc. Sharing how stories are a way the past is remembered and shared.</p>
	<p><u>Year 3</u></p> <ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. * Ask questions about the past and find answers, suggesting sources of evidence to help. 	<p>When using tools, we discuss what tools would have been used in the past and how they could have been made – flint, wooden spoons etc. Children may talk about how objects can tell us about life in the past – They didn't have ovens like we do they used fires. They had to make knives with flint to be able to cut meat etc.</p>
	<p><u>Year 4</u></p> <ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. * Ask questions about the past and find answers, suggesting sources of evidence to help. * Understand the difference between primary and secondary sources of evidence. 	<p>Children talk about last week, yesterday, tomorrow, when it's their birthday, before, after.</p> <p>children begin to ask and answer questions about the past. They might wonder, "What was it like for people who lived in the forest long ago?" or "How did they make fire and cook food without electricity?" By using a wide range of information from stories, images, and real-life objects in class, children will compare how people lived and worked in the past during their role play in Forest School and compare how we live today. This will support</p>

	<p><u>Year 5</u></p> <ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. * Choose reliable sources of evidence to answer questions, realising that there is often not a single answer. * Investigate own lines of enquiry by posing questions to answer. <p><u>Year 6</u></p> <ul style="list-style-type: none"> * Use documents, printed sources (e.g. archive materials), the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. * Select the most appropriate source of evidence for particular tasks. * Investigate own lines of enquiry by posing questions to answer. * Evaluate the use and accuracy of different sources of evidence. * Form own opinions about historical events from a range of sources. 	<p>the children to develop an understanding of change over time in the outdoor context.</p> <p>In Forest School, children use their knowledge and information to understand how people once lived and worked in nature. Children might discuss how people in the past built shelters, made fires, and gathered food, and discuss why they acted in those ways, needing warmth, safety, or food to survive. Children may recreate a Stone Age camp and discuss reasons for people's choices in the past.</p>
<p>Knowledge and understanding of events, people and changes in the past</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> * Recall some facts about people/events before living memory. * Suggest why people may have acted the way they did. * Listen to eye-witness accounts from older generations. * Tell the difference between past and present, both in their own lives and those of others. * Begin to suggest why something might be different now in comparison to the past. <p><u>Year 2</u></p> <ul style="list-style-type: none"> * Use information to describe the past. * Describe differences between 'then' and 'now, using a range of sources. * Look at evidence to give and explain reasons why people in the past may have acted in the way they did. * Recount the main events from a significant event in history. 	<p>Children are developing a sense of past by understanding that people lived differently before they were born, everyday life, tools and jobs have changed over time and that some important events and people helped shape how we live today. Children may: -</p> <ul style="list-style-type: none"> * Retell what they did and link it to 'people long ago'. * Build something to represent what they are learning in class – Stone Age camp. <p>In Forest School children can experience some of the same challenges or choices people in history faced – shelter, food, warmth, tools etc and reflect on why people might have acted in those ways. Being outdoors also helps children to imagine life without modern comforts too. This will ignite the children to think like historians – what was life like before? What problems did people face? Why did they make that choice? Etc.</p>

Year 3

- * Use evidence to describe culture and leisure activities from the past.
- * Use evidence to describe clothes, things of importance, way of life and actions of people in the past.
- * Use evidence to describe houses, other buildings and settlements from the past and their uses.
- * Use evidence to describe people's beliefs and attitudes and differences between rich and poor.
- * Use evidence to find out how any of the above may have changed during a given time period.
- * Suggest reasons for differences between periods.
- * Describe similarities and differences between people, events and objects
- * Show changes on a timeline.

Year 4

- * Describe similarities and differences between people, events and artefacts studied.
- * Describe how some of the things studied affect/influence life today.
- * Show knowledge and understanding by describing features of past societies and periods.
- * Identify some differences in ideas, beliefs and attitudes of past cultures, giving reasons for these differences.
- * Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance, ways of life, beliefs and attitudes may have occurred during a time period.

Year 5

- * Begin to choose reliable sources of information when finding out about the past.
- * Begin to give their own reasons why changes may have occurred and support these with evidence.
- * Describe similarities and differences between people, events and artefacts studied.
- * Describe how historical events studied affect/influence life today.
- * Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.

In Forest School children learn to.

- * Recognise that time passes.
 - * Notice change and continuity – with a multi-sensory experience – feeling, see smelling and hearing.
 - * Talk about then and now.
 - * Apply that understanding to themselves and others.
- Children are submerged in role-play, imagination and storytelling which explore the past and present.

Children notice differences in how people did things in the past and compare them to the present. For example, cooking on fires, using fire as their heat and light will give reasons why – No gas or electricity so no ovens, lights, heating etc that we have now. These conversations encourage questioning and hypothesising.

Children use the evidence they have seen/heard and learnt to extend their play in Forest School and to equip them to make decisions on how to build or create role play based on a past Era – Stone Age (houses made with wattle and daub), Vikings (cooking by boiling in clay pots or iron cauldrons, roasting large cuts of meat on spits, and baking bread and root vegetables on hot stones or in ashes), etc. Children may share their ideas and talk about the differences between the periods in history amongst their peers, but also with the adults during the sessions.

	<ul style="list-style-type: none"> * Discuss some causes and consequences of the main events, situations and changes in the periods studied. * Make links between some of the features of past societies (e.g. religion, houses, society, technology). * Identify changes and links within and across the time periods studied. <p><u>Year 6</u></p> <ul style="list-style-type: none"> * Choose reliable sources of information when finding out about the past. * Give their own reasons why changes may have occurred and support these with evidence. * Describe similarities and differences between people, events and artefacts studied. * Make links between some of the features of past societies (e.g. religion, houses, society, technology). * Show identified changes on a timeline. * Describe how some changes affect life today. 	
<p>Chronological Understanding</p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> * Understand the difference between things that happened in the past and the present. * Describe things that happened to themselves and others in the past. * Order a set of events or objects. * Use a timeline to place important events. * Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents were young, etc. <p><u>Year 2</u></p> <ul style="list-style-type: none"> * Understand and use the words 'past' and 'present' when talking about an event. * Recount changes in their own lives over time. * Understand how to put people, events and objects in order of when they happened, using a scale given by the teacher. * Use words and phrases such as: recently, before, after, now, later. * Use a timeline to place important events. 	<p>Children are able to recount events in sequence, <i>"First we found..." "Then we..."</i> and <i>"After that we..."</i>. They share their experiences using the past tense, for example, <i>"I climbed," "I made,"</i> or <i>"We built."</i> They also like to talk about other experiences with regards to recently, before, after, later, yesterday, last week, when I was younger etc.</p> <p>They also make meaningful connections between past and present experiences in Forest School, such as saying, <i>"Last week we found mushrooms, and this week they have been eaten/have died."</i></p> <p>Children demonstrate an understanding of routine and time concepts. They know that we begin each session with the register and a discussion about our group agreements before going off to explore. They also recognise that we sometimes finish with circle time to share what they have enjoyed doing during the session.</p> <p>Children enjoy recalling their personal experiences from both home and school, as well as shared activities and experiences with their peers. They engage with their natural surroundings and make comparisons based on their observations, for example, <i>"The leaves were green but now they are turning</i></p>

Year 3

- * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- * Use a timeline to place historical events in chronological order.
- * Describe dates of and order significant events from the period studied.
- * Use words and phrases such as: century, decade.

Year 4

- * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- * Order significant events and dates on a timeline.
- * Describe the main changes in a period of history.
- * Use words and phrases such as: century, decade, BC, AD, after, before, during.

Year 5

- * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
- * Order significant events, dates and movements on a timeline.
- * Sequence historical periods.
- * Describe the main changes in a period of history.
- * Use words and phrases relating to specific periods e.g. Industrial Revolution, Reformation, Renaissance, etc.

Year 6

- * Order significant events, dates and movements on a timeline.
- * Use timelines to demonstrate changes and developments in one key area e.g. culture/art, technology or religion.
- * Identify and compare changes within and across different periods.
- * Understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric Britain.
- * Uses these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.

red, brown, yellow and falling off the trees,” or “Last week it was sunny and today it’s raining.”

Children like to share details about what they are making or playing – “First we need to collect these dried flowers, then we place them onto our ‘chopping board’ and next we use a stick to grind the ‘wheat’ so we can use it to make flour.”

Children like to talk about their own lives outside of the school setting and share changes that have taken place. When I was in nursery I couldn’t ride a bike. Now I am at school I can ride by myself around the park, Before, I wasn’t allowed to play out but now I can play out the front of my house with my friends etc.

Vocabulary

Children use simple chronological vocabulary – old, new, now, yesterday, last week, when I was younger, a long time ago, before I was born, when my parents were young, past, changed, event, present

Historical Interpretation

Year 1

* Look at books, videos, photographs, pictures and artefacts to find out about the past.

Year 2

* Look at and use books and pictures, stories, eye-witness accounts, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

Year 3

* Explore the idea that there are different accounts of history.
* Identify the difference between fact and opinion.

Year 4

* Look at different versions/accounts of the same event in history and identify similarities and differences.
* Know that people in the past represent events or ideas in a way that persuades others.

Year 5

* Understand some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.
* Give reasons why there may be different accounts of history.
* Evaluate evidence to choose the most reliable forms.

Year 6

* Evaluate evidence to choose the most reliable forms.
* Know that people in the past had a point of view, as do we and that this can affect interpretations of history.
* Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

Not applicable to the Forest School setting

**Organise and
communicate
information**

Year 1

- * Sort events or objects into groups (e.g. 'then' and 'now').
- * Begin to use timelines to order events or objects.
- * Recount stories about the past.
- * Write and draw about things from the past.

Year 2

- * Describe objects, people or events in history.
- * Use timelines to order events or objects and place significant people.
- * Communicate ideas about people, objects or events from the past through speaking, writing, drawing, role-play, storytelling and use of ICT.

Year 3

- * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT.
- * Use dates and terms with increasing accuracy.
- * Discuss different ways of presenting information for different purposes.

Year 4

- * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT.
- * Use dates and terms correctly, including subject-specific words e.g. monarch, settlement, invader.
- * Discuss the most appropriate way to present information and realise that it is for an audience.

Year 5

- * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT.
- * Plan and present a self-directed project or research about the studied period, choosing the most appropriate way to present information to an audience.

Not applicable to the Forest School setting

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During Forest School sessions, children can use the natural woodland environment and open-ended resources to explore their learning about the Stone Age and Iron Age through imaginative role play. Children can work collaboratively to build shelters, huts, and settlements using sticks, logs, leaves, and natural materials, reflecting how early people adapted to their environment.

In Stone Age role play, children can take on roles such as hunter-gatherers, tool makers, and cave artists. They use natural materials to create tools, hunt for food and cook on fires.

In Iron Age role play, children can develop more permanent settlements, construct roundhouses, and take on roles including farmers, warriors, craftspeople, and community leaders. They explore concepts such as farming, defence, trade, and social organisation, often using the landscape to represent hill forts and boundaries.

During Forest School sessions, children can use the woodland environment and natural, open-ended resources to explore their learning about the Anglo-Saxons through imaginative role play. Children work collaboratively to build Saxon settlements, and shelters, using sticks, logs, leaves, and rope.

Children can take on a range of roles such as farmers, warriors, craftspeople, and community leaders. Using natural materials, they create simple tools, and



Year 6

- * Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama/role-play, storytelling and ICT.
- * Present information in an organised and clearly structured way.
- * Plan and present a self-directed project or research about the studied period, choosing the most appropriate way to present information to an audience.

shields, and act out daily life, including farming, hunting, feasting, and defending their village.

During Forest School sessions, children can engage in imaginative role-play to consolidate and explore topics they have been learning about in class. For example, when learning about World War II, children re-enact scenarios using natural and open-ended resources: saucepans are used as helmets, sticks become props, and shelters are built to represent wartime structures. Children can use the natural landscape, such as hills, to recreate trenches, and role-play a range of wartime roles including soldiers, nurses caring for the injured, and factory workers. This play supports historical understanding, collaboration, communication, and creativity.