

# **History and Forest Schools**

## **The key Concepts –**

### **Change: -**

Children will experience this through observing what happens in Forest Schools across the years. Seasons (Summer – hard ground, leaves on trees, flowers etc., Winter – Hard ground or very wet ground, possibly frost, no leaves on deciduous trees etc.), coppicing, planting, removal of trees etc. All evidence of change.

### **Time: -**

Opportunities will arise to discuss how things change over time – i.e. the train line being there long before the school was built, the size of the school before the extension was built and we became a primary school, how old the trees are through their age (discovered through their height and/or number of rings in the trunk of a felled tree). Depending on the age of the tree will depend on what surroundings it would have been living in.

Children share their memories in Forest Schools. They talk about what pet they had when they were a baby but it's no longer alive, what they did yesterday, last week, last month, last year, what they want to do when they are older i.e. teenager, adulthood, where they have been on holiday in the past and where they would like to go in the future etc. This sows their understanding of time.

### **Chronology: -**

Children will show their understanding of Chronology at Forest Schools in the same way as change and time. They will be ordering events into past, present and future during their play which will in turn enrich their history knowledge and understanding.

## **KS1 expected level of understanding through the above experiences/learning**

1. A world existed before they and those around them were born but their world today is connected to the past.
2. All people in the past did not live at the same time.
3. The past can be described in different ways – old, new, today, yesterday, last year, days of the week, years, once upon a time, long ago, past/present, before/after, when I was little etc., as well as some period labels.
4. Many things in the past have changed (and are still changing) but some things are the same.
5. People in the past were real people, had feelings like real people and usually did things for a reason.
6. Events usually happen for a reason (sometimes more than one reason).
7. People in the past did not know the same as we do today but they were not really more stupid.
8. Not everyone in the past thought the same.

9. People in the past did not always think that the same things were as important in their lives as you do today.
10. Things did not always turn out as planned.
11. We can tell different stories about the same history.
12. We find out about the past from different sorts of evidence/clues that come from that particular time.
13. We can show the past in different ways such as pictures, writing, film, theme parks, museums, music and legends.
14. We never know everything that happened in the past.
15. We can disagree about what was happening in the past and it does not necessarily mean that some people are wrong.

### **KS2 expected level of understanding through the above experiences/learning**

1. A world existed before they and those around them were born – some things occurring many years ago before there were ways of writing about the past. Human time is only a small part of time.
2. The past can be described in different ways – dates, period labels, divisions such as decade, century etc.
3. The past was different from today: some things have changed (slowly or quickly) but some things are the same.
4. Change does not always mean progress. There can be 'bad/negative' changes. There are differences between change, progress and development.
5. People in the past had feelings and emotions and had reasons for their actions.
6. It is not always easy to work out why things happened and why people did or thought things.
7. Reasons and events usually lead to results (sometimes more than one) but things did not always turn out as planned.
8. People in the past did not know the same as we do today but they were not really more stupid. When things happened, it was often confusing and uncertain for people and they did not know how things would turn out.
9. We can put together a story/account about the past in different ways. It can be different if we use different information or have views about what is important. This does not mean that one version is right and another wrong.
10. Not all history has been fair to all people and groups. Sometimes this is deliberate and at other times accidental.
11. We find out about the past from different sorts of information/sources such as written, artefacts and pictures. Some parts of history have many sources but others have very few.
12. Different people help put together what happened in the past, such as historians, archaeologists, film makers, museum curators.
13. Not all the sources from the past can be trusted. We always need to be careful when using any evidence from the past, e.g. it can be inaccurate, incomplete, unfair. With care, however, we can make some use of all information – it always tells us something about the past.
14. It is often better when we can find more than one piece of information/source for our topic.
15. There is a difference between a source and evidence. The source is the information but it is you or the historian who uses it as evidence in your own way to answer your questions.

A good historian can ask many questions about the sources they use.

16. We never know everything that happened in the past so it means that we have to work out things that are likely to have happened and that means giving opinions and ideas rather than definite facts.

17. Because we need to tell a clear story, we need to choose which bits to use and this means deciding what is important. Not all information is equally important.

18. We should care about what past people did. We should try to understand them without necessarily agreeing with them. Much of our lives today is because of what people in the past have done.

### by the age of 7 pupils should:

- have knowledge and understanding of people and events from the recent and more distant past, including from their own lives and communities, as well as from Britain and the wider world. They should be familiar with different stories about significant people and events from the past and where these fit within a chronological framework .
- be able to choose and use parts of stories and other sources to ask and answer questions about the past. They should understand some of the ways in which we find out about the past.
- be able to communicate in different ways about aspects of life in past times and use a wide vocabulary of everyday historical terms.
- be able to demonstrate their understanding of the past by identifying similarities and differences between ways of life in different periods, by using common words and phrases about the passing of time. They should be able to give some reasons why people in the past acted as they did, and identify some of the ways in which the past is represented.

### by the age of 9 pupils should:

- have knowledge and understanding of some of the main people, events and periods from the history of their locality, Britain and the wider world and be able to place these into different periods of time. They should have knowledge and understanding about some of the different technological, scientific, cultural and aesthetic achievements along with some of the social, political, religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to use a range of sources of information to find answers to questions about the past and begin to select relevant information to support their findings. They should understand how we find about the past by using different sources of information.

## by the age of 11 pupils should:

- have knowledge and understanding of some of the significant people, events, and periods from the history of their locality, Britain and the wider world and be able to fit these into a secure chronological framework. They should have knowledge and understanding of different technological, scientific, cultural and aesthetic achievements along with social, political religious and economic developments from the past.
- be able to demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied and by beginning to suggest causes and consequences of the main events and changes. They should be able to make some links and comparisons between periods of history. They should be able to identify some of the different ways in which the past is represented.
- be able to demonstrate their understanding of the past by describing characteristic features of periods and societies from the ancient to the more recent past, and by identifying contrasts, connections and trends within and across periods of history. They should be able to identify and describe some short- and long-term causes and consequences of the main historical events and changes studied. They should be able to identify and describe some different ways in which the past has been interpreted.
- be able to use different sources of information to help them investigate the past and use relevant information to support their findings. They should understand how our knowledge of the past is constructed from a range of sources.
- be able to describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways

## Vocabulary: -

Long ago, Now/next, past/present, before/after, new/old, when I was little, when my mum was young, today/tomorrow/yesterday