

## Lister Infants Recovery Curriculum for History

### A Recovery Curriculum Statement for History.

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Reading will be imperative in ensuring missed learning in History is covered this year, this will be through shared reading, individual reading and carefully selected texts being available in classroom reading areas. Continuous provision will also provide ample opportunities for children to revisit and embed KU&S in History.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
<b>Reception</b>	As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.			
<b>Year 1</b>	Wheels on the Bus. Focus on old/new transport.  How we have changed and developed this year/lifecycle of a frog	<ul style="list-style-type: none"> <li>• They can talk about past and present events in their lives and in the lives of family members.</li> <li>• They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• To hold and explore real life objects and explore photographs</li> <li>• To begin to understand the passing of time and how things have changed and developed.</li> <li>• To order three pictures to form a timeline.</li> <li>• To order real life artefacts to make a</li> </ul>	<p>Before completing the year one timeline for WW1 with photographs, children will be given real artefacts to sequence to address missed learning in Reception.</p> <p>The lifecycle of a frog will be covered in science during term</p>

			<p>timeline.</p>	<p>1 to revise changes over time.</p> <p>Shared reading will be used to revise previous learning and consolidate knowledge.</p> <p>Continuous provision will be used to consolidate learning and give children the opportunity to examine real life artefacts.</p> <p>The use of ICT will be used to support historical understanding e.g. Purple Mash, Now press play</p>
<p><b>Year 2</b></p>	<p><b>Events Beyond Living Memory</b></p> <p><b>Significant historical events, people and places in their locality</b></p> <p>First Flight Key People: The Wright Brothers</p>	<ul style="list-style-type: none"> <li>➤ I am developing an awareness of the past and present.</li> <li>➤ I can fit people/events (4) into a chronological framework – see progression of timelines.</li> <li>➤ I can identify similarities and differences between ways of life at different times.</li> <li>➤ I can use common words and phrases related to the passing of time – see progression in vocabulary.</li> <li>➤ I am beginning to ask and answer questions about the past. E.g. which things are old and which are new?</li> <li>➤ I understand some ways we find out about the past.</li> <li>➤ I can use given sources to learn about the past.</li> <li>➤ I can use books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>➤ I am beginning to recognise why people did things, why events happened, and what</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can plot given information (4) on a timeline with marked intervals and add the dates in chronological order.</li> <li>➤ I can begin to look at more abstract sources. E.g. newspaper articles.</li> <li>➤ I can identify similarities and differences between ways of life at different times.</li> </ul>	<p>During term 1:1 there will be opportunities for shared reading/individual reading on texts about the Wright Brothers to cover knowledge missed in Year 1.</p> <p>Year 2 will also recap learning missed in Year 1 about the First aeroplane Flight, in term 3 when covering Seaside Holidays unit.</p> <p>Teachers will ensure lots of opportunities for children to examine more abstract sources during their topic The Great</p>

		<p>happened as a result.</p> <ul style="list-style-type: none"><li>➤ I can make simple observations about different types of people, events and beliefs within society.</li><li>➤ I can sort events/objects/people into groups e.g. then and now</li><li>➤ I can recall some facts about people/events before living memory</li><li>➤ I can talk about why people may have acted in the way they did.</li><li>➤ I appreciate that some famous people have made our lives better today. I can talk about who was important e.g. oral account.</li></ul>		<p>Fire of London in term 1.</p> <p>Teachers will provide opportunities for children to use ICT to support learning. E.g. Purple Mash and Now press play.</p>
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