




Quasquicentennial

How can we mark
125 years of Hungerford?



Quasquicentennial - How can we mark 125 years of Hungerford?

	Head development		Heart development		Hand development
	<p>History KS1: Changes within living memory Significant historical events in our own locality A study of an aspect or theme in British history extending knowledge beyond 1066 Local history Use words and phrases such as old, new, a long time ago, before, after, past, present, then and now Recognise that some objects belonged to the past Explain how they have changed since they were born Ask and answer questions about old and new objects Identify old and new things in images Explain what and object from the past might have been used for Find out information about the past by interviewing / questioning an older person Answer questions using books and the internet</p> <p>History LKS2: Describe events from the past using the dates when things happened Use a timeline within a specific period of history to chronologically order events (using centuries) Use mathematical skills to understand how long ago things happened and to round time differences (decades and centuries) Use research skills to find answers to specific historical questions Research in order to compare and contrast different times in history Research what life was like for children in a given period of history Present my findings to an audience</p> <p>History UKS2: Draw a timeline with different historical periods showing key events or lives of significant people</p>		<p>Understanding of local community Creating a school culture around history</p>		<p>Various art and design techniques Performances and oracy</p>

	Place features of historical events and people into a chronological framework Compare two or more historical periods, explaining things which have changed and things which stayed the same				
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NB: Staff who attended the school can visit for an 'interview' about their experience of school. How has it changed since they were there? They have photos of them at the school. Can the children locate where the photos were taken? What do they recognise in them that we still have? Children could go on a scavenger style hunt for the items or locations of the photos and recreate the photos which would be a fun display!

EYFS and Y1 - How can we show our past and present in a piece of art?

Lesson	Question	Learning	Resources
1	What was I like when I was younger?	Ask chn to bring in photos of them as a baby if possible. See if they can match the baby photo to the child in the class. What has changed and what is different? Children will be able to identify physical changes. Use sentence stems to support oracy. Show children pictures of babies learning to crawl, looking at books etc. ' I used to be able to look at pictures and now I can read the words.' children sort pictures of things babies do, children do and things they still do in a venn diagram.	Vendiagram template Pics Photos from home
2	What has Hungerford taught me?	Show children https://www.youtube.com/watch?v=68QUhPDvDe8 or read it using this pdf https://englishsanjosedelasierra.files.wordpress.com/2015/05/school-days-around-the-world-by-margriet-ruurs-and-alice-feagan.pdf What is the same about our school and these other schools? You could focus on one of them (perhaps linked to ethnicity of chn in your class) or several. The children decide what is the same and what is different by either sorting/listing ideas for you to scribe. Discuss what they learn at school and what school has taught them. Get them to pose for photos of things they can do now (reading, running, sharpening pencils etc).	Pdf book link / you tube link Camera
3	How can I show my past and present in a piece of art?	Introducing the idea of a school birthday party. What things do parties need? Gather ideas and hone in on party food and table settings. The children will make place mats showing their past and their present - page could be split in 2, or double sided. One to represent their past and one their present. Could also have sentences on, eg 'when I was young I....' 'now I am older I can.....' children could do a gallery walk after this lesson and do a WWW and EBI for some of them.	Paper, medium you want for the place mats (crayon, oil pastel, paint etc), laminator for finished product
4	How can I show my past and present in a piece of art?	Place mats finishing / redrafting based on last lessons feedback.	
5	Can I make food we can serve at a party?	Children make fruit lollies for the party - will have to be morning of the party. Can make in nice colourful patterns etc, and could get them to go with you to buy fruit in small groups. Children could write a recipe for how to make your own rainbow fruit lolly to be displayed on the table.	Fruit, knives, platters/plates, pattern cards, skewers
6	Can we put on a party for the school?	Children set out a table for the snacks they've made with their place settings taped down.	

Year 2 - How can we provide the games for our school's birthday party?

Lesson	Question	Learning	Resources
1	What did children play in the past?	Enquiry based session - looking at photos and images from victorian times. When do they think this was happening? What are the children doing? Explain that our school was built at the same time as these pictures - 125 years ago! Queen Victoria reigned and this was called the Victorian period of history. Collect information about what they think schools were like in Victorian times/anything about victorians. Share statements of fact and fiction about victorian children, eg 'teachers wrote on black boards with chalk', 'children played roblox' and children to sort them into true and false. Show children either a book/video clip about victorian school - what can they add to their information collection now? Unveil their job for the school commission: how can we provide the games for our school's birthday party?	Photos of victorian children (ive put some in a folder for you too) Picture
2	What did children play in the past?	What did children play in the past? Look at photos of games from the past and current games (eg, a victorian version of snakes and ladders vs modern day) and decide if it's from the past or present. Children can sort pictures into then and now categories. What is the same and what is different? What are the victorian toys made from? Show children playing some victorian playground games - Do they recognise any of them? Are they similar to any games we play now? Children write a short explanation of what is the same and what is different about toys and games from the Victorian times and now.	Photos of games and toys Sorting hoops Scaffold for writing
3	How can we find out what children play now?	Recap what they found out last lesson - what games do they think looked fun? Play oranges and lemons or leap frog. Survey of games children at the school enjoy playing now - children create a simple survey and visit classes to count tallies. They produce a graph showing what people play now (maths link).	Books on victorian games and schools
4	Can I make a game to show our school's history?	Making the games and playing them. Children make some simple playground games with a rule card/instruction manual and test them out on year 4. Year 4 provide some feedback on how to make the instructions clearer and easier to understand.	Card, lined paper, game equipment from the pe cupboard where needed. Feedback template for year 4 to fill in.
5	Can I make a game to show our school's history?	improving them based on feedback from year 4 and making final draft of rules and game.	Card, lined paper, game equipment from the pe cupboard where needed. Feedback sheets
6	Can we run our party games?	Party time! Children positioned in the blue pitch area and host the games during the party.	Games, rules/posters

Year 3/4/SEMH- How can we create a piece of shared art which reflects Hungerford's history?

Lesson	Question	Learning	Resources
1	What is chronology?	<p>Timeline of 1800-present day and situating key events on it. Children have different photos of key events with short explanations on the back. Create a living timeline with children standing in positions where their period is (chronology understanding). Oracy focus for less confident: first, before, after (provide sentence stems).</p> <p>What do children know about any of the periods of history Hungerford has stood through? Share their knowledge and add to the relevant part of the timeline on post it notes/annotation.</p> <p>Then hang the timeline on a piece of string across the classroom so children can keep referring to it. Through the week, cover up, move, or remove some of the periods and get children to identify the mistakes in the timelines/remember what went there (would work well if you focus this on the periods they will be covering as a class).</p>	<p>Timeline pictures, key event pictures for less confident with dates</p> <p>Post it notes String for timeline Pegs for timeline</p>
2	What events should our art work commemorate?	<p>Overview of different historical events covered by your periods (eg, ww1, ww2, punk, 70s etc ,)</p> <p>What are the most important symbols of your era? What was happening in the school at the time?</p> <p>Year 3 - 1930 - 1970 year 4 - 1896-1930 SEMH - 1970 - 2020</p> <p>Children could do information relay - split into groups and given 10 seconds to look at a picture of a key event from their era/symbol montage before they run back to their main group and draw/write whatever they can remember.</p> <p>Children then find out key information about the different periods covered by their class. They write information about the different events in their books based on what theyve found out.</p>	<p>Books from library on different eras</p> <p>Montages of key historical events, newspaper headings and symbols of the time.</p>
3	How can I sum up a period of time in a symbol?	<p>Children design their tiles on a 21x21 sheet tile. Look at printing technique and discuss how the lines are what are left without ink, and the rest is covered. This will hopefully inform their design. Children should give each other ongoing feedback and produce multiple drafts.</p>	<p>Paper cut into 25 x 25 square. Pencils 1 colour pencil (purple?)</p>
4	How can I create a piece of art to celebrate hungerford's history?	<p>Children make their polystyrene tiles - give them small bits to practice on first to get pressure right. Children learn to prepare the ink and do the first print multiple times. Can the spot any mistakes/problems with their tiles? They will then remake their tile for the next lesson</p>	<p>Polystyrene Cartridge paper Paper for under the roller Inks Rollers</p>

			Trays Blunt pencils
5	How can I create a piece of art to celebrate Hungerford's history?	One colour print per day until the colours are layered. While ink is drying children explain why they chose what they did and we film/audio record for a QR code.	Polystyrene Cartridge paper Paper for under the roller Inks Rollers Trays Blunt pencils Recording equipment - phone or ipad QR code generator
6	Can I explain my piece of art?	Unveiling and presentations - QR codes of children explaining their pieces of the art, why they chose that symbol etc.	Art piece needs to be assembled with QR codes on

Year 5 - Classrooms through the ages - How can we become set designers?

Lesson	Question	Learning	Resources
1	What is chronology?	<p>Timeline of 1800-present day and situating key events on it. Children have different photos of key events with short explanations on the back. Create a living timeline with children standing in positions where their period is (chronology understanding). Oracy focus for less confident: first, before, after (provide sentence stems).</p> <p>What do children know about any of the periods of history Hungerford has stood through? Share their knowledge and add to the relevant part of the timeline on post it notes/annotation.</p> <p>Then hang the timeline on a piece of string across the classroom so children can keep referring to it. Through the week, cover up, move, or remove some of the periods and get children to identify the mistakes in the timelines/remember what went there.</p>	<p>Timeline pictures, key event pictures for less confident with dates</p> <p>Post it notes</p> <p>String for timeline</p> <p>Pegs for timeline</p>
2	How can we design a set?	<p>Have an interview meeting/designers brief with y6. Children need to determine the different eras the y6 play will cover. They then use books, internet and pre printed pictures to create a mood board for each backdrop. Children are assigned different backdrops based on the different eras in groups. Eg - 1 group does the victorian backdrop, 1 does the 30's classroom etc dependent on what y6 children decide to cover in their play. Backdrops can include hidden 'easter eggs' such as posters which would have been up and around at the time, or objects.</p>	<p>Photos, books, laptops</p>
3	How can we draw and design a set?	<p>In groups, children begin working on mini set backdrops on A1 paper/a3. Could do this to scale if possible?</p>	<p>Rulers, mood boards, a1 paper</p>
4	How can we paint a set?	<p>Children paint their designs on large bed sheets, which will be hung and then flipped for each scene change. They can draw using pencil first, and then practice on smaller pillow cases for paint technique on fabric.</p>	<p>Fabric paint</p> <p>Bedsheets</p> <p>Pencils</p> <p>Mini designs</p>
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Year 6 - How can we create and perform a play which explains Hungerford's History?

Lesson	Question	Learning	Resources
1	What is chronology?	<p>Timeline of 1800-present day and situating key events on it. Children have different photos of key events with short explanations on the back. Create a living timeline with children standing in positions where their period is (chronology understanding). Oracy focus for less confident: first, before, after (provide sentence stems).</p> <p>What do children know about any of the periods of history Hungerford has stood through? Share their knowledge and add to the relevant part of the timeline on post it notes/annotation.</p> <p>Then hang the timeline on a piece of string across the classroom so children can keep referring to it. Through the week, cover up, move, or remove some of the periods and get children to identify the mistakes in the timelines/remember what went there.</p> <p>What was school like for children in these different eras? Gather what they already know, and split the 125 years into 4 distinct eras.</p>	<p>Timeline pictures, key event pictures for less confident with dates</p> <p>Post it notes</p> <p>String for timeline</p> <p>Pegs for timeline</p>
2	What was school like in the past?	<p>Design brief for y5 - different eras required for their play's set design.</p> <p>Children need to find out ALOT about education in the different eras. Give them questions to guide their research, eg, what did teachers wear, what was discipline like, what games did children play, what lessons did they learn, what was handwriting like?</p>	Laptops, books, question sheet
3	How can we become script writers?	Introducing the idea of one main character who is sent back in time to experience each of the classrooms of Hungerford's history. Children can develop this character together as a class, including catch phrases, and decide what their experience will be in each of the classes in their play. In groups, children decide the main event in each scene and begin writing the script.	Script template, main character development on big paper for whole class
4	How can we become script writers/	Continuing to write script, with writer's feedback sessions throughout the lesson. Have a full read through by the end of the lesson.	Scripts
5	How can we become performers?	Continuing to work on script, including continuity errors. Block the play on stage.	Scripts
6	Can we perform a play for an audience?	Show time!	Set from y5