

# History

Equipment list

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## Peek into the past

### Activity 1: Can you guess who'?

- ☐ Three magnifying glasses.
- ☐ A white tablecloth.

### Activity 2: Past and present

- ☐ One white tablecloth.
- ☐ Two large plastic hoops (one labelled 'past' and one labelled 'present').
- ☐ One audio playback device.

### Activity 3: My life timeline

- ☐ Scissors (one pair each).
- ☐ Glue sticks (one each).
- ☐ One audio playback device.

### Activity 4: Toy box

- ☐ One box or bag.
- ☐ A selection of toys that the children played with as babies or toddlers and a selection of toys that they enjoy playing with now.

### Activity 5: Spot the difference

- ☐ Six whiteboard pens.
- ☐ Six magnifying glasses.
- ☐ Large plastic tray (optional, see Activity).

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<u>How am I making history?</u>	<u>How have toys changed?</u>	<u>How have explorers changed the world?</u>
<ul style="list-style-type: none"> <li>❑ Ask parents to email two photographs of the children or send in photographs (as a baby, on their first day of school, or any other life events such as getting a new pet) and send in any medals, tickets or anything that reminds the children of a special memory.</li> <li>❑ A collection of additional photographs of key events in Year 1 so far (this could be a recent photograph and one from earlier in Year 1).</li> <li>❑ Ten pegs.</li> <li>❑ String.</li> <li>❑ One shoebox or one for each child.</li> <li>❑ An example memory box with photographs or other memories to show the children – <i>optional</i>.</li> <li>❑ Sticky notes.</li> <li>❑ Container suitable to store items such as a large jar or bottle.</li> <li>❑ Items for a time capsule e.g. coins, newspapers, and school photographs etc.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Ask parent or carers to arrange for their child to bring in one favourite toy.</li> <li>❑ A selection of modern toys (indoor and outdoor) for children to choose from.</li> <li>❑ A selection of at least six toys, including a toy from 100 years ago, toys from the 1950s–1980s (loaned from a local museum or sourced from parents) and modern toys.</li> <li>❑ A3 paper or large sugar paper.</li> <li>❑ Six comparable toys (three old toys from the last 100 years and three comparable modern toys, e.g. a wooden train from the 1920s and a modern plastic toy train).</li> <li>❑ Two hoops.</li> <li>❑ Sticky notes.</li> <li>❑ A range of teddy bears (for children who are unable to bring one in).</li> <li>❑ An older teddy bear (parents or grandparents might be able to bring one in, or they can be loaned from a museum).</li> <li>❑ Ipads or tablets.</li> </ul>	<ul style="list-style-type: none"> <li>❑ An image of a local explorer, if relevant.</li> <li>❑ Sticky notes.</li> <li>❑ Optional: A range of objects an explorer might use (such as: binoculars, a compass, a map, a backpack and some walking poles).</li> </ul>

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<u>How was school different in the past?</u>	<u>How did we learn to fly?</u>	<u>What is a monarch?</u>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Photographs of your school or local schools in the 1960s if possible, inside and out.</li> <li><input type="checkbox"/> Photographs of life locally showing clothes, homes and transport.</li> <li><input type="checkbox"/> Sources from the 1960s relating to school life include a school log book, registers, HMI reports, and an old map of the local area.</li> <li><input type="checkbox"/> Photographs of your school or local schools in the 1900s if possible, inside and out, photographs of life locally showing clothes, homes and transport.</li> <li><input type="checkbox"/> Sources from the 1900s relating to school life include a school log book, registers and HMI reports.</li> <li><input type="checkbox"/> The following links may also provide relevant sources: Link: '<a href="#">Historic England</a>' *</li> <li>Link: '<a href="#">The National Archives</a>' *</li> <li><input type="checkbox"/> An old map of the local area (see Main event) use link: '<a href="#">Ordnance Survey Maps of England and Wales 1842–1952</a>' from the National Library of Scotland.*</li> <li><input type="checkbox"/> Modern map of the local area use link: '<a href="#">Google Earth</a>' .*</li> <li><input type="checkbox"/> Sticky notes.</li> </ul> <p>* These are external websites and we do not have control over their content — please check before showing them to the children.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Camera (one for the teacher).</li> <li><input type="checkbox"/> Ipads or tablets (one between two).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Objects to represent the role of a monarch, e.g. a crown, a sword, a Bible, a book or money (optional – see Attention grabber).</li> <li><input type="checkbox"/> Lolly sticks or straws (one each).</li> <li><input type="checkbox"/> Glue sticks or sticky tape (one between two).</li> <li><input type="checkbox"/> A3 white paper (one between two).</li> <li><input type="checkbox"/> Building bricks or recycled boxes (optional – one between two).</li> <li><input type="checkbox"/> Sticky labels (optional – seven between two).</li> </ul>

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<u>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</u>	<u>British history 2: Why did the Romans settle in Britain?</u>	<u>What did the Egyptians believe?</u>
<ul style="list-style-type: none"> <li><input type="checkbox"/> 1,000 sheet toilet rolls (one between six children).</li> <li><input type="checkbox"/> Sticky notes.</li> <li><input type="checkbox"/> Marker pens.</li> <li><input type="checkbox"/> Laptops or tablets.</li> <li><input type="checkbox"/> Collection of objects used during a school day (e.g. Maths book, crisp packet, ball.)</li> <li><input type="checkbox"/> Metal object made of bronze, copper, tin or iron (one between six).</li> <li><input type="checkbox"/> Stone (one between six).</li> <li><input type="checkbox"/> Pupil whiteboards.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A selection of Roman artefacts (they can be loaned from a museum).</li> <li><input type="checkbox"/> Pupil whiteboards.</li> <li><input type="checkbox"/> Art resources (e.g. paints, pastels or pencil crayons).</li> <li><input type="checkbox"/> Plain paper.</li> <li><input type="checkbox"/> Cardboard boxes (one between two).</li> <li><input type="checkbox"/> Access to a large space such as a hall or playground.</li> <li><input type="checkbox"/> Small softballs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipchart or poster paper.</li> <li><input type="checkbox"/> Roll of backing paper, cut into sheets approximately 100cm by 50cm (one sheet between a group of three).</li> <li><input type="checkbox"/> Scissors (one between two).</li> <li><input type="checkbox"/> Rulers (one between two).</li> <li><input type="checkbox"/> Glue sticks (one between two).</li> <li><input type="checkbox"/> Coloured paper (one between three).</li> <li><input type="checkbox"/> Markers (one between two).</li> <li><input type="checkbox"/> Tablets or laptops (one between two).</li> <li><input type="checkbox"/> Whiteboards (one between two).</li> <li><input type="checkbox"/> Colouring pencils (one between two).</li> <li><input type="checkbox"/> Tomatoes (cut up in halves, one between two).</li> <li><input type="checkbox"/> Teaspoons (to scoop out the insides, one between two).</li> <li><input type="checkbox"/> Bowls (two for each table).</li> <li><input type="checkbox"/> Salt (enough for a small bowl, one between two).</li> <li><input type="checkbox"/> Bicarbonate of soda (enough for a small bowl, one between two).</li> <li><input type="checkbox"/> Bandages (a 30cm piece, one between two).</li> <li><input type="checkbox"/> Masking tape (five rolls).</li> <li><input type="checkbox"/> A warm, dry area (e.g. near a radiator) to store the mummified tomatoes for a couple of weeks.</li> </ul>

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<u>How have children's lives changed?</u>	<u>British history 3: How hard was it to invade and settle in Britain?</u>	<u>British history 4: Were the Vikings raiders, traders or settlers?</u>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupil whiteboards.</li> <li><input type="checkbox"/> Marker pens.</li> <li><input type="checkbox"/> Scissors.</li> <li><input type="checkbox"/> Tablets or laptops (optional).</li> <li><input type="checkbox"/> Large sheets of paper.</li> <li><input type="checkbox"/> A large indoor space for hot-seating.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pupil whiteboards.</li> <li><input type="checkbox"/> Marker pens.</li> <li><input type="checkbox"/> Tablets or laptops.</li> <li><input type="checkbox"/> Plasticine or modelling clay.</li> <li><input type="checkbox"/> Lollipop sticks or twigs.</li> <li><input type="checkbox"/> Straw.</li> <li><input type="checkbox"/> Air drying clay.</li> <li><input type="checkbox"/> Bowls (to mix the straw, clay and water in).</li> <li><input type="checkbox"/> Containers for water.</li> <li><input type="checkbox"/> Scissors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Scissors.</li> <li><input type="checkbox"/> Whiteboards.</li> <li><input type="checkbox"/> Marker pens.</li> <li><input type="checkbox"/> Colouring pencils. ( one between two).</li> <li><input type="checkbox"/> Glue sticks.</li> <li><input type="checkbox"/> Two different highlighters (one between two).</li> <li><input type="checkbox"/> Rulers</li> <li><input type="checkbox"/> Eight large lollipop sticks ( one between two).</li> <li><input type="checkbox"/> Two drinking straws (one between two).</li> <li><input type="checkbox"/> One sheet of card (one between two).</li> <li><input type="checkbox"/> Duct tape.</li> <li><input type="checkbox"/> Modelling clay (one small piece, between two).</li> <li><input type="checkbox"/> Glue guns (one between two).</li> <li><input type="checkbox"/> Paddling pool (one for the whole class).</li> <li><input type="checkbox"/> Scales (one for the whole class).</li> <li><input type="checkbox"/> Metre rulers (two for the whole class.)</li> <li><input type="checkbox"/> Hair dryer or fan (one for the whole class).</li> <li><input type="checkbox"/> Calculator (one between five).</li> <li><input type="checkbox"/> Laptops or tablets (one between two).</li> <li><input type="checkbox"/> A collection of Viking artefacts.</li> <li><input type="checkbox"/> Six large sheets of sugar paper (one for each artefact).</li> <li><input type="checkbox"/> Six tables (one for each artefact).</li> </ul>

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<u>British history 5: What was life like in Tudor England?</u>	<u>What did the Greeks ever do for us?</u>	<u>How did the Maya civilisation compare to the Anglo-Saxons?</u>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Whiteboards (for the children).</li> <li><input type="checkbox"/> Sticky notes.</li> <li><input type="checkbox"/> Envelopes.</li> <li><input type="checkbox"/> Crime scene tape (or use the printable provided).</li> <li><input type="checkbox"/> Scissors (one each).</li> <li><input type="checkbox"/> A box with a hole cut in the lid.</li> <li><input type="checkbox"/> Marker pens (one each).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipchart or poster paper.</li> <li><input type="checkbox"/> Roll of backing paper, cut into sheets approximately 100cm by 50cm (one sheet between a group of three).</li> <li><input type="checkbox"/> Scissors (one between two).</li> <li><input type="checkbox"/> Rulers (one between two).</li> <li><input type="checkbox"/> Glue sticks (one between two).</li> <li><input type="checkbox"/> Coloured paper (one set between a group of three).</li> <li><input type="checkbox"/> Markers (one between two).</li> <li><input type="checkbox"/> Tablets or laptops (one between two).</li> <li><input type="checkbox"/> Whiteboards (one between two).</li> <li><input type="checkbox"/> A large space, such as a hall to carry out a debate.</li> <li><input type="checkbox"/> Sticky notes (a set of eight between each group of four).</li> <li><input type="checkbox"/> Colouring pencils (one between two).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Flipchart or poster paper.</li> <li><input type="checkbox"/> A roll of backing paper, cut into sheets approximately 150 cm by 50 cm (one sheet between a group of three). Alternatively, the children can overlap and glue pieces of A4 paper until approximately 150 cm long.</li> <li><input type="checkbox"/> Rulers (one per group).</li> <li><input type="checkbox"/> Scissors (one per group).</li> <li><input type="checkbox"/> Coloured paper, card or tissue paper (a set of various colours for each group).</li> <li><input type="checkbox"/> Glue sticks (one per group).</li> <li><input type="checkbox"/> Whiteboards and marker pens (one between two).</li> <li><input type="checkbox"/> Whiteboards and marker pens (one between two).</li> <li><input type="checkbox"/> Devices (one each).</li> <li><input type="checkbox"/> Two hoops (for each group).</li> <li><input type="checkbox"/> Sticky notes (two different colours, five of each colour per group of three).</li> <li><input type="checkbox"/> Plain paper (one piece per group).</li> <li><input type="checkbox"/> Whiteboards and marker pens (one each).</li> <li><input type="checkbox"/> A3 paper (one sheet between two).</li> <li><input type="checkbox"/> A set of coloured pencils (one between two).</li> <li><input type="checkbox"/> Rulers (one between two).</li> <li><input type="checkbox"/> A classroom table (to lay out <i>Resource: Evidence bank</i>).</li> </ul>

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<a href="#"><u>What does the census tell us about our local area?</u></a>	<a href="#"><u>British history 6: What was the impact of World War 2 on the people of Britain?</u></a>	<a href="#"><u>Unheard histories: Who should go on the bank note?</u></a>
<ul style="list-style-type: none"> <li>❑ Whiteboards (for the children).</li> <li>❑ Marker pens (for the children).</li> <li>❑ Large indoor space for hot-seating..</li> <li>❑ Eight extracts from one street in the local area from the 1881 - 1901 census.</li> <li>❑ Eight extracts from the same street from the census ten years later (1891-1901).</li> <li>❑ A map of the street which is being researched.</li> <li>❑ Photographs of the area which is being researched.</li> <li>❑ An old map of the local area (see Main event) use link: '<a href="#"><u>Ordnance Survey Maps of England and Wales 1842-1952</u></a>' from the National Library of Scotland.*</li> <li>❑ Modern map of the local area use link: '<a href="#"><u>Google Earth</u></a>'.*</li> </ul>	<ul style="list-style-type: none"> <li>❑ Roll of backing paper, cut into sheets approximately 100cm by 50cm (one sheet between two) (see Main event). Alternatively, children can glue pieces of A4 paper until approximately 100cm in length.</li> <li>❑ Rulers or meter sticks, scissors, glue sticks and marker pens (one set between two).</li> <li>❑ Tablets or laptops (one between two).</li> <li>❑ Marker pens and rulers (one between two).</li> <li>❑ Hoops (two between each group of three).</li> <li>❑ Sugar paper (one piece for each table).</li> <li>❑ Whiteboards (one each).</li> <li>❑ Glue sticks (one between two).</li> </ul>	<ul style="list-style-type: none"> <li>❑ Whiteboards and marker pens (one between two).</li> <li>❑ Sticky notes (one each).</li> <li>❑ Sugar paper (five sheets).</li> <li>❑ Devices (Optional – one between two).</li> <li>❑ Sticky notes (eight between each group of three).</li> </ul> <p><b>Equipment for Lessons 3-6 coming soon!</b></p>

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