



Long Term Overview for History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>					
Year 1	How am I making History?		How have toys changed?		How have explorers changed the world?	
Year 2		How was school different in the past?		How did we learn to fly?		What is a monarch?
Year 3	<p>British History 1:</p> <p>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</p>		<p>British History 2:</p> <p>Why did the Romans settle in Britain?</p>			What did the Ancient Egyptians believe?
Year 4	<p>How have children's lives changed?</p> <p>(Egyptians this year only – see yr 3)</p>				<p>British History 3:</p> <p>How hard was it to invade and settle in Britain?</p>	How did the achievements of the Maya civilisation influence their society and beyond?
Year 5	<p>British History 4:</p> <p>Were the Vikings raiders, settlers, traders or something else?</p> <p>(Mayans this year only – archived unit)</p>		<p>British History 5:</p> <p>What was life like in Tudor England?</p>		What did the Greeks ever do for us?	
Year 6	What does the census tell us about our local area?		<p>British History 6:</p> <p>What was the impact of WW2 on the people of Britain?</p>		Unheard histories: Who should go on the banknote?	

Meeting our Vision and Values

Vision links: At Platt Primary School we want History to fire children's curiosity about the past in Britain and the wider world and help them to understand the diversity of human experience. History is important as it provides children with the opportunities to empathise with others, argue a point of view and reach their own conclusions - essential skills that are prized in adult life. Therefore, we aim for a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history.

Values:

Care (compassion, friendship)	Learn (wisdom, koinonia)	Forgive (forgiveness, hope)
Our history curriculum will nurture and develop each child by educating them to acquire knowledge, skills, attitudes and values, understand the local and wider world we live in, and appreciating how our British history is intertwined by global events. They will gain an understanding of the events that have helped to shape British life.	Children will develop the capacity to reason, be curious and to question. Wisdom is how we act on knowledge which will be gained as they progress through their history learning. This will support them throughout their lives to continually question and make sense of events and actions.	Our history curriculum aim to nurture our values and view them in the context of our history, learning about how past events have shaped where we are now and recognise that there is always hope and what can be learnt from the past.

Intent

History at Platt aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and national history and the history of the wider world.

We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence.

We aim to build an awareness of significant events and individuals in global, British and local history and recognise how things have changed over time. History will support children to appreciate the complexity of people's lives, the diversity of societies and the relationships between different groups. Studying History allows children to appreciate the many reasons why people may behave in the way they do, supporting children to develop empathy for others while providing an opportunity to learn from mankind's past mistakes.

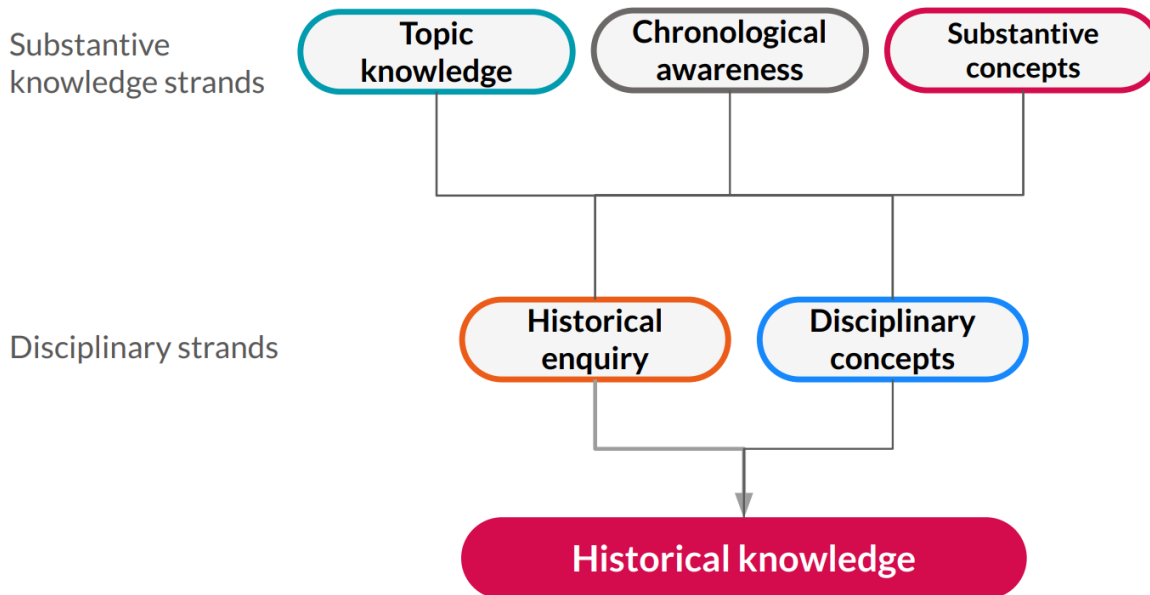
We will support pupils in building their understanding of chronology in each year group, making connections over periods of time and developing a chronologically-secure knowledge of History.

We aim to develop pupils' understanding of how historians study the past and construct accounts and the skills to carry out their own historical enquiries.

In order to prepare pupils for their future learning in History, we will introduce them to key substantive concepts including power, invasion, settlement and migration, empire, civilisation, religion, trade, achievements of humankind, society and culture.

Implementation

In order to meet the aims of the National curriculum for history and in response to the Ofsted. Research review into History, we have identified the following key strands:



The emphasis is on the importance of historical knowledge being shaped by disciplinary approaches, as shown in the diagram above. These strands are interwoven through all our History units to create engaging and enriching learning experiences which allow the children to investigate history as historians do.

Each lesson unit has a focus on chronology to allow children to explore the place in time of the period they are studying and make comparisons in other parts of the world. In EYFS, children explore the concept of history by reflecting on key experiences from their own past, helping them understand that they each have their own histories. Then, they engage in activities to compare and contrast characters from stories, including historical figures, deepening their understanding of how individual lives fit into broader historical narratives. Children will further develop their awareness of the past in Key stage 1 and will know where people and events fit chronologically. This will support children in building a 'mental timeline' they can refer to throughout their learning in Key stage 2 and identifying connections, contrasts and trends over time. The timeline supports children in developing this chronological awareness.

In EYFS, children focus on a mixture of adult-led and child-led initiated activities which fit in with Reception class themes and topics.

In Key stage 1 and 2, units are organised around an enquiry-based question and children are encouraged to follow the enquiry cycle (Question, Investigate, Interpret, Evaluate and conclude, Communicate) when answering historical questions.

Over the course of the scheme, children develop their understanding of the following key disciplinary concepts:

- Change and continuity.
- Cause and consequence.
- Similarities and differences.
- Historical significance.
- Historical interpretations.
- Sources of evidence.

These concepts will be encountered in different contexts during the study of local, British and world history. Accordingly, children will have varied opportunities to learn how historians use these skills to analyse the past and make judgements. They will confidently develop and use their own historical skill set. As children progress they will create their own historical enquiries to study using sources and the skills they have developed.

Substantive concepts such as power, trade, invasion and settlement, are introduced in Key stage 1, clearly identified in Lower key stage 2 and revisited in Upper key stage 2 allowing knowledge of these key concepts to grow. These concepts are returned to in different contexts, meaning that pupils begin to develop an understanding of these abstract themes which are crucial to their future learning in History. We follow the spiral curriculum model where previous skills and knowledge are returned to and built upon. For example, children progress by developing their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of historical contexts and periods.

Children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of Britain's role in the past and that of the wider world. Children will develop their knowledge of concepts and chronology as well as their in-depth knowledge of the context being studied. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Through enrichment visits and activities children will see history in "real life." The impact of history progression will be monitored through both formative and summative assessment opportunities. This may include quizzes, regular flashbacks, knowledge capture and a range of assessment tools.

Impact

Pupils should leave school equipped with a range of skills to enable them to succeed in their secondary education. Pupils will meet the end of Key stage attainment targets in the National curriculum and the aims also align with those set out in the National curriculum. For EYFS, the activities allow pupils to work towards the Understanding the world Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further history learning in Key stage 1. They will be enquiring learners who ask questions and can make suggestions about where to find the evidence to answer the question. They will be critical and analytical thinkers who are able to make informed and balanced judgements based on their knowledge of the past.

Formative Assessment

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are **secure** in their learning or working at a **greater depth** in each lesson. Teachers will gather information informally throughout the sessions to inform their next steps.

Summative assessment

The disciplinary strands are assessed using a **Skills catcher** at the end of each unit. This requires children to draw upon their disciplinary knowledge in order to respond to an outcome task. Any gaps in knowledge are noted and addressed.