



History Curriculum Coverage Long Term Plan

Curriculum Design for History

History Intent

History fires children's curiosity to ask questions and know more about Britain's past and that of the wider world. Children should be encouraged to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. We want children to investigate these past events and develop the skills of enquiry, analysis and problem solving. Children will learn to value their own and other people's cultures in modern, multi-cultural Britain.

History Implementation

History follows the National Curriculum; objectives are delivered through half termly question based topics. Enrichment opportunities are planned to engage children into their learning before working through a topic-based approach. Historical concepts ensure skills specific to History are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future topics. Where appropriate, at the end of the topic a high-quality 'outcome' is shared with parents and/or the school community. Children will enjoy school trips, welcome visitors and view artefacts- all of which works to enrich their experience within History.

History Impact

Children will know more, remember more and understand more about history. This is evidenced through pupil voice, monitoring and looking at outcomes, which are measured by looking at whether children are working below, at or above the national standard. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Progression of Knowledge

	Year 1	Year 2	Year 3
Long Enquiry	Children will build on their substantive knowledge by adding to their class timeline over the year. This will develop their knowledge of chronology and allow them to make links between historical events and significant individuals.		Pupils substantive knowledge of recent chronology will provide prior learning for studying prehistoric Britain (Iron Age to Stone Age)
End point	<p>By the end of Key Stage 1, children will:</p> <ul style="list-style-type: none"> ✓ Have an understanding about some past events. ✓ Be able to talk in detail about the building and structure of castles. ✓ Have an understanding of conflict as a source for the study of history. ✓ Know of some key figures from the past, including explorers. ✓ Have an understanding of some nationally and internationally significant periods. 		

Disciplinary Knowledge

Changes within living memory		Chronology		Historical knowledge		The lives of significant individuals who have contributed to national and international achievements	
EYFS	<ul style="list-style-type: none"> ✓ Through our all about me topic the children about their family, bringing in photos of their family and creating a family display. ✓ We look discuss what other families look like and how this differs from our own family ✓ Understands historical importance by having hands on experiences e.g. visiting Weston Park Museum ✓ Begin to make sense of their own life-story and family's history 	EYFS	<ul style="list-style-type: none"> ✓ Learning about artefacts from the present and past through books and pictures. ✓ Using these to notice and comment on similarities and differences and create our own class non-fiction page about these differences. ✓ I can recall and sequence some of my daily activities 	EYFS	<ul style="list-style-type: none"> ✓ Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live, their school, local transport compared to what they looked like 50 years ago. ✓ Understands the past through settings, characters and events from books read in class and storytelling 	EYFS	<ul style="list-style-type: none"> ✓ We look at how we differ from one another through creating self portraits ✓ Learning about old cars/castles/clothes etc and comparing similarities and differences between these ✓ Learn the names of some significant individuals

Changes within living memory		Chronology		Historical knowledge		The lives of significant individuals who have contributed to national and international achievements	
KS1	<ul style="list-style-type: none"> ✓ I recognise some differences between past and present. ✓ I can listen to adults and look at sources to tell me about the past. ✓ I learn key facts and information about the period studied. ✓ I recount episodes from the past. ✓ I can find out about the lives of everyday people. 	KS1	<ul style="list-style-type: none"> ✓ I can put areas I have studied in order. ✓ I can use simple historical terms. ✓ I can sequence and understand the terms past and present. ✓ I can match objects and artefacts to times I have studied. This can include photographs. 	KS1	<ul style="list-style-type: none"> ✓ I can identify differences between ways of life at different times. ✓ I can compare pictures of people and things in the past. ✓ I can find answers to simple questions about the past using sources of information. ✓ I understand and explain some of the ways we find out about the past. ✓ I can use simple sources to answer questions, including handling the source. 	KS1	<ul style="list-style-type: none"> ✓ I can give simple reasons for events in the past (e.g., why castles were built) ✓ I understand that people often cause change and this can have long term impact ✓ I can name some significant individuals and explain why they are important (e.g. Guy Fawkes, Queen Elizabeth II, Rosa Parks)
Y3	<ul style="list-style-type: none"> ✓ I can compare events from the past. ✓ I can identify similarity and difference between in the past and across different historical periods 	Y3	<ul style="list-style-type: none"> ✓ I can begin to place events from periods studied on a timeline. ✓ I can place events I have studied on a timeline. relative to each other. 	Y3	<ul style="list-style-type: none"> ✓ I can select information to tell others about the past. ✓ I can use books and the internet for research. 	Y3	<ul style="list-style-type: none"> ✓ I understand why the event under examination occurred and who was involved. ✓ I understand what may have motivated the people who were involved in this event

