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| **History Long-Term Plan 2022-23** |
| ***Equipping Children for a World of Possibilities*** |



**History INTENT**

**Curriculum Intent:** Equipping Children for a World of Possibilities.

**History Subject Intent:**  To develop children’s understanding of History by instilling curiosity about inspirational people and events that helped shape and change the world as we know it now.

**History IMPLEMENT**

How is your subject taught?

History is taught as a whole class and is often in blocks where the year groups learning challenge relates to subject. However, where possible the learning challenge driver (e.g. History) is taught cross curricular including writing.

Each year group’s frequency for delivery of the subject is slightly different:

Reception – There are two inputs per week but each child will take part in one activity.

Year 1 – Delivered twice a week in the afternoons.

Year 2 – Delivered once a week in the afternoon.

Provision for DAP, SEND and EAL is decided on by class teacher depending on the specific needs of the children in each cohort. This might be pre-teaching specific vocabulary needed, using communicate in print visuals to help acquisition of new vocabulary, having a mixture of practical and recording skills, varying the way children record their learning or the depth of thinking the children are required to do.

Visits from a drama workshop (Florence Nightingale – Year 2), photographs and objects from the past are key resources used within the school.

**History Long-term Plan**

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|  | Autumn | | Spring | | Summer | |
| Year R | **All About Me** | **Let’s Celebrate** | **What a Wonderful World** | | **Space** | **Changes** |
| **Historical Understanding**  Children talk about past and present events in their own lives and in the lives of family members.  Can use vocabulary related to periods of time (including the passing of time). | | **Historical Understanding**  Children talk about past and present events in their own lives and in the lives of family members. | | **Historical Understanding**  Talk about the lives of the people around them and their roles in society. | |
| **Historical Enquiry**  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. | | **Historical Enquiry** | | **Historical Enquiry**  Compare and contrast characters from stories, including figures from the past.  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  Understand the past through settings, characters and events encountered in books read in class and storytelling. | |
| **Periods in history**  They can comment and ask questions about significant events and people beyond their living memory (e.g. Christmas story and Guy Fawkes). | | **Periods in history**  They can comment and ask questions about significant events and people beyond their living memory (e.g. Easter story). | | **Periods in history**  People within living memory (e.g. family members).  Learning about the moon landing and what life would have been like in this period of time. | |
| Year 1 | **Superheroes** | | **Turrets and Tiaras** | | **All about trees** | **Where in the world?** |
| **Historical Understanding**  Heroes through history (Significant figures in history, e.g. Amelia Earhart)  Children use common words and phrases relating to the passing of time.  Can use pictures and role play to tell stories from the past. | | **Historical Understanding**  They can describe the similarities and differences between life during a time in the past and life today.  Houses and homes through the ages.  Changes within living memory.  Children use common words and phrases relating to the passing of time.  Children are able to order some events by chronology. | | **Historical Understanding** | |
| **Historical Enquiry**  They can ask questions about the past. | | **Historical Enquiry**  They can ask questions about the past.  They can describe an artefact (e.g. materials, size, signs of wear and tear) | | **Historical Enquiry** | |
| **Periods in history**  They can discuss significant events and people in Britain, beyond their living memory.  Guy Fawkes- retell a story/significant event. | | **Periods in history**  They can discuss some significant historical events, people and places in his/her own locality. | | **Periods in history**  Significant figures in history/ significant female figures through history. | |
| Year 2 | **Autumn 1 - Dinosaurs** | **Autumn 1 - Dragons** | **Spring 1 - Time Travellers, Great Fire of London, Samuel Pepys** | **Spring 2 - Time Travellers, Florence Nightingale, Mary Seacole** | **Summer 1 - Circus Circus!** | **Summer 2 - Where in the World?** |
| **Historical Understanding**  They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.  They can place events and objects in chronological order. | | **Historical Understanding**  They can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.  They can place events and objects in chronological order. | | **Historical Understanding** | |
| **Historical Enquiry**  They know some of the ways that we can find out about the past.  They can answer questions about the past using given sources. | | **Historical Enquiry**  They know some of the ways that we can find out about the past.  They can answer questions about the past using given sources. | | **Historical Enquiry** | |
| **Periods in history**  They can discuss significant events and people from the wider world, within and beyond their living memory. | | **Periods in history**  They can discuss significant events and people from the wider world, within and beyond their living memory. | | **Periods in history** | |