



## History Long Term Plan & Overview

### History

At Gilbert Colvin Primary School, we use history as part of our enriched curriculum. We aim to enrich our children's experience of history through engaging lessons that develop the children's skills in questioning, observation, interpretation, critical analysis and problem solving so that the children are able to see how our understanding of the past has been based upon evidence analysed by historians. We explicitly teach a broad historical vocabulary so that the children are able to clearly express their understanding of the past.

We want our children to complete their time at Gilbert Colvin ready to embark on their next chapter in life with curiosity, passion for learning, an enquiring, open mind, and with a willingness to listen to one another's ideas so that they can make well informed opinions of their own.

### Teaching and Learning

The curriculum is divided into disciplinary and substantive knowledge. Disciplinary skills focus on the skills which historians use to construct a picture of the past. Substantive skills focus on the facts and knowledge of the past. Our lessons are designed so that the children develop their historical knowledge alongside of and through their use of the disciplinary skills of a historian.

We help our children to develop their skills and knowledge by:

- Providing them with opportunities to analyse, discuss and draw conclusions from a range of sources of evidence, including photographs, historical artefacts, stories, non-fiction books and independent research.
- Taking them on trips to sites of historical importance and inviting visitors to the school who can inform them more of events from the past.
- To have a chronological understanding of the past in their local area and the wider world e.g. by using timelines.
- The ability to use and apply historical vocabulary.

We measure the impact of our lessons by having specific objectives which the children must meet within each topic. These are progressive and are split into chronological understanding, historical interpretation, historical knowledge and historical enquiry.

**Chronological Understanding:** The children need to be able to use timelines to sequence periods of time and key events in history. They use correct historical vocabulary and dates to do this. It is very important that the children make links between the time period they are learning about and previous time periods which have been taught.

**Historical Knowledge:** These are the key facts which the children will learn about the time period they are studying. For example, learning about what happened during the Great Fire of London, key dates, key people and events.



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**Historical Enquiry:** This is about asking questions or hypothesising about the past that we hope the evidence will help us to answer. This is about asking questions, selecting and evaluating evidence, and making judgements about the past. It is an important way to teach the children that there is often more than one side to a story, and that history is often multi-perspective.

**Historical Interpretation:** Historical interpretation is about interpreting the sources which we have used for our enquiries. It is about evaluating their usefulness, validity, reliability, considering who created the account and why they did so. It considers bias, and the fact that there can be two sides to every story, both of which can be true, depending on the viewpoint of the storyteller.

NB: It is important that the historical knowledge which we teach is taught through the use of historical enquiry and interpretation.

### Assessment

We measure the impact of our lessons by having specific objectives which the children must meet within each topic. These are progressive and are split into chronological understanding, historical interpretation, historical knowledge and historical enquiry.

At the top of each planning document, all of the skills and knowledge which the children should be taught are listed. These should have been used as success criteria throughout the unit, and all should have been covered throughout the unit. These should then be used to assess the children in history.

The children need to be listed in the assessment table in the planning format as having reached either *Working Towards Standard* or *Expected Standard*, according to how well they were able to meet all of the unit objectives.

### Enrichment & Cultural Capital

At Gilbert Colvin, we believe that enrichment opportunities are vital in creating a creative curriculum and so plan in activities throughout the year.

We develop our understanding of history by going on educational visits to places like Redbridge Museum & Heritage Centre and other museums or by going on walks to other places of local interest. Children might take part in focused workshops or have special visitors to talk about a history topic.



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### Yearly overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Making connections between the features of their families other families	Children talk about family celebrations Talk about photos and memories Parents post photos of Christmas memories that children can retell	Transport – different types of vehicles	Growth and decay over time linked to plants		London – memories of things they've done in London
Reception	Houses – comparing past and present  Talk about people around them  Fairy tales – Little Red Riding Hood, Three Little Pigs  We are all different – Elmer	Christmas - Celebrations: looking at photos from the recent past (Christmas/celebrations)  Remembrance day	People who help us	Jack and the beanstalk - Looking at changes over time with the beanstalk  Growing beans in class – showing change over time with plants  Change over time – them when they were a baby. How are they different from now?  Changes in clothing over time Changes in toys over time	Space– old and new transport with a focus on aeroplanes, whatever happens next  Changes in technology through time – aeroplanes, Introducing the words aeroplanes, helicopters, rockets, spaceships	



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<b>Year 1</b>		Shopping- changes within living memory- local area		Who was the greatest explorer? (The lives of sig. figures) 3 x explorers		
<b>Year 2</b>	Transport- lives of significant individuals & changes beyond living memory			The Great Fire of London- sig. events/people/places		The seaside- How do we live differently? Changes within/beyond living memory
<b>Year 3</b>	Stone-Age to Iron Age Britain			The Ancient Egyptians		
<b>Year 4</b>		The Impact of the Roman Empire on Britain		The Anglo-Saxons and Scots		The Vikings and Anglo Saxons
<b>Year 5</b>			Victorians- linked to local area	How did the Ancient Greeks influence the modern world?	Benin	
<b>Year 6</b>	How was the Battle of Britain a turning point for Britain?	Local Area Study – WW2				Migration