**Long Term Overview for History at Springfield**

|  |  |  |  |
| --- | --- | --- | --- |
| INTENT | We offer a curriculum that is broad and balanced where the children are taught substantive knowledge for History in a topic based approach at a level that is personalised to meet their level of development. | | |
| IMPLEMENTATION | At Springfield we plan a sequence of lessons using a topic based approach to ensure there is a clear sequence of lessons demonstrating progression throughout each unit of work. We use the long term overview substantive knowledge to ensure a wide range of coverage is included in our Medium Term Plans that is suited to the current cohort of children. Discplinary knowledge (using our skills trackers) is also identified on the medium term plans and these link directly to the developmental stages of the current cohort of children. | | |
| IMPACT | Children will make progress in developing their disciplinary knowledge and their substantive knowledge each year.  Evidence will be found in children’s topic books and tracked on their skills trackers. | | |
| Level expected at the end of EYFS | 3 and 4 year olds – Understanding the world – Begin to make sense of their own life-story and family’s history.  Reception – Understanding the world – Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.  ELGs – Understanding the world / Past and Present -   |  | | --- | | \*Talk about the lives of people around them and their roles in society.  • 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. | | | |
| Key Stage 1 National Curriculum Expectations  Substantive Knowledge | Pupils should be taught about:   1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; 2. events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; 3. the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; 4. significant historical events, people and places in their own locality.   **Historial Interpretations**  **Children can:**  a start to compare two versions of a past event;  b observe and use pictures, photographs and artefacts to find out about the past;  c start to use stories or accounts to distinguish between fact and fiction;  d explain that there are different types of evidence and sources that can be used to help represent the past.  **Historical Investigations**  **Children can:**  a observe or handle evidence to ask simple questions about the past;  b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;  c choose and select evidence and say how it can be used to find out about the past.  **Chronological Understanding**  **Children can:**  a sequence artefacts and events that are close together in time;  b order dates from earliest to latest on simple timelines;  c sequence pictures from different periods;  d describe memories and changes that have happened in their own lives;  e use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.  **Knowledge and Understanding of events, people and changes in the past**  **Children can:**  a recognise some similarities and differences between the past and the present;  b identify similarities and differences between ways of life in different periods;  c know and recount episodes from stories and significant events in history;  d understand that there are reasons why people in the past acted as they did;  e describe significant individuals from the past.  **Presenting, organising and communicating**  **Children can:**  a show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;  b talk, write and draw about things from the past;  c use historical vocabulary to retell simple stories about the past;  d use drama/role play to communicate their knowledge about the past. | | |
| KS2 National Curriculum Expectations  Substantive Knowledge | Pupils should be taught about:   1. changes in Britain from the Stone Age to the Iron Age; 2. the Roman Empire and its impact on Britain; 3. Britain’s settlement by Anglo-Saxons and Scots; 4. the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; 5. a local history study; 6. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; 7. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; 8. Ancient Greece – a study of Greek life and achievements and their influence on the western world; 9. a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.   **Historial Interpretations**  **Children can:**  look at more than two versions of the same event or story in history and identify differences;  investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.  **Historical Investigations**  **Children can:**  use a range of primary and secondary sources to find out about the past;  construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;  gather more detail from sources such as maps to build up a clearer picture of the past;  regularly address and sometimes devise own questions to find answers about the past;  begin to undertake their own research.  **Chronological Understanding**  **Children can:**  sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;  understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).  **Knowledge and Understanding of events, people and changes in the past**  **Children can:**  note key changes over a period of time and be able to give reasons for those changes;  find out about the everyday lives of people in time studied compared with our life today;  explain how people and events in the past have influenced life today;  identify key features, aspects and events of the time studied;  describe connections and contrasts between aspects of history, people, events and artefacts studied.  **Presenting, organising and communicating**  **Children can:**  use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;  present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;  start to present ideas based on their own research about a studied period. | | |
| Classes | Autumn | Spring | Summer |
| Rabbits Class 2021-2022 | Marvellous Me  Look at photos of themselves as babies and compare to now. | Down in the Garden  Observe simple changes of plant life. Compare photos of changes over time. | Off on an Adventure  Find out about holidays in the ‘olden days’ and how they are different to now. |
| Rabbits Class 2021-2022 | Night and Day  Exploring the story of Guy Fawkes as a key historical event. | Once upon a Time  Know about similarities and differences between themselves and others | Pirates and the Seaside  Seasides past and present |
| Hedgehogs | Everyday Life  New and Old | Space  First animal / person in Space  First person to land on the moon  Place events on a timeline | Animals and Wildlife  Prehistoric animals |
| Hedgehogs and Butterflies Class 2022-2023 | People Who Help Us  Look at how uniforms have changed.  Florence Nightingale | Fantasy  Links to stories used | Places  Where we live – now and then |
| Squirrels Class 2021-2022 | School Days  Compare modern day schools and schools in the past. Identify key similarities and differences.  Find pictures from the history of their own school – sequence to create a timeline. | Get Out of My Swamp  Identify features of a historical castle. | Heroes  Christopher Columbus  Current famous footballer  The Queen  Captain Tom  Jamie Oliver – School dinners |
| Squirrels Class 2022-2023 | Toys  Recognise the difference between toys of the past and toys of today.  Sequence toys from today and those from previous generations in a timeline. | Poles Apart  Investigate how Polar regions have changed and are changing due to climate change. | Flight  Research and present information based on the first ever flight. Learn about significant figures in the history of flight such as Sir Frank Whittle and The Wright Brothers. |
| Badgers Class | Victorian Times  Queen Victoria | Africa  Past and Present – in the key cities looking at. | Dinosaurs  Prehistoric timelines |
| Badgers Class 2022-2023 | Travel and Transport  New and Old vehicles | Food  Old recipes, creating and testing. | Castles and Knights  How were castles built? What did a knight do / wear?  Look at artefacts  Visit a castle |
| Blackbirds Class 2021-2022 | The Home Front  Visit museums and interview/watch video clips of WW2 veterans recounting their experiences of life during the war.  Find out about the lives and experiences of children during the war. | Indian Spice  Research key historical events in India. | North and South America  Compare past and present photographs of North and South America |
| Blackbirds Class 2022-2023 | London’s Burning  Create a timeline of events in the Great Fire of London.  Compare life in London before and after the Great Fire.  Understand and establish why the fire spread. Use sources to ask and answer questions about the Great Fire. | Wonder Women  Research key women in history.  Create a timeline showing key events during Elizabethan and Victorian times.  Find out about the role that Florence Nightingale/Mary Seacole played during the Crimean war. | Pioneers  Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, Rail pioneers, Isambard Kingdom Brunel, Reformers including Dr Barnardo and Lord Shaftesbury.  Research the lives of children during Victorian times. |
| Foxes Class 2021-2022 | The Great War  The key events that triggered the start of the First World War.  About the process of enlistment, understanding key facts about who enlisted and why.  How the war affected daily life in Britain.  About what life was like and how life changed for children and women during the First World War.  Who the key British figures involved in the First World War were and what their roles were.  How the war ended and details about The Treaty of Versailles. | China  Research the events and way of life of the Ancient Shang dynasty of China (1766BC – 1046BC). Evaluate the legacy of the Shang Dynasty. | Ancient Greece and the Olympics  Research Baron de Coubertin and the creation of the modern Olympic games.  Find out about key historical events that had an impact on the Olympics e.g. The two world wars.  Order previous Olympic games and mascots on a timeline.  Explore ancient Greece. |
| Foxes Class 2022-2023 | Meet the Flintstones  Sequence events from the Stone, Bronze and Iron Age on a timeline.  Understand the importance of Stone Age inventions. Understand how the introduction of farming changed Stone Age life.  Investigate life as a caveman. | A Journey Through Europe  The famous art and architechture that can be found in Europe.  What the Euro is.  The history of the Eurovision Song Contest and recognise some of the artists and music that it has represented. | Extreme Survival  Research key explorers from history – Scott of the Antarctic etc. |
| Enrichment Activities | WOW day | | |