



Cedars Park Primary School

History Long Term Plan



Intent

At Cedars Park, history forms an integral part of our curriculum. We want to teach our children to understand our past so that we can make thoughtful observations and judgements about it. Therefore, we believe that by learning about the past, we can better understand the world we live in today and make informed decisions about the marks we may leave in the future. Central to our approach to teaching history is a belief that it is far more than a list of dates and events that must be memorised. We use an enquiry-based approach to explore the past and learn about key periods. Within our classrooms, we follow these rich lines of enquiry by answering questions such as 'why did Britain once rule the largest empire the world has ever seen?' Studying history in this way inspires children's curiosity, encourages them to ask critical questions and enables them to have a better understanding of the society in which they live and that of the wider world.

In our history curriculum, we have thought about key concepts that run through the units of learning. These include: society, conflict, artefacts and significance. By carefully mapping these concepts across the units and revisiting them in different sequences of learning, we will help children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; and between short- and long-term timescales.

We ensure that our curriculum is accessible for all to enable all learners to make progress from their own starting points, including those with Special Educational Needs (SEN). This is achieved through our planning being adapted to meet the needs and abilities of all. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

Implementation

At Cedars Park, history is embedded in our topic-based approach to learning. Teachers plan sequences of lessons across the unit that will build on and develop the children's knowledge and skills. It is also tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points. This may include adapted resources, access to ICT and visual aids.

In Key Stage 1, our curriculum is mapped to enable children to develop an awareness of the past, using common words and phrases relating to the passing of time. They start to know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. As they progress through the key stage, they will demonstrate a growing confidence and accuracy when using historical vocabulary, such as 'monarchy', 'explorer' and 'artefact'. In Key Stage 2, children continue to develop a chronologically secure knowledge and understanding

of British, local and world history, establishing clear narratives within and across the periods they study. This chronology, or sequence of events, will be referred to throughout KS2 so that children become secure in their understanding of important historical events and eras. It will also enable them to begin



Cedars Park Primary School

History Long Term Plan



to identify trends over time and develop the appropriate use of historical terms such as 'pre-history', 'ancient' and 'civilisation'. The explicit mapping and rigorous teaching of vocabulary ensures that children can gain and deploy a historically grounded understanding of abstract terms such as 'empire' or 'parliament'.

Carefully selected skills are chosen to best match each unit of knowledge and progress year on year. Opportunities to practise and embed skills are planned for so that they are revisited and refined over time. The knowledge and skills that children will develop throughout each history topic are mapped across each year group and across the school to ensure progression. We also use the wealth of culture and heritage around us in our locality. Therefore, children's learning in history is enriched by visits to carefully selected museums, where workshops and visit materials deepen their understanding and knowledge. Teachers are also able to use the Collins Teachers Professional Development Programme's wealth of resources and schemes of learning to develop their subject knowledge.

History is taught as a separate subject to Geography with children completing three units over a year. The school's teaching and curriculum is tailored to meet individual pupils' needs, including those with SEN. If appropriate, reasonable adjustments to the curriculum will be implemented in order for our pupils to achieve and make progress from their own individual starting points.

Impact

The impact of our History curriculum can clearly be seen in the children's books. Our rich History curriculum is also evident in the texts that we have selected for our children to read, displays in our classrooms, class assemblies where children share their knowledge with their parents and the historical narratives our children recount. The detailed unit medium-term plan outlines the main learning objectives – enquiry questions – that the children will investigate and answer during their learning. The opportunity to evaluate and reflect on the learning is planned for regularly to enable the children to see how their learning is progressing. At the end of the year, class teachers then use the children's recorded work and their ongoing weekly assessments to make a judgement as to whether each child is working towards or at the expected level.



Cedars Park Primary School

History Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	When I was a baby. When I was at pre-school. Family history	The Christmas Story - people and places.	The past and present	Travel in the past (aeroplanes, hot air balloons, steam trains)		ELG: Past and Present Understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1	Geography	Who is Saint Edmund and why was he so important?	How do our favourite toys and games compare with those of children in the 1960s?		Geography	Geography
Year 2	Great Explorers What does it take to be a great Explorer?	What happened during the Great Fire of London?	Titanic: Why did Delia buy a new hat?	Geography	Geography	Geography
Year 3	Stone Age - How did the Ancient Britons change during the Stone Age?	Bronze Age - What is the secret of the standing stones?	Iron Age - How do artefacts help us understand the lives of people in Iron Age Britain?	Geography	Geography	Geography
Year 4	Ancient Romans - How did the arrival of the Romans change Britain?	Geography	Anglo Saxons - Who were the Anglo Saxons and how do we know what was important to them?	Vikings - What did the Vikings want and how did Alfred help to stop them getting it?	Geography	Geography
Year 5	Geography	Ancient Greece - The Trojan Horse: historical fact, legend or classical myth?	Geography	The Maya - Why did people in ancient Maya change the way they live?	Great Britain (Empire) - Why did Britain once rule the largest empire the world has ever seen?	Geography
Year 6	Battle of Britain - Why was winning the Battle of Britain in 1940 so important?	Battle of Britain - Why was winning the Battle of Britain in 1940 so important?	Geography	Geography	The Shang Dynasty - How did a pile of dragon bones help to solve an ancient Chinese mystery?	Geography