# HISTORY AT A GLANCE (Long Term Plan)

## HISTORY

**INTENT –** Luddenden CE School is committed to providing an environment which celebrates and encourages difference, innovation and courage. Our History curriculum aims to ensure that all pupils develop an appreciation the rich history of their locality and coherent knowledge, understanding and curiosity about the past in our local area, Britain and the wider world. Pupils will learn about and take inspiration from a wide range of influential historical figures. They will be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, thus enabling them to begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our core values in History are respect, compassion, friendship and courage.
**IMPLEMENTATION –** In order to heighten interest and enthusiasm for history, **w**e adopt an approach where pupils can become immersed in their studies**.** Pupils will experience a range of well-planned historical learning activities that provide stimulating, real-life contexts for learning. We create opportunities for our pupils to use their own understanding of our world to meaningfully acknowledge the impact of the past. We make best use of cross-curricular links and books to enhance historical learning. History will be used to teach pupils directly about diversity and anti-discrimination - pupils will be taught black history and will learn about important figures from minority/underrepresented groups.
**IMPACT –** The history curriculum reflects the diversity of the world. Pupils experience multidimensional learning about the past and begin to understand the implications and impact of Britain's past upon its subject peoples. Pupils are interested in the past and can describe confidently the key features of periods studied. Pupils take inspiration and information from people/s and events from the past to shape their own lives, relationships and accomplishments.

| | Autumn | Spring | Summer |
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| **Nursery focus objectives** | Explore how things work. | Talk about what they see, using a wide vocabulary (looking at pictures/stories from the past) | Begin to make sense of their own life-story and family's history – who is in my family<br><br>Use basic language of time (e.g. before, now, then, a long time ago) |
| **Reception focus objectives** | Make sense of their own life-story and family's history – how have I changed<br><br>Comment on images of familiar situations in the past. | Talk about the lives of the people around them and their roles in society | Compare and contrast characters from stories, including figures from the past. |
| **Year 1/2 Cycle A** | Changes Through Time:<br>Transport and Holidays | British History:<br>Kings and Queens | Real Life Heroes:<br>Florence Nightingale and Mary Seacole |
| **Year 1/2 Cycle B** | Changes Through Time:<br>Toys and Technology | British History:<br>The Great Fire of London | Real Life Heroes:<br>The Windrush Generation |
| **Year 3/4 Cycle A** | British History:<br>Stone Age to Iron Age | British History:<br>Roman Britain | History Worldwide:<br>Ancient Egypt |
| **Year 3/4 Cycle B** | British History:<br>World War I | Local History:<br>Industrial Calderdale | History Worldwide:<br>Ancient Greece |
| **Year 5/6 Cycle A** | British History:<br>Anglo-Saxon Britain | British History:<br>The Vikings in Britain | Local History:<br>Anne Lister & Women Through History |
| **Year 5/6 Cycle B** | British History:<br>World War II | Local History:<br>Crime and Punishment Through Time | History Worldwide:<br>Mighty Mayans |