

Covid-19 Recovery Plan - History

Here is the long term plan for History. Highlighted in red is where each year group should plan to cover the missed objectives due to our pro-longed period away from school during the Covid-19 outbreak. These are objectives which should have been covered in the Spring 2 and Summer Terms 2020. Careful assessment of the pupil's skills in History will be made during the first term against the assessment statements set out in Target Tracker and plans will be adjusted to address any gaps identified.

Whole school focus	EYFS 30-50 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn Historical Knowledge To use and display a range of historical vocabulary. Understanding of events, people and changes linked to Black History month.</p> <p>Historical enquiry linked to learning in Remembrance.</p>	<p>Understanding the World To cover aspects of understanding the World which may have been missed in the Summer Term. To use teacher observations and assessments of the children to identify gaps and adapt plans accordingly.</p>	<p>Historical Knowledge To talk about past and present events in their own lives and in lives of family members</p> <p>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</p>	<p>chronological understanding</p> <p>historical enquiry</p> <p>historical interpretations</p>	<p>Organisation and communication <i>(use a range of historical vocabulary)</i></p>	<p>Chronological understanding <i>(to use a range of historical vocabulary)</i></p>	<p>Chronological understanding <i>(using the correct historical terms), Historical enquiry (using sources of information to answer questions)</i></p> <p>organisation and communication <i>(communicate learning in an organised way)</i></p>	<p>Organisation and communication <i>(communicate knowledge in different ways)</i></p> <p>Understanding of events, people and changes <i>(give reasons for historical events)</i></p>
<p>Spring Chronological understanding</p> <p>Organising and communicating learning in an organised way. – using timelines in all year groups.</p>		<p>Chronological understanding To use everyday language related to time. Order and sequence familiar events Describe main story settings, events and principal characters.</p>	<p>Organisation and communication understanding of events, people and changes.</p>	<p>Historical enquiry</p> <p>Historical interpretations <i>(describe events beyond living memory)</i></p> <p>Understanding of events, people and changes.</p>	<p>Chronological understanding <i>(to use an increasing range of common words and phrases relating to the passing of time)</i></p>	<p>Historical interpretations <i>(understand that sources of information can contradict each other)</i></p>	<p>Historical interpretations <i>(information depends on the period of time studied. Evaluate the usefulness of a variety of resources)</i></p>
Summer	Historical enquiry and interpretations. Organising and communicating learning in an organised way – linked to the whole school VE day celebrations.						