

History Long Term Plan

Year Group	Autumn	Spring	Summer
Year 1	How am I making history? Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past. Pupils create simple timelines and begin to understand how their own lives fit into a sequence of events.	How have toys changed? Investigating toys from the past by sequencing artefacts, asking historical questions and examining how teddy bears have changed over time. Pupils use evidence from historical sources, explore continuity and change and consider how toys might develop in the future.	How have explorers changed the world? Discovering how explorers have changed the world by learning about significant people and events beyond living memory. Pupils create timelines, investigate journeys of exploration and compare exploration in the past with exploration today.
Year 2	How was school different in the past? Exploring how schools have changed over time by comparing schools today with those from the past. Pupils use a range of historical sources to identify similarities and differences and recognise aspects of school life that have remained the same.	How did we learn to fly? Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation. Pupils build their understanding of chronology while exploring how developments in flight have changed over time.	What is a monarch? Examining the role of a monarch by comparing the monarchy today with the monarchy of the past. Pupils investigate how William the Conqueror became king, examine how castles helped monarchs maintain control and explore how castles changed over time.
Year 3	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline. Pupils use archaeological evidence to learn about changes over time, answer historical questions and consider the strengths and limitations of evidence when reconstructing the life of the Amesbury Archer.	British history 2: Why did the Romans invade and settle in Britain? Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded. Pupils examine archaeological evidence, discover how Roman innovations changed everyday life and consider the lasting influence of the Romans on Britain today.	What was important to ancient Egyptians? Learning about ancient Egypt by investigating evidence such as mummies, pyramids and the Book of the Dead. Pupils place the ancient Egyptians on a timeline, explore the importance of religion in everyday life and discover how ancient Egyptians explained the creation of the world.
Year 4	British history 3: What changed in Britain after the Anglo-Saxon invasion? Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England. Pupils explore the spread of Christianity, examine the impact of Viking raids and discover how Anglo-Saxon rule came to an end.	How did the achievements of the Ancient Maya impact their society and beyond? Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	How have children's lives changed? Examining how children's lives have changed over time by investigating leisure, health and work in the past. Pupils compare the experiences of Tudor and Victorian children, identify continuities and changes and evaluate the significance of Lord Shaftesbury's contribution to education and child labour reform.

Year 5	British history 4: Were the Vikings raiders, traders or something else? Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain. Pupils develop their chronological understanding, investigate a range of historical sources, including oral histories, and use historical enquiry to consider whether the Vikings were raiders, traders or settlers.	What is the legacy of the Ancient Greek civilisation? Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed. Pupils examine different historical sources to learn about democracy and discover the lasting legacy of the ancient Greeks through the Olympic Games, architecture, art and theatre.	British history 5: What was life like in Tudor England? Investigating Tudor England by exploring portraits, progresses and other historical sources to learn about the changing role of the monarchy. Pupils examine how Henry VIII and Elizabeth I used propaganda to shape public opinion and use Tudor inventories to discover what life was like for ordinary people.
Year 6	What Was The Impact of World War 2 On The People of Britain? Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict. Pupils investigate how the war affected soldiers, civilians and migrants, using sources such as photographs, propaganda posters and oral histories to understand life during this period.	What Does the Census Tell Us About Our Local Area? Examining how census records can help historians understand the past by making inferences about people's lives in different time periods. Pupils investigate Victorian jobs, the suffrage movement and the interwar years, while considering how census data has changed over time and evaluating its usefulness and limitations as a historical source. Note: In Lesson 6, pupils plan and carry out their own enquiries about who lived in their local school area.	Unheard histories: Who should go on the £10 note? Considering what makes a person historically significant by investigating why historical figures appear on banknotes. Pupils explore the criteria for significance, debate the achievements of different individuals and create a persuasive case for who should appear on a £10 note.