

Suggested long-term plan: Subject- History (Key stage 1 and 2)

	Autumn	Spring	Summer
EYFS (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on History in EYFS: reception		
Year 1	How am I making history?	How have toys changed?	How have explorers changed the world?
Year 2	How was school different in the past?	How did we learn to fly?	What is a monarch?
Year 3 (LKS2)	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age?	British history 2: Why did the Romans invade and settle in Britain?	What was important to ancient Egyptians?
Year 4 (LKS2)	How have children's lives changed?	British history 3: How hard was it to invade and settle in Britain?	<i>*New to Year 4:</i> How did the achievements of the Maya civilisation influence their society and beyond?
Year 5 (UKS2)	<i>*New to Year 5:</i> British history 4: Were the Vikings raiders, traders or something else?	British history 5: What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6 (UKS2)	What can the census tell us about local areas?	British history 6: What was the impact of World War 2 on the people of Britain?	Transition unit Unheard histories: Who should go on the banknote? or What was the Sikh Empire?
*Please note: We have made changes to our long-term plan for the academic year 2024/25. If you were following our long-term plan before this date, please see here for how the changes will affect you.			

Reception (EYFS)

Unit 1	<u>Peek into the past</u> Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Children will look for similarities and differences between photos, images and objects from the past and present day.	<u>Activity 1: Can you guess who?</u> Studying their peers' baby photographs allows pupils to see that they have all changed over time and to use language about the past when describing these changes. <u>Activity 2: Past and present</u> Making simple observations, pupils decide whether photographs depict the past or not. <u>Activity 3: My life timeline</u> Creating a timeline, children develop an understanding of personal chronology. <u>Activity 4: Toy box</u> Observing a range of toys, children begin to recognise similarities and differences between the past and present. <u>Activity 5: Spot the difference</u> Comparing pictures from past and present, pupils identify some similarities and differences.
Unit 2	<u>Adventures through time</u> Children to compare and contrast characters from various stories set in the past, including historical figures. Children will identify similarities and differences between characters, enhancing their understanding of the past.	<u>Activity 1: Family tree</u> Positioning images of children, parents and grandparents on a family tree to show who is older and younger. <u>Activity 2: My achievement</u> Recognising some interests and achievements from their own lives and the lives of their families and friends. <u>Activity 3: Wearing the crown</u> Recognising that kings and queens are usually important, powerful people who rule over others. <u>Activity 4: Picture detective</u> Using photographs and stories to compare the past with the present day. <u>Activity 5: Transport through time</u> Using photographs and stories to compare modes of transport from the past with the present day.

Year 1		Year 2
Autumn	How am I making history? (6 lessons) Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	How was school different in the past? (6 lessons) Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.
Spring	How have toys changed? (6 lessons) Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	How did we learn to fly? (6 lessons) Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.
Summer	How have explorers changed the world? (6 lessons) Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.	What is a monarch? (6 lessons) Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

Year 3		Year 4	
Autumn	British history 1: Would you prefer to have lived in the Stone Age, Iron Age or Bronze Age? (6 lessons) Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's past. They use archaeological evidence to learn about the changes from the Stone to the Bronze Age and answer historical questions. They identify the limitations of this type of evidence and when reconstructing the life of the Amesbury Archer.	How have children's lives changed? (6 lessons) Investigating the lives of children in history, pupils study leisure activities, health issues, and work from the past, recognising both continuities and changes. They explore the working conditions of Tudor and Victorian children in more detail and evaluate the significance of Lord Shaftesbury's contribution to education and child labour laws.	
Spring	British history 2: Why did the Romans invade and settle in Britain? (6 lessons) Developing their chronological awareness of AD and BC, children explore the reasons behind the Roman invasion of Britain and the Celtic response. They discover how Roman innovations transformed everyday life and how archaeological discoveries help piece together Roman lifestyles. By contrasting Roman life with modern times, children learn how the Romans still influence lives today.	British history 3: How hard was it to invade and settle in Britain? (6 lessons) Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	
Summer	What was important to ancient Egyptians? (6 lessons) Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	How did the achievements of the Ancient Maya impact their society and beyond? (6 lessons) Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	

*The six Lower key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.
Please also refer to [Why are the units sequenced this way?](#)

Year 5		Year 6	
Autumn	British history 4: Were the Vikings raiders, traders or something else? (6 lessons) Extending their understanding of different societies, children learn about the Vikings and the struggle for Britain. They develop their chronological understanding and explore new types of sources, including oral histories, to learn about the Vikings and the impact they had on local British communities. Using historical enquiry techniques, pupils investigate whether the Vikings were raiders, traders or settlers.	What can the census tell us about local areas? (6 lessons) Investigating the census records of different areas, children make inferences about the lives of people from the past. They explore what the census can show about Victorian jobs, the suffrage movement and the interwar period. Children identify how the census changes and consider the usefulness and limitations of census data. In Lesson 6, they plan and carry out their own enquiries about who lived in their local school area.	
	British history 5: What was life like in Tudor England? (6 lessons) Investigating Tudor portraits and progresses, children learn about the changing nature of monarchy. They consider the reigns of Henry VIII and Elizabeth I and their use of propaganda to control public perceptions of the monarchy. Using Tudor inventories, children then explore the wealth and position of ordinary Tudor people.	British history 6: What was the impact of World War 2 on the people of Britain? (6 lessons) Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain. They explore the causes of war in 1939 and examine the experiences of families during the Blitz. Using photographs, propaganda posters and oral histories, children investigate how the war affected soldiers, civilians and migrants.	
Spring	What is the legacy of the ancient Greek civilisation? (6 lessons) Investigating the city states of Athens and Sparta, children identify the similarities and differences between them. Using different sources of evidence, they learn about democracy and compare this to the ways in which other civilisations are governed. Considering the legacy of the ancient Greeks, children learn about the Olympic games, architecture, art and theatre.	Option 1: Unheard histories: Who should go on the £10 banknote? (6 lessons) Investigating why historical figures are on banknotes, children learn about the criteria for historical significance. They participate in a tennis rally debate and create a video to explain why their historical figure was significant, before selecting a historical figure for the £10 note.	
	Summer	Option 2: What was the Sikh Empire? (6 lessons) Using a wide range of sources, children learn about the development of the Sikh Empire under the leadership of Ranjit Singh. They use criteria to explore what makes Ranjit Singh historically significant and compare his achievements to his granddaughter, granddaughter of Queen Victoria and suffragette, Princess Sophia.	

*The six Upper key stage 2 units can be rearranged in order to suit your school but the British history units should be taught in order.
Please also refer to [Why are the units sequenced this way?](#)