

Long Term Plan – Year 1 September 2026

	Autumn 1	Spring 1	Summer 1
History	<u>How am I making History?</u> NC: Significant historical events, people and places in their own locality. Skills: ➤ Chronological Understanding Talk about events using phrases such as 'long ago', 'now', 'yesterday', 'before I was born'. Begin to understand that things change over time. Sequence some events or artefacts in order. ➤ Historical Enquiry Find answers to questions about the past from pictures, artefacts and stories. Ask questions to develop a simple historical understanding. Find out more about life in the past from pictures, artefacts and stories. ➤ Continuity and Change, Similarity and Difference Identify similarities and differences between ways of life at different times.	<u>How have toys changed?</u> NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Skills: ➤ Chronological Understanding Sequence some events or artefacts in order. ➤ Historical Enquiry Find out more about life in the past from sources of information (e.g., pictures, artefacts and stories). Examine pictures and ask: Which things are old and new? Explore objects and ask and try to answer: What were they used for? ➤ Continuity and Change, Similarity and Difference Identify similarities and differences between ways of life at different times.	<u>The History of our local area - Cottingley</u> NC: significant historical events, people and places in their own locality Skills: ➤ Chronological Understanding Talk about events using phrases such as 'long ago', 'now', 'yesterday', 'before I was born'. ➤ Historical Enquiry Find out more about life in the past from sources of information (e.g., pictures, artefacts and stories). Find answers to questions about the past from pictures, artefacts and stories. ➤ Significance Know why some people and events are remembered by others. Begin to talk about who was important in a simple historical account.
	Why? It helps to connect with their identity and heritage. It fosters curiosity about their roots, encouraging storytelling and sharing. This exploration promotes a sense of belonging and understanding of different cultures, while developing important skills in communication	Why? Studying how toys have changed in Year 1 helps children understand historical change within living memory. It develops sequencing skills, awareness of the past, and critical thinking by using sources like pictures and artefacts. Children learn to identify similarities and differences between past and present toys, enhancing their understanding of societal evolution.	Why? This helps children develop an awareness of the past and understand significant local events and people. This study makes history relatable and engaging, fostering a connection to their community. It shows the children a historical point of view through the eyes of a child, fostering creativity and imagination, making it more meaningful to the children.
	Why now? Linking back to the children's learning in EYFS, talking about life stories and changing, we now expand children's learning wider into the history of other adults in their lives before their birth.	Why now? Linking back to the children's learning in EYFS, talking about life stories and changing, this engaging topic sparks curiosity and makes learning about history enjoyable. Toys are familiar and interesting to young children, making it easier for them to connect with the past. This then lays a foundation for future historical studies.	Why now? To highlight contributions of figures in history linking to our local community.

Long Term Plan – Year 2 September 2026

	Autumn 1	Spring 1	Summer 1
History	One Small Step NC: Lives of significant individuals in the past who have contributed to national and international achievements. Skills: ➤ Chronological Understanding Understand how to put people, events and artefacts on a timeline in order of when they happened, using a scale provided by the teacher. Use common words and phrases relating to the passing of time – later, earlier, past, present, at the same time as, recently. ➤ Historical Enquiry Look carefully at pictures or artefacts to find information about the past. Ask and answer questions such as ‘what was it like for a...?’. ➤ Cause and Consequence Begin to recognise why people did things, why events happened and what happened as a result. ➤ Significance Talk about who was important in a simple historical account. Begin to understand that events and people are seen as significant because they result in change. Explain why some events in the past were significant. Know that events and people are seen as significant because they result in change.	Great Fire of London NC: Events beyond living memory that are significant nationally or globally. Skills: ➤ Chronological Understanding Understand how to put people, events and artefacts on a timeline in order of when they happened, using a scale provided by the teacher. Use common words and phrases relating to the passing of time – later, earlier, past, present, at the same time as, recently. Begin to understand where people/events studied fit into a chronological framework. ➤ Historical Enquiry Look carefully at pictures or artefacts to find information about the past. Ask and answer questions such as ‘what was it like for a...?’ taking into consideration different groups of people, i.e. men/women, rich/poor. Recount the main events from a significant event in the past (giving some interesting and relevant detail). ➤ Cause and Consequence Question why things happen and give explanations. ➤ Significance Talk about who was important in a simple historical account. Explain why some events in the past were significant. Know that events and people are seen as significant because they result in change.	Kings and Queens of Britain NC: Lives of significant individuals in the past who have contributed to national and international achievements. Skills: ➤ Chronological Understanding Understand how to put people, events and artefacts on a timeline in order of when they happened, using a scale provided by the teacher. Use common words and phrases relating to the passing of time – later, earlier, past, present, at the same time as, recently. Begin to understand where people/events studied fit into a chronological framework. ➤ Historical Enquiry Look carefully at pictures or artefacts to find information about the past. Ask and answer questions such as ‘what happened in the past?’, ‘how long ago did... happen?’. Ask and answer questions such as ‘what was it like for a...?’ taking into consideration different groups of people, i.e. men/women, rich/poor. ➤ Continuity and Change, Similarity and Difference Identify similarities and differences in people, places, events and ways of life. ➤ Significance Explain why some events in the past were significant.
	Why? To provide a fascinating glimpse into a pivotal moment in history. It highlights human achievement in space exploration, introduces key figures like astronauts, and encourages curiosity about science and technology. This understanding fosters appreciation for progress and inspires children to dream about the future.	Why? To introduce children to a significant historical event that transformed the city. It captures their imagination with stories of bravery and rebuilding, fostering curiosity about the past and encouraging discussions about resilience, community, and the impact of disasters on everyday life	Why? To spark their imagination and curiosity about history. It introduces children to fascinating stories of royal figures and important events, making learning fun. This helps to connect with their country's past and understand the ideas of leadership and responsibility

	Why now? To expand children’s historical understanding, we look at significant figures in more recent history, centred around more global events.	Why now? Building on the understanding of their own personal history, we introduce a historically significant event further in the past.	Why now? Picking up from learning centred around two significant individuals earlier this year, we introduce a wider range of significant individuals, across a greater a time period, introducing the idea of monarchy.
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Long Term Plan – Year 3 September 2026

	Autumn 1	Spring 2	Summer 1
History	<u>Stone, Bronze and Iron Age</u> NC: changes in Britain from the Stone Age to the Iron Age Skills: ➤ Chronological Understanding Place events, artefacts and significant historical figures on a timeline, using dates. Refer to dates and times when describing events. Use timelines to begin to understand the concept of change over time. ➤ Historical Enquiry Use a variety of sources to collect information about the past. Ask and answer questions such as 'how did people...?', 'what did people do for...?' Select and record information relevant to the enquiry. Begin to understand the difference between original sources and historical interpretations. ➤ Continuity and Change, Similarity and Difference Describe and make links to main events and changes within different periods. Find out about the everyday lives of the people in the time studied, identifying and describing the different experiences of men/women/children, rich/poor etc. ➤ Cause and Consequence Understand why people may have wanted to do something. ➤ Significance Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.	<u>Romans</u> NC: the Roman Empire and its impact on Britain. Skills: ➤ Chronological Understanding Place events, artefacts and significant historical figures on a timeline, using dates. Refer to dates and times when describing events. Use timelines to begin to understand the concept of change over time. ➤ Historical Enquiry Use a variety of sources to collect information about the past. Ask and answer questions such as 'how did people...?', 'what did people do for...?' Select and record information relevant to the enquiry. Begin to understand the difference between original sources and historical interpretations. Explore the idea that there are different accounts of the same events in History. ➤ Continuity and Change, Similarity and Difference Describe and make links to main events and changes within different periods. Find out about the everyday lives of the people in the time studied, identifying and describing the different experiences of men/women/children, rich/poor etc. ➤ Cause and Consequence Understand why people may have wanted to do something. Understand that events may have more than one cause. ➤ Significance Talk about who was important in a simple historical account. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.	<u>Ancient Greece:</u> NC: a study of Greek life and achievements and their influence on the western world. Skills: ➤ Chronological Understanding Place events, artefacts and significant historical figures on a timeline, using dates. Refer to dates and times when describing events. Use timelines to begin to understand the concept of change over time. ➤ Historical Enquiry Use a variety of sources to collect information about the past. Ask and answer questions such as 'how did people...?', 'what did people do for...?' Select and record information relevant to the enquiry. Begin to understand the difference between original sources and historical interpretations. ➤ Continuity and Change, Similarity and Difference Describe and make links to main events and changes within different periods. Find out about the everyday lives of the people in the time studied, identifying and describing the different experiences of men/women/children, rich/poor etc. ➤ Cause and Consequence Understand why people may have wanted to do something. Understand that events may have more than one cause. ➤ Significance Talk about who was important in a simple historical account. Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.

	Why? To introduce children to key stages of human development. It fosters understanding of technological advancements, societal changes, and daily life, encouraging curiosity about prehistory. This knowledge enriches their perspective on how early civilisations shaped the modern world.	Why? To provide insights into a powerful civilisation that shaped modern governance, law, and engineering. It fosters curiosity about historical events, culture, and daily life, helping students understand the impact of Rome on today's society and encouraging critical thinking about how history influences the present.	Why? To understand the foundational concepts in democracy, philosophy, and the arts. It fosters curiosity about mythology and historical figures, while exploring the influence of Greek culture on modern society. This knowledge enhances critical thinking and appreciation for how ancient civilisations shape our world today.
	Why now? Introducing children to the earliest event in KS2 first, allows their chronological understanding to emerge naturally while also, drawing on the comparison skills developed in KS1.	Why now? Allows children to retrieve knowledge from earlier in the year and explain how Britain changed after the Iron Age when the Romans came to Britain.	Why now? Chronologically, this gives the children an insight to historical studies beyond the UK at a similar time on the timeline to the Romans.

Long Term Plan – Year 4 September 2026

	Autumn 2	Spring 2	Summer 2
History	Anglo-Saxons and Scots NC: Britain's settlement by Anglo-Saxons and Scots Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Refer to dates and times when describing events. - Begin to note connections between events. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Begin to devise historically valid questions, such as 'what was it like for a... during...?' - Suggest sources of evidence to use to answer questions. - Start to explain the usefulness and reliability of different sources (e.g., by explaining their choices). - Explore different accounts of the same historical events and give reasons why they may be different. ➤ Continuity and Change, Similarity and Difference - Describe the characteristics of the past, considering the different experiences of men, women and children. ➤ Cause and Consequence - Identify and give reasons for historical events, situations and changes. ➤ Significance - Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time. - Identify historically significant people and events in situations.	Vikings: NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Refer to dates and times when describing events. - Begin to note connections between events. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Begin to devise historically valid questions, such as 'what was it like for a... during...?' - Suggest sources of evidence to use to answer questions. - Start to explain the usefulness and reliability of different sources (e.g., by explaining their choices). - Explore different accounts of the same historical events and give reasons why they may be different. ➤ Continuity and Change, Similarity and Difference - Describe the characteristics of the past, considering the different experiences of men, women and children. ➤ Cause and Consequence - Identify and give reasons for historical events, situations and changes. ➤ Significance - Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time. - Identify historically significant people and events in situations.	How have the lives of children changed? NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Refer to dates and times when describing events. - Begin to note connections between events. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Begin to devise historically valid questions, such as 'what was it like for a... during...?' - Select and organise relevant historical information. ➤ Continuity and Change, Similarity and Difference - Describe the characteristics of the past, considering the different experiences of men, women and children. ➤ Cause and Consequence - Identify and give reasons for historical events, situations and changes. ➤ Significance - Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.
	Why? To provide insights into early British history, highlighting cultural developments, societal structures, and legends. It fosters curiosity about their daily lives and influences on modern Britain, encouraging critical thinking about historical narratives	Why? To engage in exciting tales of exploration, trade, and settlement. It fosters curiosity about daily life, culture, and the Viking impact on Britain. This topic encourages critical thinking about historical	Why? To help children understand the past, develop empathy, and see how society has improved. They learn about changes in health, education, and work, which shows progress. It also supports them think critically by using different sources. It

	while helping students appreciate their heritage and the origins of contemporary society.	narratives and promotes understanding of diverse societies, enriching students' knowledge of their own heritage.	also introduces the children to the concept of continuity and change which is a key historical skill.
	Why now? Again, we begin the year with the most chronologically distant topic. This builds upon what happened in Britain when the Romans left and lays the foundations for their learning about Vikings later in the year.	Why now? We draw on children's learning Earlier in the year on Anglo-Saxons and Scots, while also looking to their learning in Year 5 around Early Islamic Civilisation.	Why now? We draw on children's learning Earlier in the year on Anglo-Saxons and Vikings and move chronologically along the timeline into the Tudors and Victorians. This unit also sets up some groundwork or the year 6 unit on Saltaire and the Victorians.

Long Term Plan – Year 5 September 2026

	Autumn 1	Spring 1	Summer 2
History	<u>Ancient Egypt - What made Ancient Egypt remarkable?</u> NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Use dates and terms accurately to describe events. - Make comparisons between different times in the past, including from previous learning. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Understand the difference between original sources and historical interpretations. - Ask a range of historically valid questions. - Select reliable sources of evidence to answer questions. ➤ Continuity and Change, Similarity and Difference - Describe and make links to main events and changes within and across different periods and societies. - Describe the characteristics of the past including ideas, beliefs and attitudes. ➤ Cause and Consequence - Identify and give reasons for, results of, historical events, situations and changes. ➤ Significance - Identify historically significant people and events in situations. - Know that events, people and developments are seen as significant because they result in change, and they had consequences for people at/ over time.	<u>Can one person change the world?</u> NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a significant turning point in world history, exploring how individuals and movements have brought about social and political change. Skills: ➤ Chronological Understanding - Place key events related to apartheid and Nelson Mandela on a timeline using dates. - Use dates and historical terms accurately when describing events and changes. - Make links between this period and other historical studies of inequality, rights, and social change. ➤ Historical Enquiry - Use a range of primary and secondary sources, including photographs, speeches, newspaper reports and personal accounts. - Understand the difference between historical evidence and interpretations. - Ask historically valid questions about apartheid, resistance and change. - Select and evaluate evidence to draw conclusions about the past. ➤ Continuity and Change, Similarity and Difference - Identify how life changed for people in South Africa during and after apartheid. - Compare the experiences of different groups living under apartheid. - Explore how some inequalities continued even after apartheid officially ended. ➤ Cause and Consequence - Explain why apartheid was introduced and maintained. - Understand the consequences of apartheid for individuals, communities and South Africa as a whole. - Explore the causes of resistance and the consequences of protest and political action. ➤ Significance	<u>Crime and Punishment: - How has justice changed through time?</u> NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history from the Anglo-Saxons to the present) Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Use dates and terms accurately to describe events. - Make comparisons between different times in the past, including from previous learning. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Understand the difference between original sources and historical interpretations. - Ask a range of historically valid questions. - Select reliable sources of evidence to answer questions. ➤ Continuity and Change, Similarity and Difference - Describe and make links to main events and changes within and across different periods and societies. - Describe the characteristics of the past including ideas, beliefs and attitudes. ➤ Cause and Consequence - Begin to understand that events usually happen for a combination of reasons. - Identify and give reasons for, results of, historical events, situations and changes. ➤ Significance - Identify historically significant people and events in situations. - Know that events, people and developments are seen as significant because they result in change, and they had consequences for people at/ over time.

		• Investigate why Nelson Mandela is considered a significant individual. • Evaluate the contribution of Mandela and others in bringing about change. • Understand that historical significance is linked to the impact people and events have over time.	
	Why? To spark curiosity about a captivating civilisation known for its pyramids, pharaohs, and advancements in writing and engineering. This study fosters historical curiosity, enhances understanding of ancient cultures, and helps students grasp the significance of achievements and daily life, enriching their knowledge of world history.	Why? This unit helps pupils understand how individuals, communities, and movements can challenge injustice and bring about change. Through the study of apartheid and Nelson Mandela, pupils explore themes of equality, discrimination, democracy, and human rights. The unit develops historical enquiry skills through the use of sources and encourages pupils to consider different perspectives and experiences. It also helps pupils understand the importance of significant individuals and events in shaping the modern world.	Why? To encourage discussions about justice, morality, and societal values. It helps understand the historical context and the evolution of laws, promotes critical thinking about right and wrong, and fosters empathy through exploring consequences, ultimately guiding them toward becoming informed and responsible citizens.
	Why now? Again, we begin the year with the most chronologically distant topic. This helps pupils strengthen their chronological understanding of the ancient world. It builds on previous learning about the Stone Age, Ancient Greece, Anglo-Saxons and Vikings by placing these societies within a broader historical timeline. This unit also provides an overview to the 4 ancient civilisations allowing the children to ask more complex questions and make comparisons.	Why now? Teaching this unit in Year 5 builds on pupils' growing ability to analyse historical sources, consider different viewpoints, and evaluate significance. Having previously studied ancient and early historical societies, pupils are now ready to explore a more recent period where evidence is abundant and perspectives can be compared. The themes of equality, justice, and human rights also support pupils' wider understanding of the modern world and prepare them for more complex historical enquiries in Year 6.	Why now? To build upon work completed in Year 4 on the Anglo-Saxons, Vikings and later historical periods, allowing pupils to draw on and connect knowledge from across different eras. By Year 5, children have developed a stronger understanding of chronology and are able to compare how societies changed over time.

Long Term Plan – Year 6 September 2026

	Autumn 1	Spring 1	Spring 2
History	Victorian Saltaire: NC: a local history study Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Use dates and terms accurately to describe events. - Make comparisons between different times in the past, including from previous learning. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Evaluate the usefulness and accurateness of different sources of evidence. - Form opinions about historical events from a range of evidence. - Empathise with societies in the past. ➤ Continuity and Change, Similarity and Difference - Describe and make links to main events, situations and changes within and across different periods and societies. ➤ Cause and Consequence - Identify and give reasons for, results of, historical events, situations and changes. ➤ Significance - Identify historically significant people and events in situations. - Understand and explain using evidence, the reasons why people, events and developments are significant.	World War II: NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, a significant turning point in British history. Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Use dates and terms accurately to describe events. - Make comparisons between different times in the past, including from previous learning. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Evaluate the usefulness and accurateness of different sources of evidence. - Form opinions about historical events from a range of evidence. - Empathise with societies in the past. ➤ Continuity and Change, Similarity and Difference - Describe and make links to main events, situations and changes within and across different periods and societies. - See that people were affected differently by events of the past. ➤ Cause and Consequence - Identify and give reasons for, results of, historical events, situations and changes. ➤ Significance - Identify historically significant people and events in situations. - Understand and can explain using evidence, the reasons why people, events and developments are significant.	Mayans: NC: a non-European society that provides contrast with British history. Skills: ➤ Chronological Understanding - Place events, artefacts and historical figures on a timeline, using dates. - Use dates and terms accurately to describe events. - Make comparisons between different times in the past, including from previous learning. - Use timelines to demonstrate and discuss changes and developments in culture, technology, religion and society. ➤ Historical Enquiry - Use a variety of sources to collect information about the past. - Evaluate the usefulness and accurateness of different sources of evidence. - Form opinions about historical events from a range of evidence. ➤ Continuity and Change, Similarity and Difference - Describe and make links to main events, situations and changes within and across different periods and societies. ➤ Cause and Consequence - Identify and give reasons for, results of, historical events, situations and changes. ➤ Significance - Understand and can explain using evidence, the reasons why people, events and developments are significant.

	Why? It highlights the impact of industrialisation and social change in their local history. It fosters understanding of key developments in society, architecture, and culture. This knowledge helps students connect their heritage to broader historical themes, enriching their appreciation of the past.	Why? To help children understand the complexities of history, including themes of conflict, resilience, and social change. It promotes critical thinking about causes and consequences, fosters empathy through personal stories, and connects past events to present issues, enhancing their awareness of global citizenship.	Why? To introduce children to a rich time-spanning ancient civilisation known for its advancements in mathematics, astronomy, and writing. It fosters cultural appreciation, encourages critical thinking about societal development, and helps students understand the importance of preserving history, all while connecting past achievements to present-day issues.
	Why now? Building on Year 1's local study of Cottingley and Year 3's local study, children now dive deeper with a focus on the Victorian era's society.	Why now? To maximise the learning in this topic, a more historically mature mindset is required to discuss issues of morality, propaganda and discrimination.	Why now? To round off the year's history studies, we use and retrieve the children's collective knowledge to study an aspect of history through time.

