



HISTORY LONG TERM PLAN (updated 2025-26)

Year Group	Autumn	Spring	Summer
2 Year Olds			
Nursery 3-4			
Reception			
One	<p>How have toys changed? 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.</p>	<p>How am I making history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>	<p><u>How did explorers change the world?</u> Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered</p>
Two	<p>How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a</p>	<p>How did mankind learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a</p>	<p><u>What is a monarch?</u> 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</p>

	range of sources to recognise continuity between children's lives past and present	timeline. Learning about the individuals who contributed to the history of flight.	how he used castles to rule. They study different types of castles and consider how these evolved over time.
Three	<p>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age</p>	<p>British history 2: Why did the Romans settle in Britain?</p> <p>investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain</p>	<p><u>What did the ancient Egyptians believe?</u></p> <p>Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings. believe?</p>
Four	<p>How have children's lives changed?</p> <p>Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.</p>	<p>British history : How hard was it to invade and settle in Britain?</p> <p>Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<p>How did the Maya compare to the Anglo Saxons.</p>
Five	<p>What did the Greeks ever do for us?</p> <p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p>	<p>Vikings- Were the Vikings, raiders, or settlers?</p>	<p>Who should go on the bank note? Transition unit.</p>

Six	World war 2- What was the impact of the second world war on Britain.	British history 5: What was life like in Tudor England? Compare Worlding Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.	What was the Sikh empire?
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