



History Long Term plan

Cycle B (2025 – 2026)

	Autumn	Spring	Summer
Year 1 / 2	<p>Events beyond living memory that are significant nationally/globally (Kapow year 1)</p> <p>What is history?</p>	<p>Events beyond living memory that are significant nationally/globally</p> <p>How have toys changed?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>What is a monarch?</p>
Year 3 / 4 British Year	<p>Changes in Britain during the Stone Age (Kapow year 3 and 4)</p> <p>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p>	<p>Ancient Egyptians (Kapow year 3 and 4)</p> <p>What was important to the Ancient Egyptians?</p>	<p>Romans (Kapow year 3 and 4)</p> <p>British history 2: Why did the Romans settle in Britain?</p>
Year 5	<p>Anglo – Saxons (Kapow 3 and 4)</p> <p>British history 3: What changed in Britain after the Anglo-Saxon invasion?</p>	<p>British History 4 (Kapow 3 and 4)</p> <p>British history 4: Were the Vikings raiders, traders or settlers?</p>	<p>A non-European society that provides contrasts with British history-1 study chosen from: Mayan civilization c. AD 900 (Kapow Year 5)</p> <p>How did the Maya civilisation compare to the Anglo-Saxons?</p>
Year 6	<p>A local history study continued – A Street through time – up to the present day (Kapow Year 6)</p> <p>What was the impact of World War 2 on the people of Britain?</p>	<p>Local histories from Victorian to the inter-war period. (Kapow Year 6)</p> <p>What can the census tell us about local areas?</p>	<p>Unheard histories (Kapow Year 6)</p> <p>Who should go on the £10 note?</p>

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Year 1 / 2	<p>Events beyond living memory that are significant nationally/globally (Kapow year 1/2)</p> <p><b>What is history?</b></p>	<p>Events beyond living memory that are significant nationally/globally (Kapow 1/2)</p> <p><b>How have toys changed?</b></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>What is a monarch?</b></p>
	<ul style="list-style-type: none"><li>• I can develop an understanding of personal chronology.</li><li>• I can learn more about my history.</li><li>• I can explore how we remember events.</li><li>• I can find out what childhood was like for our parents and grandparents.</li><li>• I can compare childhood now with childhood in the past.</li><li>• I can identify that some things change and some things stay the same.</li></ul>	<ul style="list-style-type: none"><li>• I can discuss a favourite toy.</li><li>• I can find out what toys our parents and grandparents played with.</li><li>• I can investigate what toys were like up to 100 years ago.</li><li>• I can compare toys from the past with modern toys.</li><li>• I can investigate how teddy bears have changed over time.</li><li>• I can explain how toys have changed over time.</li></ul>	<ul style="list-style-type: none"><li>• I can explore monarchy by finding out about King Charles III.</li><li>• I can explore coronations by acting out the ceremony.</li><li>• I can discover how William the Conqueror became king by exploring the Bayeux Tapestry.</li><li>• I can explore how William the Conqueror ruled by investigating Norman castles.</li><li>• I can analyse how effective castles were by exploring their features.</li><li>• I can evaluate how the monarchy has changed.</li><li>•</li></ul>

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<b>Year 3 / 4 British Year</b>	<b>Changes in Britain during the Stone Age</b> (Kapow year 3 and 4) <b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>	<b>Ancient Egyptians</b> (Kapow year 3 and 4) <b>What was important to the ancient Egyptians?</b>	<b>Romans</b> (Kapow year 3 and 4) <b>British history 2: Why did the Romans invade and settle in Britain?</b>
	<ul style="list-style-type: none"> <li>• I can recognise the chronology and significance of prehistory.</li> <li>• I can use archaeological evidence to learn about the prehistoric dwellings of Skara Brae</li> <li>• I can use archaeological evidence to investigate the Bronze Age.</li> <li>• I can use deductions to explain how bronze transformed prehistoric life.</li> <li>• I can understand the importance of trade during the Iron Age.</li> <li>• I can compare settlements in the Neolithic period and Iron Age by exploring continuity and change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can develop questioning skills using sources about ancient civilisations.</li> <li>• I can explain the significance of the River Nile to ancient Egyptian civilisation.</li> <li>• I can evaluate the importance of ancient Egyptian hieroglyphics.</li> <li>• I can use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</li> <li>• I can investigate beliefs about the afterlife in Ancient Egypt.</li> <li>• I can evaluate continuity and change by identifying what happened to the pharaohs when they died.</li> </ul>	<ul style="list-style-type: none"> <li>• I can investigate life in Ancient Rome by looking at its buildings.</li> <li>• I can explore the causes of the Roman invasion of Britain.</li> <li>• I can investigate the different responses to the Roman invasion using a range of sources.</li> <li>• I can explore how the Roman army was so successful using a range of sources.</li> <li>• I can investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.</li> <li>• I can explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.</li> </ul>

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	<ul style="list-style-type: none"> <li>• I can evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.</li> <li>• I can identify change and continuity in Iron Age and Anglo-Saxon settlements.</li> <li>• I can explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.</li> <li>• I can identify how Christianity spread in Britain in the Anglo-Saxon period.</li> <li>• I can explore bias by evaluating sources about Alfred the Great.</li> <li>• I can evaluate how and why Anglo-Saxon rule ended.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain when and why the Vikings came to Britain.</li> <li>• I can evaluate ideas about the Vikings using sources.</li> <li>• I can investigate the importance of Viking trading routes.</li> <li>• I can identify how Christianity spread in Britain in the Anglo-Saxon period.</li> <li>• I can explore bias by evaluating sources about Alfred the Great.</li> <li>• I can evaluate how and why Anglo-Saxon rule ended.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the challenges faced by the ancient Maya when settling in the rainforest.</li> <li>• I can infer how the ancient Maya valued and used cacao by exploring historical artefacts.</li> <li>• I can describe the role of Maya gods and goddesses by studying images and scenarios.</li> <li>• I can develop recording skills through exploration of ancient Maya inventions.</li> <li>• I can make deductions about an ancient Maya city by exploring remains.</li> <li>• I can evaluate historians' claims on the decline of the ancient Maya cities.</li> </ul>

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<b>Year 6</b>	<p><b>A local history study continued – A Street through time – up to the present day</b> (Kapow Year 6)</p> <p><b>What was the impact of World War 2 on the people of Britain?</b></p>	<p><b>Local histories from Victorian to the inter-war period.</b> (Kapow Year 6)</p> <p><b>What can the census tell us about local areas?</b></p>	<p><b>Unheard histories</b> (Kapow Year 6)</p> <p><b>Who should go on the £10 note?</b></p>
	<ul style="list-style-type: none"> <li>• I can identify the causes of World War 2 using a timeline.</li> <li>• I can explore the impact of the Battle of Britain on the Royal Air Force using oral histories.</li> <li>• I can make inferences about the Blitz using photographs.</li> <li>• I can investigate evacuation experiences using oral and printed records.</li> <li>• I can investigate the impact of WW2 on women’s lives using visual and written sources.</li> <li>• I can explore the lives of migrants after WW2 through podcasts, posters and photographs.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore the purpose and creation of a census.</li> <li>• I can create questions about Victorian children using a range of sources.</li> <li>• I can explore the jobs available in the past using the census.</li> <li>• I can make inferences about women’s lives in the 1900s using the census.</li> <li>• I can investigate how the census changed by following the life of Evelyn Dove.</li> <li>• I can conduct an enquiry about my local area using the census.</li> <li>• I can compare how people remember past events and people.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the significance of people on banknotes.</li> <li>• I can explore what makes a monarch historically significant.</li> <li>• I can evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources.</li> <li>• I can investigate why Mary Seacole is historically significant.</li> <li>• I can research historically significant sporting figures.</li> <li>• I can evaluate the significance of different historical figures by applying criteria.</li> </ul>