



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, 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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	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• I can discuss a favourite toy.• I can find out what toys our parents and grandparents played with.• I can investigate what toys were like up to 100 years ago.• I can compare toys from the past with modern toys.• I can investigate how teddy bears have changed over time.• know how toys have changed over time.	<ul style="list-style-type: none">• I can explore monarchy by finding out about King Charles III.• I can explore coronations by acting out the ceremony.• I can discover how William the Conqueror became king by exploring the Bayeux Tapestry.• I can explore how William the Conqueror ruled by investigating Norman castles.• I can analyse how effective castles were by exploring their features.• I can evaluate how the monarchy has changed.•

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	<ul style="list-style-type: none">• I can recognise the chronology and significance of prehistory.• I can use archaeological evidence to learn about the prehistoric dwellings of Skara Brae• I can use archaeological evidence to investigate the Bronze Age.• I can use deductions to explain how bronze transformed prehistoric life.• I can understand the importance of trade during the Iron Age.• I can compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	<ul style="list-style-type: none">• I can develop questioning skills using sources about ancient civilisations.• I can explain the significance of the River Nile to ancient Egyptian civilisation.• I can evaluate the importance of ancient Egyptian hieroglyphics.• I can use a range of sources to explore the importance of gods and goddesses in ancient Egypt.• I can investigate beliefs about the afterlife in Ancient Egypt.• I can evaluate continuity and change by identifying what happened to the pharaohs when they died.	<ul style="list-style-type: none">• I can investigate life in Ancient Rome by looking at its buildings.• I can explore the causes of the Roman invasion of Britain.• I can investigate the different responses to the Roman invasion using a range of sources.• I can explore how the Roman army was so successful using a range of sources.• I can investigate the lives of Roman soldiers by examining artefacts found at Vindolanda.• I can explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.

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

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	<ul style="list-style-type: none"> • I can identify the causes of World War 2 using a timeline. • I can explore the impact of the Battle of Britain on the Royal Air Force using oral histories. • I can make inferences about the Blitz using photographs. • I can investigate evacuation experiences using oral and printed records. • I can investigate the impact of WW2 on women’s lives using visual and written sources. • I can explore the lives of migrants after WW2 through podcasts, posters and photographs. 	<ul style="list-style-type: none"> • I can explore the purpose and creation of a census. • I can create questions about Victorian children using a range of sources. • I can explore the jobs available in the past using the census. • I can make inferences about women’s lives in the 1900s using the census. • I can investigate how the census changed by following the life of Evelyn Dove. • I can conduct an enquiry about my local area using the census. • I can compare how people remember past events and people. 	<ul style="list-style-type: none"> • I can explain the significance of people on banknotes. • I can explore what makes a monarch historically significant. • I can evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources. • I can investigate why Mary Seacole is historically significant. • I can research historically significant sporting figures. • I can evaluate the significance of different historical figures by applying criteria.