

History

Long-term plan

Mixed-Age

The History Long-term plan suggests an order for teaching our History units over a school year. There are three units per year group, each consisting of six lessons. A summary of each unit is provided.

This document also gives information about how our curriculum has been designed, and any flexibility to move units around to adapt the scheme to suit your school. For detailed information, visit our [History curriculum](#), [EYFS History](#), [KS1 History](#), [Lower KS2 History](#), and [Upper KS2 History](#).

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Suggested long-term plan: History

Overview (All year groups)

Cycle A	Autumn	Spring	Summer
Year 1/2	Y1/2 (A): How am I making history?	Y1/2 (A): How have toys changed?	Y1/2 (A): How did we learn to fly?
Year 3/4	Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?	Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?	Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?
Year 5/6	Y5/6 (A): British history 4: Were the Vikings raiders, traders or something else?	Y5/6 (A): British history 5: What was life like in Tudor England?	Y5/6 (A): *Updated* British History 6: What was the impact of World War 2 on the people of Britain?
Cycle B	Autumn	Spring	Summer
Year 1/2	Y1/2 (B): What is history?	Y1/2 (B): How was school different in the past?	Y1/2 (B): What is a monarch?
Year 3/4	Y3/4 (B): How have children's lives changed?	Y3/4 (B): What was important to ancient Egyptians?	Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?
Year 5/6	Y5/6 (B): What can the census tell us about local areas?	Y5/6 (B): What is the legacy of the ancient Greek civilisation?	Y5/6 (B): Unheard histories: Who should go on the £10 banknote?

Click here for information on [different mixed-age year group combinations for History](#).

Suggested long-term plan: History

Overview - Key stage 1

Year 1/2

Unit 1	<u>Y1/2 (A): How am I making history?</u> 6 lessons 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.	Unit 2	<u>Y1/2 (A): How have toys changed?</u> 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.
Unit 3	<u>Y1/2 (A): How did we learn to fly?</u> 6 lessons 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 timeline. Learning about the individuals who contributed to the history of flight.		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 3/4

Unit 1	<u>Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?</u> 6 lessons 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 Age and Iron Age.	Unit 2	<u>Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?</u> 6 lessons Investigating why the Romans invaded Britain and the reaction of the Celts; learning how the Romans changed life in Britain.
Unit 3	<u>Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?</u> 6 lessons 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.		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 5/6

Unit 1	<u>Y5/6 (A): British history 4: Were the Vikings raiders, traders or something else?</u> 6 lessons Investigating what the Vikings were really like, creating a Viking trade route game, writing their version of a Viking saga, evaluating the impact of the Viking invaders on Britain and displaying the achievements of the Vikings in a 'Viking achievement gallery'.	Unit 2	<u>Y5/6 (A): British history 5: What was life like in Tudor England?</u> 6 lessons Discovering the Tudor dynasty; exploring the use of portraits, progresses and punishment; examining how monarchs exercised absolute power; investigating how Tudor inventories indicate the wealth and position of ordinary Tudors.
Unit 3	<u>Y5/6 (A): *Updated* British History 6: What was the impact of World War 2 on the people of Britain?</u> 6 lessons Investigating the causes and causes of the events leading to World War 2; learning from oral histories about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the usefulness of different sources to answer an enquiry question.		

Suggested long-term plan: History

Overview - Key stage 1

Year 1/2

Unit 1	<u>Y1/2 (B): What is history?</u> 6 lessons 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. Exploring what holidays were like in the past through asking questions and examining photographs.	Unit 2	<u>Y1/2 (B): How was school different in the past?</u> 6 lessons 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 range of sources to recognise continuity between children's lives past and present.
Unit 3	<u>Y1/2 (B): What is a monarch?</u> 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.		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 3/4

Unit 1	<u>Y3/4 (B): How have children's lives changed?</u> 6 lessons Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.	Unit 2	<u>Y3/4 (B): What was important to ancient Egyptians?</u> 6 lessons Discovering what was important to ancient Egyptians; investigate the River Nile, ancient Egyptian gods and goddesses, beliefs about the afterlife and how the pharaohs were buried.
Unit 3	<u>Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?</u> 6 lessons Through the observation and analysis of artefacts, children scrutinise Maya settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 5/6

Unit 1	<u>Y5/6 (B): What can the census tell us about local areas?</u> 6 lessons Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.	Unit 2	<u>Y5/6 (B): What is the legacy of the ancient Greek civilisation?</u> 6 lessons 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.
Unit 3	<u>Y5/6 (B): Unheard histories: Who should go on the £10 banknote?</u> 6 lessons Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10 banknote.		

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