HISTORY

Long Term Plan 2026-27

1. Disciplinary strand coverage across the school

Phase / class	Substantive content	Disciplinary strands made explicit
Nursery (FS1)	Personal past; family memories; familiar change	Chronology; similarity and difference; oral evidence
Reception (FS2)	Personal history; transport and technology; significant people and events	Chronology; change and continuity; cause and consequence; evidence
Y1/2 – Rowans	Personal history; toys; monarchy	Chronology; change and continuity; similarity and difference; significance; evidence
Y3/4 – Sycamores	Victorians; British Empire; Windrush	Chronology; cause and consequence; change and continuity; perspectives; significance; evidence
Y4/5 – Elms	Second World War; space exploration; Shang Dynasty	Cause and consequence; chronology; change and continuity; similarity and difference; significance; evidence
Y6 – Mighty Oaks	Local census; Ancient Greece; Sikh Empire	Chronology; cause and consequence; change and continuity; interpretations; significance; evidence

2. Nursery and Reception long-term plan

Term / theme	Historical focus	Nursery (FS1): planned learning	Reception (FS2): planned learning	Core vocabulary
Autumn 1 **Marvellous Me**	Personal history and chronology	Talk about being a baby and identify family members. Sequence two familiar photographs using now and then.	Sequence key events from babyhood to starting school. Use photographs or objects to explain what has changed and what has stayed the same.	Past, present, now, then, before, after, memory
Autumn 2 **Let's Celebrate!**	Remembering and commemorating	Recognise familiar annual celebrations and talk about something remembered from last year. Hear how people and animals are remembered.	Place familiar celebrations in the yearly cycle. Use photographs, objects and stories to explain how and why people remember events, including Remembrance.	Remember, celebration, tradition, same, different, evidence
Spring 1 **Down on the Farm**	Change in farming	Explore old and new pictures of farms. Notice that animals once did jobs now done by machines.	Compare farming before and after tractors. Sequence images and explain one consequence of machinery for farm work.	Long ago, modern, machine, tractor, change, because
Spring 2 **Community Heroes**	Change in emergency services	Match old and modern emergency vehicles and notice visible differences such as bells, sirens, lights and equipment.	Use photographs and simple accounts to compare emergency services past and present. Explain how one technological change helps people.	Past, present, old, modern, service, compare, consequence
Summer 1 **It's a Bugs' Life**	Significant person: Sir Joseph Banks	Hear a simple story about an explorer who collected plants and insects. Examine pictures or replica objects and ask questions.	Explain why Sir Joseph Banks is remembered. Use a map, image and museum object or record as evidence about his voyages and collections.	Explorer, voyage, discovery, collection, source, significant
Summer 2 **Our Beautiful Planet**	Change in air travel	Sort pictures of aircraft into older and newer groups and describe visible features.	Place a small set of aircraft on a timeline. Compare early and modern air travel and suggest why aircraft changed.	Timeline, earliest, latest, passenger, invention, change

Key Stage 1 and 2 Units

Class / year group	Autumn	Spring	Summer
Rowans (Years 1/2)	How am I making history?	How have toys changed?	What is a monarch?
Sycamores (Years 3/4)	Who were the Victorians?	The British Empire	The Windrush Generation
Elms (Years 4/5)	What was the impact of WW2 on the people of Britain?	The History of Space Exploration	The Shang Dynasty
Mighty Oaks (Year 6)	What can the census tell us about local areas?	What did the Greeks ever do for us?	What was the Sikh Empire?

Rowans (Years 1/2)

Autumn: How am I making history?

Lesson	Learning question	Objectives / success criteria
1	Can I learn about important events in my life and put them in the correct order?	Order three photographs on a simple timeline. Use vocabulary such as past, present and memory. Discuss similarities and differences.
2	Can I learn more about my own history?	Talk about three memories. Place one memory on a timeline. Explain why memories such as an event or occasion are special.
3	Can I explore how we remember events?	Recall four events celebrated throughout the year. Know three ways in which I celebrate my birthday. Begin to recognise similarities and differences between how people celebrate events.
4	Can I find out what childhood was like for our parents and grandparents?	Ask questions about the past. Compare the past to today.
5	Can I compare childhood now with childhood in the past?	Identify one similarity between childhood now and childhood in the past. Identify one difference between childhood now and childhood in the past.

Spring: How have toys changed?

Lesson	Learning question	Objectives / success criteria
1	Can I identify whether a toy is old or new?	Observe materials, condition and design features. Use the words old, new, past and present. Give a reason for placing a toy in the past or present.
2	Can I put toys in chronological order?	Sequence toys from oldest to newest using visual clues. Use a simple timeline accurately. Explain how one toy is earlier or later than another.
3	Can I find out what toys were like when our parents and grandparents were children?	Ask historically useful questions. Record information from oral history. Compare remembered toys with toys used today.

Lesson	Learning question	Objectives / success criteria
4	Can I explain how toys have changed over time?	Identify changes in materials, movement and technology. Recognise that some toys have remained similar. Describe one cause of change in toys.
5	Can I use evidence to answer “How have toys changed?”	Use photographs, objects and oral accounts as evidence. Identify similarities and differences across periods. Give a simple conclusion supported by evidence.

Summer: What is a monarch?

Lesson	Learning question	Objectives / success criteria
1	Can I explain what a monarch is?	Describe a monarch as a king or queen and explain succession simply. Recognise symbols associated with monarchy. Place the current monarchy within a simple family sequence.
2	Can I find out how William the Conqueror became King of England?	Locate 1066 on a timeline. Retell the main events leading to the Norman Conquest. Use the Bayeux Tapestry as evidence and recognise that sources present viewpoints.
3	Can I compare the lives of two significant monarchs?	Recall key facts about Elizabeth I and Queen Victoria. Identify similarities and differences between their reigns. Explain why each monarch is remembered.
4	Can I explain what happens at a coronation?	Sequence key features of a coronation. Recognise the significance of regalia and Westminster Abbey. Distinguish between tradition and features that have changed.
5	Can I decide what makes a monarch significant?	Select evidence about a monarch’s actions or legacy. Explain significance using because. Present a simple historically supported judgement.

Sycamores (Years 3/4)

Autumn: Who were the Victorians?

Lesson	Learning question	Objectives / success criteria
1	Can I find out about the life of Queen Victoria?	Explain who Queen Victoria was and why she was important. Describe some of the main events in her life. Describe what Queen Victoria was like as a person.
2	Can I explore what the Industrial Revolution was and how it affected Britain?	Explain what the Industrial Revolution was. Further success criteria are incomplete in the source file.
3	Can I investigate what life was like for Victorian children?	Compare children from different social backgrounds. Use school records, photographs and written accounts. Recognise that childhood experiences varied.
4	Can I explain how Victorian towns, transport and technology changed?	Identify developments in railways, sanitation and communication. Explain causes and consequences of urban growth. Use maps and images to identify change.
5	Can I decide which Victorian change had the greatest impact on Britain?	Select evidence from across the unit. Compare short- and long-term effects. Reach and justify a historical judgement.

Spring: The British Empire

Lesson	Learning question	Objectives / success criteria
1	Can I understand when, how and why Britain's 'first' empire was established in the Americas and Africa?	Identify changes between maps from the late 15th century and mid 16th century and suggest reasons. Describe what seafaring expeditions were like and why they were important. Identify significant events before, during and after the Age of Exploration.
2	Can I understand why British influence in India, China and Southeast Asia grew during the early years of the British Empire?	Express views about Britain's slave trade. Explain how people may have reacted to the stolen treasures aboard the Madre de Deus. Explain how the East India Company gained influence in India.
3	Can I begin to understand how trade in India grew?	Give reasons why commodities traded in India were valuable to the British. Identify reasons why India was difficult to rule.

Lesson	Learning question	Objectives / success criteria
		Identify how the East India Company gained control of trade in India.
4	Can I understand and explain how the British Raj in India was established and what life under British rule was like?	Give reasons why many Indian people became unhappy with the East India Company. Identify how British rule of India was established and structured. Give an opinion about Britain's 'supreme rule' over the Indian people.
5	Can I understand how Britain has influenced and been influenced by other Commonwealth countries?	Give reasons why many countries sought independence from Britain. Explain what the Commonwealth is. Describe how Britain has influenced and been influenced by other countries.

Summer: The Windrush Generation

Lesson	Learning question	Objectives / success criteria
1	Can I explore the history of Windrush?	Describe what Windrush is. Name the date HMT Empire Windrush arrived in the UK. Give a reason why someone may have immigrated to the UK during Windrush.
2	Can I understand who the Windrush generation are?	Describe what the 'Windrush generation' is. Write in role as a person who travelled on HMT Empire Windrush. Explain why people came to Britain between 1948 and 1971.
3	Can I explore where the Windrush generation are today?	Name someone from the Windrush generation. Describe key facts about the Windrush scandal. Describe achievements of a member of the Windrush generation.
4	Can I explore the impact that the Windrush generation has had on Britain?	Describe what an expectation is. Discuss a situation from different points of view. Name a way in which the Windrush generation impacted Britain.
5	Can I explore how Windrush is celebrated?	Discuss reasons why the Windrush generation should be celebrated. Decide ways in which the Windrush generation could be celebrated.

Elms (Years 4/5)

Autumn: What was the impact of WW2 on the people of Britain?

Lesson	Learning question	Objectives / success criteria
1	Can I identify the causes of World War 2 using a timeline?	Sequence events leading to World War 2. Match causes to consequences. Explain appeasement.
2	Can I explore the impact of the Battle of Britain on the Royal Air Force using oral histories?	Explain what happened in the Battle of Britain. Describe possible feelings of aircrew. Record information from oral histories.
3	Can I make inferences about the Blitz using photographs?	Recall where and when the Blitz happened. Use photographic detail to make deductions. Describe the impact of bombing campaigns on lives in 1940.
4	Can I investigate evacuation experiences using oral and printed records?	Make deductions from different sources. Compare children's experiences. Evaluate source reliability for a specific question.
5	Can I investigate the impact of WW2 on women's lives using visual and written sources?	Use wartime posters to make deductions about women's jobs. Compare women's experiences before, during and after WW2. Explain which sources are more useful for the enquiry.

Spring: The History of Space Exploration

Lesson	Learning question	Objectives / success criteria
1	Can I explore how the telescope was invented and developed?	Explain how and when the telescope developed. Describe Galileo's contribution to astronomy. Explain its impact on space exploration.
2	Can I discover what happened during the early years of space exploration?	Describe key events from 1940 to 1970. Explain the Space Race and its impact. Use varied sources to research the period.
3	Can I find out about the first landing on the moon?	Describe when the first men landed on the moon. Explain details of Apollo 11.

Lesson	Learning question	Objectives / success criteria
		Combine objective and subjective information to recount the mission.
4	Can I research who Mae Jemison was?	Explain who Mae Jemison is and why she is important. Reflect on her experiences to explain selected quotations. Consider her perspective at key moments.
5	Can I investigate some of the ways in which astronauts explore space today?	Recognise current methods of space exploration. Suggest how they help us learn about the universe. Suggest how previous ages contributed to understanding space.

Summer: The Shang Dynasty

Lesson	Learning question	Objectives / success criteria
1	Can I discover what the Shang Dynasty of China was?	Describe different sources of evidence. Describe advantages and disadvantages of sources. Explain where and when the Shang Dynasty was in power.
2	Can I explore the evidence surrounding the Shang kings?	Name Shang rulers and recount what history books report. Suggest what makes a history book accurate or inaccurate. Suggest why learning about leaders is important.
3	Can I find out about Shang royal burials?	Explain what happened when Shang rulers died. Describe objects buried with rulers. Suggest why people and animals were sacrificed.
4	Can I explore what ordinary life was like for people during the Shang Dynasty?	Describe ordinary houses and food. Use evidence to describe a day in an ordinary person's life.
5	Can I find out about the writing and calendar created during the Shang Dynasty?	Explain why the Shang invented writing and a calendar. Describe features of oracle bone script.
6	Can I discover why the Shang Dynasty ended?	Describe key achievements. Describe how history books say the dynasty ended. Recount when it ended using evidence and historical accounts.

Mighty Oaks (Year 6)

Autumn: What can the census tell us about local areas?

Lesson	Learning question	Objectives / success criteria
1	Can I explore the purpose and creation of a census?	Describe what a census is and what it is used for. Extract information from a census. Collect information for a class census.
2	Can I use census evidence to investigate a household in the past?	Extract names, ages, occupations and relationships. Ask and answer questions using evidence. Recognise what a census cannot tell us.
3	Can I track how a local area changed between censuses?	Compare two census years. Identify continuity and change in population, housing and work. Suggest reasons for change.
4	Can I combine census records with other local sources?	Cross-reference maps, directories, photographs or newspapers. Evaluate which source is most useful. Build an evidence-supported account.
5	Can I explain what the census can and cannot tell us about local history?	Summarise findings. Identify limitations and possible inaccuracies. Reach a balanced conclusion using several sources.

Spring: What did the Greeks ever do for us?

Lesson	Learning question	Objectives / success criteria
1	Can I place Ancient Greece in time and locate its main city-states?	Place Ancient Greece on a timeline alongside previously studied periods. Locate Greece, Athens and Sparta on a map. Explain how geography encouraged separate city-states.
2	Can I compare life in Athens and Sparta?	Describe key features of society, education and government. Identify similarities and differences. Use evidence to support a comparison.
3	Can I explain how democracy developed in Ancient Athens?	Describe how Athenian democracy worked. Compare it with representative democracy in Britain today. Recognise who was excluded from Athenian citizenship.
4	Can I investigate Greek beliefs, myths and the Olympic Games?	Explain the role of gods, temples and myths.

Lesson	Learning question	Objectives / success criteria
		Describe the purpose of the ancient Olympic Games. Distinguish between myth and historical evidence.
5	Can I evaluate evidence about everyday life in Ancient Greece?	Make inferences from pottery, buildings and written accounts. Recognise limitations and possible bias in sources. Combine evidence to produce a supported account.
6	Can I judge the most significant legacy of Ancient Greece?	Identify influences on language, architecture, theatre, sport, mathematics and government. Explain how a legacy continued or changed. Reach and justify a judgement.

Summer: What was the Sikh Empire?

Lesson	Learning question	Objectives / success criteria
1	Can I locate the Sikh Empire in time and place?	Locate Punjab on historical and modern maps. Place the Sikh Empire from 1799 to 1849 on a timeline. Use empire, Punjab, Sikh and Maharaja accurately.
2	Can I explain how Ranjit Singh established the Sikh Empire?	Describe key stages in Ranjit Singh's rise to power. Explain how alliances, leadership and military organisation supported expansion. Distinguish between cause and consequence.
3	Can I investigate how the Sikh Empire was governed?	Describe Lahore as a political and cultural centre. Explain features of administration and the Khalsa army. Use evidence to identify religious diversity in government and society.
4	Can I use sources to find out about life in the Sikh Empire?	Make inferences from paintings, buildings, coins and written accounts. Consider the origin and purpose of a source. Recognise that accounts may offer different interpretations.
5	Can I explain why relations with the East India Company changed?	Describe agreements and tensions. Explain causes of the Anglo-Sikh Wars. Sequence events leading to annexation in 1849.
6	Can I assess the legacy of the Sikh Empire?	Identify political, military, architectural and cultural legacies. Explain why Ranjit Singh and the empire are remembered differently. Construct a balanced, evidence-supported judgement.