

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](#).

**This version was updated on 30/10/2025
15:40**

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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?	*New* 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?	*New* 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? (Old)	Y1/2 (B): What is a monarch? (Archived)
Year 3/4	Y3/4 (B): How have children's lives changed?	Y3/4 (B): What did the Ancient Egyptians believe? (ARCHIVED)	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 did the Greeks ever do for us? (Archived)	Y5/6 (B): Unheard histories: Who should go on the Â£10 banknote?

Suggested long-term plan: History

Overview - Key stage 1

Year 1/2

Unit 1	<p><u>Y1/2 (A): How am I making history?</u></p> <p>7 lessons</p> <p>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>	Unit 2	<p><u>Y1/2 (A): How have toys changed?</u></p> <p>7 lessons</p> <p>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>
Unit 3	<p><u>Y1/2 (A): How did we learn to fly?</u></p> <p>7 lessons</p> <p>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.</p>		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 3/4

Unit 1	<p><u>Y3/4 (A): British history 1: Would you prefer to have lived in the Stone, Bronze or Iron Age?</u></p> <p>7 lessons</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 Age and Iron Age.</p>	Unit 2	<p><u>*New* Y3/4 (A): British history 2: Why did the Romans invade and settle in Britain?</u></p> <p>7 lessons</p> <p>Investigating why the Romans invaded Britain and the reaction of the Celts; learning how the Romans changed life in Britain.</p>
Unit 3	<p><u>Y3/4 (A): British history 3: What changed in Britain after the Anglo-Saxon invasion?</u></p> <p>7 lessons</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>		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 5/6

Unit 1	<p><u>Y5/6 (A): British history 4: Were the Vikings raiders, traders or something else?</u></p> <p>7 lessons</p> <p>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'.</p>	Unit 2	<p><u>*New* Y5/6 (A): British history 5: What was life like in Tudor England?</u></p> <p>7 lessons</p> <p>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.</p>
Unit 3	<p><u>Y5/6 (A): *Updated* British History 6: What was the impact of World War 2 on the people of Britain?</u></p> <p>7 lessons</p> <p>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.</p>		

Suggested long-term plan: History

Overview - Key stage 1

Year 1/2

Unit 1	<p><u>Y1/2 (B): What is history?</u></p> <p>7 lessons</p> <p>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.</p>	Unit 2	<p><u>Y1/2 (B): How was school different in the past? (Old)</u></p> <p>0 lessons</p> <p>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.</p>
Unit 3	<p><u>Y1/2 (B): What is a monarch? (Archived)</u></p> <p>0 lessons</p> <p>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.</p>		

Suggested long-term plan: History

Overview - Lower key stage 2

Year 3/4

Unit 1	<p><u>Y3/4 (B): How have children's lives changed?</u></p> <p>7 lessons</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 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.</p>	Unit 2	<p><u>Y3/4 (B): What did the Ancient Egyptians believe? (ARCHIVED)</u></p> <p>1 lessons</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.</p>
Unit 3	<p><u>Y3/4 (B): How did the achievements of the ancient Maya impact their society and beyond?</u></p> <p>7 lessons</p> <p>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.</p>		

Suggested long-term plan: History

Overview - Upper key stage 2

Year 5/6

Unit 1	<p><u>Y5/6 (B): What can the census tell us about local areas?</u></p> <p>7 lessons</p> <p>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.</p>	Unit 2	<p><u>Y5/6 (B): What did the Greeks ever do for us? (Archived)</u></p> <p>0 lessons</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>
Unit 3	<p><u>Y5/6 (B): Unheard histories: Who should go on the Â£10 banknote?</u></p> <p>9 lessons</p> <p>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 Â£10 banknote.</p>		

How does Kapow Primary help our school to meet the statutory guidance for History?

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