

HISTORY – Long Term Plans 2025-2026

Our whole-school Curriculum Development Leader for History Mrs J Burrell

EYFS – Year N/ R

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
My own personal history	<p><i>What do you think history is?</i></p> <p><i>How old am I?</i></p> <p><i>When is my birthday?</i></p> <p><i>What special events do I remember?</i></p>	<p>- Talk about the lives of the people around them and their roles in society</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>- Begin to make sense of their own life story and family history (Aut)</p> <p>- Comment on images of familiar situations in the past (Spr)</p> <p>- Talk about the lives of the people around them and their roles in society (Sum)</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Sum)</p>	History, now, then, future, past, present, old, age, me, my, family, brothers, sisters, grandparents, etc	<p>Cultural diversity</p> <p>Wellbeing and mental health</p> <p>Our school, our town</p>	<p>Children can bring in their own photographs</p> <p>Family visitors</p>
Black History Month	<p><i>What do you think history is?</i></p> <p><i>Who is Marcus Rashford?</i></p>	<p>- Talk about the lives of the people around them and their roles in society</p> <p>- Understand the past through settings, characters</p>	<p>- Show interest of different occupations (Aut)</p> <p>- Compare and contrast characters from stories, including features from the past (Spr)</p>	History, month, culture, ethnicity, food bank, poverty, famous people in the past, society, etc	<p>Cultural diversity</p> <p>Wellbeing and mental health</p> <p>Our school, our town</p>	<p>Food bank visitor</p> <p>Harvest festival</p> <p>Football themes non-uniform day (bring in a tin)</p>

	(Link to food bank/family poverty/etc)	and events encountered in books read in class and storytelling.	- Talk about the lives of the people around them and their roles in society (Sum)		Environment World of work	
Local heroes – people who help us	<p><i>What do you think history is?</i></p> <p><i>How does a ... help us?</i></p> <p>(Talk about the lives of people around us and their roles in society – can include our own headteacher and how their role has changed over time)</p>	<p>- Talk about the lives of the people around them and their roles in society</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>- Show interest of different occupations (Aut)</p> <p>- Talk about the lives of the people around them and their roles in society (Sum)</p> <p>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Sum)</p> <p>History skills Aware of some aspects of local history.</p> <p>Talks, draws and writes to show ideas.</p>	History, help, compare, similar, different, experience, list of occupations relevant for topic (eg: firefighter, police officer, etc)	Cultural diversity Wellbeing and mental health Our school, our town Environment World of work Engineering	<p>Visits – both bringing someone in or going somewhere</p> <p>Dressing up (roleplay)</p> <p>Linking class story – can act out/perform/sing/etc</p>

Year 1

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Who am I and where do I live?	How have I changed since I was a baby? Who are my family?	<p>- Changes within Living memory</p> <p>- people and places in their own locality</p>	<p>Aware of some aspects of local history e.g. relating to old Surrey Street site/rocking horse</p> <p>Identifies old and new things in pictures</p>	Past, present, timeline, route, journey, symbol, map.	<p>Our school and our town</p> <p>Engineering</p> <p>Celebrating diversity</p>	<p>-Bring in photographs</p> <p>-work on knowing their addresses</p>

			<p>History skills Talks, draws and writes to show ideas/</p> <p>Asks and answers questions about old and new objects</p> <p>Uses a number of time terms, such as 'now', 'then', 'yesterday', 'days', 'week', 'month', 'year', 'past', 'old' and 'new'.</p> <p>Makes some comments about things (features, events, people and themes) from the past.</p> <p>Sequences events/objects</p>			
Toys now and then	How do my toys compare with parents' and grandparents' toys?	Changes within Living memory	<p>Makes comments about things (features, people, objects) from the past 1.4</p> <p>Ask and answer questions about old and new objects 1.5</p> <p>Gives examples of things that were different when their grandparents were children 1.6</p> <p>Identifies old and new things in pictures 1.7</p>	History, old, toys, new, past, present, now, then, rusty, shiny, material, invent	<p>Environment</p> <p>Our school our town</p> <p>Mental health and well being.</p>	-bringing in toys/trip to the museum

			<p>Explains what an object from the past may have been used for 1.8 ‘</p> <p>History skills Sequences a few events or related objects 1.2 Uses a number of time terms, such as 'now', 'then', yesterday, past, old, new etc.1.3</p> <p>Talks, draws and writes to show ideas 1.9</p>			
History of our Luton school.	<p>What is the history of the school? What was our name before? Why has it been changed? Why is the town football team called The Hatters?</p>	<p>-people and places in their own locality - significant historical events</p>	<p>Makes comments about things (features, people, objects) from the past 1.4</p> <p>Ask and answer questions about old and new 1.5</p> <p>Gives examples of things that were different when their grandparents were children 1.6</p> <p>Identifies old and new things in pictures 1.7</p> <p>History skills Sequences a few events or related objects 1.2</p> <p>Uses a number of time terms, such as 'now', 'then',</p>	<p>Past, changes, present, similarities, differences, Luton, History, beyond living memory, Horse and Cart, Factory</p>	<p>Environment Our School Our Town Mental health and wellbeing.</p>	<p>-Local trip (walk around the local area)</p>

yesterday, past, old, new
etc.1.3

Talks, draws and writes to
show ideas 1.9

Year 2

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Great fire of London	Did the Great Fire make London a better or a worse place?	- events beyond living memory that are significant nationally or globally - significant historical events, people and places in their own locality.	2.1 - Describes some features, events, people and themes from the past – chronology 2.2- Knows where all people/events studied fit into a chronological framework, such as a timeline – chronology 2.4- Points out similarities/differences between aspects of their life and the period being studied – historical enquiry 2.6- Recognises why some people did things, why some events happened and what happened as a result.- historical enquiry 2.7 Talks about who was important e.g. in a simple historical account – historical enquiry	Fire, London, past, present, timeline, source, Luton,	Environment Our School Our Town World of work and ambition	-Role play -Setting fire to model houses in the fire pit

			2.10- Picks out information about the past from sources like pictures, objects and stories and use it for historical enquiry – using evidence			
Intrepid inventers and explorers	Who were the greatest inventers and explorers?	Lives of significant individuals The Wright Brothers	<p>Describes some features, events, people and themes from the past</p> <p>Recognises why some people did things, why some events happened and what happened as a result.</p> <p>History skills <u>Chronology</u>- Knows where all people/events studied fit into a chronological framework, such as a timeline</p> <p>-<u>Terminology</u> - Uses a wide range of everyday terms relating to the passing of time: 'in the past', 'nowadays', 'over one hundred years ago', 'recently' etc.</p> <p>-<u>Historical enquiry</u> -Points out similarities/differences between aspects of their life and the period being studied</p> <p>-<u>Historical enquiry</u> - Can identify similarities/ differences between the ways of life of different people living at the time being studied.</p>	Intrepid, explore, explorer, history, past, present, timeline, discover Inventor	World of work and ambition Engineering	-Dressing up
Communication now and then	What was life like without TV, the	-Changes within living memory	2.5- Can identify similarities/ differences between the ways	Past, present, communication,	World of work	-bring in old devices

	internet and mobile phones?	- events beyond living memory that are significant nationally or globally	of life of different people living at the time being studied – historical enquiry 2.9- Understands some ways we find out about the past – using evidence 2.11- Identifies different ways in which the past is represented – using evidence 2. 12-Makes labelled drawings, tables and write sentences, speak (including in drama) and use IT to present ideas – communicates ideas	computer, electronic engineers, inventor, timeline, similarities, differences		
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YEAR 3

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Neolithic Man (Stone age)	What was the Stone Age?	- Changes during Britain during the Stone Age	Changes in Britain during the Stone Age	Farmers, hunter gatherers, historical evidence, Before Christ, Anno Domini, chronology	Our school our town Environment	Workshop
The Bronze Age to the Iron Age	What changed in Britain from the Stone Age to the Iron Age?	changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age History skills	Farmers, hunter gatherers, historical evidence, Before Christ,	Our school our town Environment	

				Anno Domini, chronology		
Romans	<p>How and why did the Romans conquer Britain? What was life in the local area like under Roman rule? (Verulamium links – Boudicca)</p> <p>This is taught in two blocks- Spring and Summer</p>	- the Roman Empire and its impact on Britain	<p><u>Chronology</u> Places events, objects, themes and people from history topics studied to date on a timeline Uses features from the past and present when describing events <u>Terminology</u> Uses some historical terms to describe the past <u>Historical enquiry</u> Points out similarities and differences between aspects of life at different times in the past Picks out some reasons for and results of people's actions and events</p> <p><u>Using evidence</u> Knows some of the different ways that the past is recorded/ represented Identifies some types of sources which tell us about the past</p> <p><u>Communicates ideas</u> Presents findings about the past using speaking, writing, ICT, drama and drawing skills</p>	History, past, present, Rome, Romans, timelines, ancient, empire, celts, chronology, toga, centurion, armour, river tiber	Engineering Celebrating diversity	-trip

Year 4

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Ancient Egypt	How much did the Ancient Egyptians achieve?	- the achievements of the earliest civilizations	<p>Places a number of events, objects, themes and people from topics they have studied on a timeline</p> <p>Uses some dates and historical period terms to describe the past</p> <p>Describes similarities and differences between people, events and beliefs in different eras</p> <p>Suggests reasons for and results of people's actions and events</p> <p>Makes some connections with features of other periods they have studied</p> <p>Knows some of the different ways that the past is recorded/ represented</p> <p>Identifies some types of sources which tell us about the past</p>	<p>Ancient, Egypt Gods, History Pharaoh, Pyramid, archaeologist</p> <p>Timeline, mummification. canopic jars Howard Carter, hieroglyphics, Sarcophagus Artefact After-life Preserved</p>	<p>World of work and ambition</p> <p>Engineering</p> <p>Celebrating diversity</p>	<p>-mummified objects -decoding -online link to museum</p> <p>Workshop</p>

			<p>Uses information from more than one source in answers</p> <p>Describes some changes that occurred during the historical period being studied</p>			
Roman Legacy	<p>Why did the Romans leave Britain? In what ways did life in Britain remain the same after they left?</p>	<p>- the Roman Empire and its impact on Britain</p>	<p><u>Chronology</u> Places a number of events, objects, themes and people from topics they have studied on a timeline</p> <p>Makes some connections with features of other periods they have studied</p> <p><u>Terminology</u> Uses some dates and historical period terms to describe the past</p> <p><u>Historical enquiry</u> Describes some changes that occurred during the historical period being studied</p> <p>Describes similarities and differences between people, events and beliefs in different eras</p> <p>Identifies which people were historically important and why</p> <p><u>Using evidence</u> Compares different sources of evidence about a person, object, event or change in history</p> <p><u>Communicates ideas</u> In written work, is starting to organise their answers, state</p>	<p>History, past, present, Rome, Romans, timelines, ancient, empire, celts, chronological, legacy, mosaic, Julius, King, aqueducts, law</p>	<p>Our school our town</p> <p>Celebrating diversity</p>	<p>Artefact hunt</p>

			conclusions, give reasons for ideas and use some dates/ historical terms			
Anglo Saxons & Scots	Was the Anglo-Saxon period really a Dark Age?	Britain's settlement by Anglo-Saxons and Scots	<p><u>Chronology</u> Makes connections with other periods studied Places events, objects, themes and people from history topics studied to date on a timeline</p> <p><u>History skills Terminology</u> Uses some historical terms to describe the past</p> <p><u>Historical enquiry</u> Describes similarities and differences between people, events and beliefs in different eras Describes some changes that occurred during the historical period being studied</p> <p><u>Using evidence</u> Compares different sources of evidence about a person, object, event or change in history</p> <p><u>Communicates ideas</u> In written work, is starting to organise their answers, state conclusions, give reasons for ideas and use some dates/ historical terms</p>	History, past, present, archaeologist, Anglo-Saxons, timeline, excavate, invaders, settlers, chronological, pictis, Beowulf	World of work and ambition Well being and mental health Our school our town	-drama

Year 5

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
Anglo Saxons and Vikings	What was life like in Viking Britain? How did the Anglo Saxons unify Britain?	The Viking and Anglo-Saxon struggle for the Kingdom of England	<p>Places historical periods and information about a chosen topic on a timeline covering all historical periods studied- Uses dates and historical period terms accurately</p> <p>Describes changes within the societies they have learned about.</p> <p>Gives some reasons for and results of historical events, situations and changes</p> <p>Suggests which people and causes and consequences of change are more important.</p> <p>Identifies primary and secondary sources of evidence</p> <p>Comments on the usefulness and accuracy of different sources of evidence</p>	Timeline, era, Vikings, Anglo-Saxons, kingdom, history, conversion, ancient, Lindisfarne, invasion, defence, settlement, raid.	<p>World of work and ambition</p> <p>Wellbeing and Mental health</p> <p>Environment</p>	-surprise invasion (hook)

<p>Early Islamic Civilisation</p>	<p>- What was life like then? (A study of Baghdad)</p>	<p>Non-European</p>	<p>Uses dates and historical period terms accurately (eg. as ancient, modern, chronology, period) when describing the past</p> <p>Places historical periods and information about a chosen topic on a timeline covering all historical periods studied</p> <p>Describes similarities and differences in society, culture and religion in the periods of history studied</p> <p>Gives some reasons for and results of historical events, situations and changes</p> <p>Suggests which people and causes and consequences of change are more important</p> <p>Questions and answers are becoming more historically valid</p> <p>Written answers are organised with clear conclusions, making good use of dates and historical terms and</p>	<p>Islam, Baghdad, Allah, Prophet Muhammad, Ramandan, 5 pillar, Mecca, civilisation, Saudi Arabia, caliph, trade, settlement, silk road, Round City, House of Wisdom,</p>	<p>Engineering Our school out town World of work and ambition Transport</p>	<p>Imam to visit</p>
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			giving reasons for their ideas			
Ancient Greeks	What did the Greeks do for us?	– a study of Greek life and achievements and their influence on the western world	<p>Knowledge: Understand Greek life and achievements and their influence on the western world (not on ScholarPack but is on curriculum) Suggests reasons for similarities and differences in cultures in Britain and across the world Identifies connections, contrasts and trends over time</p> <p>Skills: Suggests some reasons why there are different accounts and interpretations of the past Describes/makes links between main events, situations and changes within and across different periods/societies Regularly addresses and sometimes devises historically valid questions</p>	democracy ancient medicine theatre Olympics civilisation city-states Parthenon God/Goddess Western world influence accounts interpretations	Engineering Wellbeing and mental health Celebrating diversity Environment Word of work and ambition	-links with English unit

			Constructs informed responses by selecting and organising relevant historical information			
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Year 6

Topic name	Learning question/s	Main EYFS/NC focus	Objectives to be covered	Key vocabulary	Curriculum themes	Enrichments
World War II	Why were children evacuated to Luton? Was this a sensible decision?	A study of a theme in British history that extends knowledge beyond 1066. Local History Study – (air raids, evacuees)	Identifies and gives reasons for, results of, historical events, situations, changes Uses dates and a wide range of historical period terms accurately and appropriately to describe the past Establishes clear narratives within and across the periods studied History skills: Decides which sources of evidence and information are reliable and explain why Suggests which people, causes and consequences are the most significant and give some reasons to explain why Uses a timeline to sequence local, national and international	World War 2/World War II/Second World War, the Blitz, Battle of Britain, bomb, evacuation, evacuee, air raid, Neville Chamberlain, Winston Churchill, Adolf Hitler, conflict, allies, axis, primary source, secondary source, artefact, VE day, cause, consequence, reliable, Luftwaffe, RAF	Engineering Well-being and mental health Celebrating diversity	-link with Remembrance day -trip to RAF -Links to English/DT/GR -artefacts

			events as well as historical periods based on the school curriculum			
Crime & Punishment	How has Crime and Punishment changed over time?	A study of a theme in British history that extends knowledge beyond 1066.	<p><u>Key Objectives:</u> When writing about a given era, includes ideas of what things were like before and after this.</p> <p>Uses dates and historical period terms accurately (eg.as ancient, modern, chronology, period) when describing the past.</p> <p>Describes changes within the societies they have learned about.</p> <p>Gives some reasons for and results of historical events, situations and changes.</p> <p>Written answers are organised with clear conclusions, making good use of dates and historical terms .and giving reasons for their ideas.</p>	History, timeline, chronological, crime, punishment, justice, jail, prison, jury, court, criminal, judge	Our school our town World of work and ambition Well being and mental health	-adults acting out -riddle hook -visit to castle to see dungeons (Warwick) /court room and cells (St Albans) Inviting a police officer into school to talk about crime and punishment – SK will organise Link to knife workshop