

Whole School History Planning September 2026

		Autumn	Spring	Summer
EYFS			Peek into the Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.	Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements.
Years 1 & 2	A	How am I making History? Investigating the past within living memory by exploring personal chronology and using photographs to ask and answer questions about the past.	How have toys changed? Sequencing toys on a time line, investigating artefacts from the past, identifying how teddy bears have changed and what toys may be like in the future.	How did we learn to fly? Learning about the history of flight by placing significant events on a timeline and discovering the individuals who helped shape aviation.
	B	What is history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions.	How was school different in the past? Exploring how schools have changed over time by comparing schools today with those from the past.	What is a monarch? Understanding the role of a monarch and how it has changed over time; identifying the purpose, structure and evolution of castles.

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Years 3 & 4	A	Would you prefer to have lived in the Stone, Bronze or Iron Age? Investigating life in prehistoric Britain by exploring the Stone, Bronze and Iron Ages and placing them within a wider historical timeline.	Why did the Romans invade and settle in Britain? Exploring Roman Britain by investigating why the Romans invaded and settled in Britain and how the Celts responded.	What changed in Britain after the Anglo-Saxon invasion? Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England.
	B	How have children's lives changed? Examining how children's lives have changed over time by investigating leisure, health and work in the past.	What was important to ancient Egyptians? Investigating ancient Egyptian beliefs and the role of religion in everyday life as well as examining evidence including mummies, pyramids and the Book of the Dead.	How did the achievements of the Ancient Maya impact their society and beyond? Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life.

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Years 5 & 6	A	Were the Vikings raiders, traders or something else? Exploring the Viking age by learning about Viking raids, trade, settlement and the struggle for control of Britain.	What is the legacy of the ancient Greek civilisation? Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed.	What was the Sikh Empire? Examining the Sikh Empire through a range of historical sources to learn about the leadership and achievements of Ranjit Singh.
	B	What can the census tell us about local areas? Examining how census records can help historians understand the past by making inferences about people's lives in different time periods.	What was life like in Tudor England? Investigating Tudor England by exploring royal portraits, progresses and inventories to learn what life was like for both ordinary people and monarchs.	What was the impact of World War 2 on the people of Britain? Learning about the impact of World War 2 on Britain by exploring its causes and the experiences of people during the conflict.