



Long-term planning overview



History 2025-26

Caring, Learning, Growing.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
E Y F S	Throughout early years, we ensure children gain an understanding of daily routines and the timeline of the day. We focus on learning the timeline of the year by learning about seasons, months of the year, birthdays and important dates (Christmas, Easter, Diwali, Chinese New Year, etc.). During children's time in EYFS they have plenty of opportunities to learn about the past, present and future through the variety of topics we cover as well as having the chance to observe the difference between new and old (buildings, objects, people, photographs, etc.). In EYFS, we teach topics based around children's needs and interests and therefore the history we cover may differ from year to year.					
Yr 1	<i>Changes within Living Memory</i> Toys Children will learn about toys from the past, including those their parents and grandparents played with and how these are different to their own.		<i>Lives of Significant Individuals</i> Famous Queens Children will learn about Elizabeth I, Victoria and Elizabeth II and how life in Britain was different under each of their reigns.		<i>Changes within Living Memory/Local History</i> Land Transport through Time Children will learn how cars and trains have changed over time and the importance of the Liverpool to Manchester railway.	
Yr 2		<i>Events Beyond Living Memory</i> Great Fire of London Children will learn about the events of the Great Fire of London and analyse the causes and affects of the fire.		<i>Changes within Living Memory/Local History</i> Sea & Air Transport Children will learn about how sea and air travel changed overtime and find out how Liverpool is connected to the Titanic.		<i>Transition into KS2 Unit</i> Stone Age Children will learn how sources of evidence need to be considered carefully to support our understanding of the past. Children will learn about changes in Britain from the Stone Age to the Iron Age.

Yr 3	<p>Ancient Egypt</p> <p>Children will learn about settlements around the Nile and the power structures. Children will study how Egypt changed through time – kingdoms, art, pyramids, beliefs, writing</p> <p>Disciplinary focus: change/continuity In what ways did ancient Egypt change?</p>	<p>Cradles of Civilisation</p> <p>Children will study the land between two rivers: Ancient Mesopotamia. Children will study ancient Sumer in Mesopotamia via rivers & settlements and via art of ancient civilisations.</p> <p>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</p>	<p>The Indus Valley</p> <p>Children will learn about the sites and artefacts in the Indus Valley and the importance of archaeology in finding out about the past. They will compare similarities and differences between Indus Valley and Sumer and Egypt.</p> <p>Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?</p>	<p>Persia and Greece</p> <p>Children will start with learning about ancient Persia and its empire to set geographical & political context. Then, children will learn about Ancient Greek city states and how and why they formed, inc. Sparta and Athens.</p> <p>Children will learn about key battles, wars, language, Greek religion – gods and goddesses</p> <p>Disciplinary focus: similarity and difference What did Greek city-states have in common?</p>	<p>Ancient Greece</p> <p>Children will learn about Athenian democracy and empire, art, culture & learning in Ancient Greece. Children will also learn about Greek architecture, (inc. the significance of the Parthenon), Greek religion, Greek literature, tragedy in Greek theatre, philosophy and enquiry in Ancient Greece, inc. Aristotle.</p> <p>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</p>	<p>Alexander the Great</p> <p>Children will learn about the rise of and significance of Alexander the Great: childhood, education, early battles, conquest of Persia, death. Children will learn about why empires rise and fall.</p> <p>Disciplinary focus: causation How did Alexander the Great conquer so much land?</p>
Yr 4	<p>The Roman Republic</p> <p>Children will learn about the myth of Romulus and Remus, River Tiber civilization, the early kings of Rome, the development of the Roman Republic, Punic wars, Hannibal, Roman army, Roman religion, Roman myths & legends, Roman roads, Roman politics and government during the Republic</p> <p>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</p>	<p>The Roman Empire</p> <p>Children will learn about the Roman army, Julius Caesar, the early emperors and the Jewish-Roman war. They will also learn about the persecutions of Christians in Rome. Children will study the city of Pompeii and the impact on Rome.</p> <p>Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?</p>	<p>Roman Britain</p> <p>Children will learn about the ancient Britons – a land of diversity, a land of migrants, Celtic language and Celtic culture. They will cover the rebellions of Caractacus and Boudicca, the Roman town of Aquae Sulis, life on the frontier: Hadrian's Wall and Black Romans in Britain.</p> <p>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>	<p>Christianity in 3 empires</p> <p>Children will focus on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Children will learn about stories that examine the role of rulers in the spread of Christianity.</p> <p>Disciplinary focus: similarity/difference What made each early Christian state special?</p>	<p>Arabia and Islam</p> <p>Children will learn about Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. Children will learn about the significance of Muhammad, Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</p>	<p>Cordoba – The City of Light</p> <p>Children will study Cordoba - City of Light. They will learn about the glories of Islamic achievement in art, architecture, learning and science in Cordoba. Children will learn about how Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together – The Great Library of Cordoba.</p> <p>Disciplinary focus: similarity and difference How did worlds come together in Muslim Cordoba?</p>

Yr 5	<p>The Round City: Baghdad</p> <p>Children will study Baghdad – the round city. They will learn about where, why and how it was built, what it looked like, how we know about it through archaeology, artefacts and written sources. Children will learn why it is so important in understand medieval Islam, and how Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p>Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?</p>	<p>The Anglo Saxons</p> <p>Children will learn about the reasons for migration, Anglo-Saxon kingdoms, how Christianity arrived in the British Isles and Early monasteries in British Isles. Children will also learn how archaeologists learn about Anglo-Saxons.</p> <p>Disciplinary focus: evidence How have historians learned about Anglo-Saxon Britain?</p>	<p>Vikings – Lady of Mercians</p> <p>Children will learn about the first Viking raids and invasions, and how Vikings changed as they settled and interacted with diverse cultures. Children will learn about the significance of Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>Disciplinary focus: Causation Why did Vikings dominate large parts of Britain by 910?</p>	<p>Norse Culture</p> <p>Children will cover sagas, art, poetry and folklore. They will learn about Norse gods, goddesses, stories and customs. Children will study the significance of Beowulf and what Beowulf has in common with stories from contrasting world civilisations?</p> <p>Disciplinary focus: similarity and difference How were the Norse connected with other lands and peoples?</p>	<p>Vikings 2 – Changing</p> <p>Children will focus on a case study of Jorvik in 910, told through fictional story of two Viking children. Children will learn why we must tell differing stories (Vikings & Anglo Saxon; rulers and ordinary people; men, women and children), and reasons why some stories go missing (changing interpretations of the period).</p> <p>Disciplinary focus: change/continuity How did the Vikings shape Britain?</p>	
Yr 6	<p>Britain in the Era of the Second World War Local History Study</p> <p>Children will learn about the impact World War 2 had on Britain and how Britain responded to it. They will study the significance of the Blitz and the Battle of Britain, and know why it was a significant turning point for Britain during the war. Children will learn about significant historical figures and will compare the lives of children in Europe during the war, as well as with their own lives now. Children will study primary and secondary sources of information and will learn about how the government responded to the war, e.g. evacuation, rationing, propaganda, women’s roles, blackouts.</p>	<p>The Maya</p> <p>Children will learn about the geography of Maya on Yucatán peninsula. They will learn about Maya rulers, customs and structure of society, Maya agriculture, Maya language, art, cities, architecture, Maya calendar, mathematics and Maya religious beliefs and practice including creation myth and ritual bloodletting.</p> <p>Disciplinary focus: evidential thinking How do historians know about the Maya?</p>				<p>Ethiopia and Benin</p> <p>Children will learn about material culture, society, government and technology in the medieval kingdom of Benin and Ethiopia.</p> <p>Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?</p>

