History Long Term Plan (taught on alternate years – highlighted topics for 2026-27) Last updated: June 2026

<table>
<tr><td>EYFS
(taken from Development Matters)</td><td><u>Communication and Language</u>
Learn new vocabulary
Ask questions to find out more and to check they understand what has been said to them.
Articulate their ideas and thoughts in well-formed sentences.
Connect one idea or action to another using a range of connectives.
Describe events in some detail.
Engage in non-fiction books.
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</td><td><u>Personal, Social and Emotional Development</u>
Think about the perspectives of others.
<u>Understanding the World</u>
Comment on images of familiar situations in the past
Compare and contrast characters from stories including figures from the past</td></tr>
<tr><td>Substantive Concepts
Represented across units
(though not in all</td><td colspan="2">Chronology
Leadership
Exploration
Technology
Equality
Culture</td></tr>
<tr><td>KS1 Aim
(taken from NC2014)</td><td colspan="2">To develop an awareness of the past, using common words and phrases relating to the passing of time.
To know where the people and events they study fit within a chronological framework.
To identify similarities and differences between ways of life in different periods.
To use a wide vocabulary of everyday historical terms.
To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</td></tr>
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Year 1/2	Why is the history of my locality significant? (**local history**) (significant historical events, people and places in their own locality; might also include changes within living memory; might also include events beyond living memory that are significant nationally or globally) OR **The Great Fire of London** (**events beyond living memory** that are significant nationally or globally – could be adapted to: for example, Remembrance Day and its origins; the Olympics and its development; first aeroplane flight)	How do our favourite toys and games compare with those of our grandparents? (**changes within living memory**. These should be used to reveal aspects of change in national life.) OR What does it take to be a great explorer? Or How have explorers changed the world? (the **lives of significant individuals** in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Eg. Christopher Columbus and Neil Armstrong. Link to scientific explorers like Charles Darwin and Jane Goodall. Dame Ellen MacArthur, Matthew Henson, Mary Kingsley
KS2 Aim (taken from NC2014)	• To develop a **chronologically** secure knowledge and understanding of British, local and world history. • To note connections, contrasts and trends over time and develop the appropriate use of **historical terms**. *Using vocabulary to discuss/write about the "concepts" (see above).* • To address and sometimes devise historically valid questions about **change, cause, similarity and difference, and significance**. *What has changed? What was the cause of the change? What is similar/different between now and then/before and after the change/two different periods? Why was this significant at the time or now?* • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. *Knowledge and experience of using primary (including artefacts if possible) and secondary sources.* • To understand how our knowledge of the past is constructed from a range of **sources** through enquiry. *Understand bias in historical sources and that the interpretation of history can change over time.*	
	KS2 have previously used the Connected History Scheme. The units can still be used as a starting point, an adaptation or in their complete form depending on the suitability for the cohort and intent of the teaching.	

Year 3/4 (Units must be taught in this order)	Impact of the **Roman Empire** on Britain (Julius Caesar, invasion, resistance (Boudica) and "Romanisation" of culture and technology, leadership, cultural diversity) OR **Changes in Britain from the Stone Age to the Iron Age** How did Britain change during the **Stone Age**? (technology, continuity and change, migration) How did Britain change during the Bronze Age? (**Bronze Age** Britain) (change to agricultural society, improved technology, migration (Amesbury Archer) How did Britain change during the **Iron Age**? (settlements, population growth, hill forts, tribes and leaders, conflict, end of prehistory)	Who were the **Anglo-Saxons** and how do we know what was important to them? (Conversion to Christianity/culture/ Sutton Hoo/Roman empire ending/invasion, settlement, art and culture, cultural diversity) AND What did the **Vikings** want and how did Alfred help to stop them getting it? (longships, British treasure, creation of the monarchy, raids/invasion, resistance (Alfred the Great), 1066, laws/justice, cultural diversity) OR **Ancient Egypt - see knowledge progression grid - new for 2026-27**
Year 5/6	**Ancient Greece** (a study of Greek life and achievements and their influence on the western world) OR Why did Britain once rule the largest **empire** the world has ever seen? (**Aspect of British history beyond 1066**)(links back to the Roman *Empire* learning, leadership, invasion, cultural diversity)	The Kingdom of Benin (AD900, provides contrast with British history, **non-European society**) OR **Local history** study – aspects of national history reflected in a locality (Trowbridge) – bring all the time periods studied together as they are reflected in Trowbridge's history (Prehistory, Roman, Anglo Saxons, *Doomsday, Magna Carta*, Viking, *WW1, WW2, Victorians*, etc) – build a timeline that places Trowbridge in context nationally.