



Uffington Church of England Primary School

History - Long Term Plan - 2025-2026

Cycle B – 25/26

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	Old toys	KAPOW – Peek into the past	Historical figures - Explorers			KAPOW – Adventures through time	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>
KS1 Y1/Y2	<p>Substantive Knowledge: <u>Topic knowledge</u> <u>Chronological awareness</u> <u>Substantive (abstract) concepts</u> - Substantive concepts are key concepts, such as 'empire', 'monarchy', or 'invasion and settlement', which children learn about during their study of primary History. Substantive concepts are fundamental elements of children's historical knowledge, however they are abstract and therefore children may find them challenging to understand.</p>	<p><u>What is history?</u> 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>			<p><u>How am I making history?</u> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.</p>	<p><u>What is a monarch?</u> Finding out the role of a monarch, children investigate how William the Conqueror became King and learn how he used castles to rule. They learn about different types of castles and how these evolved.</p>	<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
KS2 Y3/Y4	<p>Disciplinary Knowledge: <u>Disciplinary concepts</u> – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations <u>Historical enquiry</u> – question, investigate, interpret, evaluate and conclude and communicate</p>	<p><u>How have children's lives changed?</u> Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.</p>	<p><u>What did the Ancient Egyptians believe?</u> 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>		<p><u>How did the achievements of the Ancient Maya impact on their society and beyond?</u> Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.</p>		<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p>
KS2 Y5/Y6		<p><u>What does the census tell us about our local area?</u> 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>		<p><u>British history 5: What was life like in Tudor England?</u> Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>		<p><u>Who should feature on the £10 banknote?</u> Unheard histories – transition unit.</p>	<p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
KS3	<ul style="list-style-type: none"> ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 						



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History - Long Term Plan - 2026-2027

Cycle A – 26/27

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	NC Aims
EYFS	<p>My own life story</p> <p>Knowing how I have changed.</p> <p>Substantive Knowledge: <u>Topic knowledge</u> <u>Chronological awareness</u> <u>Substantive (abstract) concepts</u> – Substantive concepts are key concepts, such as ‘empire’, ‘monarchy’, or ‘invasion and settlement’, which children learn about during their study of primary History. Substantive concepts are fundamental elements of children’s historical knowledge, however they are abstract and therefore children may find them challenging to understand.</p>	<p>The lives of people around us</p> <p>Similarities between events in the past and now (Emergency services / Christmas)</p> <p>Bonfire Night Gunpowder Plot</p>	<p>Dinosaurs!</p> <p>Mary Anning</p> <p>Real life history – Rutland Water</p> <p>Chinese New Year</p>	<p>3,2,1 – Blast Off! Figures from the past – Neil Armstrong / Tim Peake</p> <p>First moon landing</p>	<p>Pirates</p> <p>Famous & past pirates</p>	<p>Africa</p> <p>Festivals & celebrations – similarities and differences between cultures</p>	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>
KS1 Y1/Y2	<p>How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p>	<p>Great Fire of London – Non-Kapow unit</p>			<p>How did we learn to fly? Developing their knowledge of events beyond living memory, 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>		<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p>
KS2 Y3/Y4	<p>Disciplinary Knowledge: <u>Disciplinary concepts</u> – change and continuity, similarities and difference, cause and consequence, historical significance, sources of evidence and historical interpretations</p> <p><u>Historical enquiry</u> – question, investigate, interpret, evaluate and conclude and communicate</p>	<p>British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age? (6 lessons) 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>		<p>British history 2: Why did the Romans settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.</p>		<p>British history 3: How hard was it to invade and settle in Britain? 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>	<p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>
KS2 Y5/Y6	<p>British history 4: Were the Vikings raiders, traders or something else? 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>		<p>British history 5: What was life like in Tudor England? Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.</p>		<p>What was the impact of World War II on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people’s lives; and evaluating the effectiveness of primary sources.</p>		<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>
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