



St Oswald's Catholic Primary School



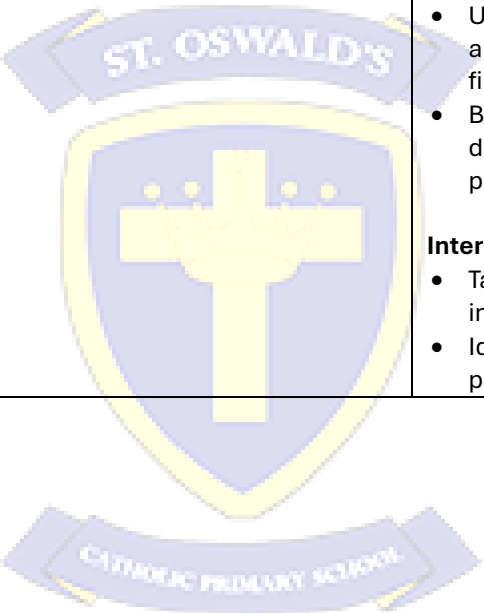
History

Long Term Plan

2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Myself and Senses Remembers and talks about significant events in their own experiences. Can talk about some of the things they have observed about themselves. Developing an understanding of growth and changes over time - How have I changed since I was a baby? Looking at baby toys and clothes compared to their own toys	Talking about day and night, weeks, years – time related words. History – passing of time related to birthdays. Talking about past events. Guy Fawkes,		changes over time Investigation plants. What are our favourite celebrations each year?		(history beyond living memory) Female pirates from history. Looking at simple artefacts related to Pirates – the helm, Jolly Roger, Booty, telescope, compass, maps.
Year 1		My High Street		Nurses		George Stephenson and the Rocket
Year 2		Toys		Walter Tull		Great Fire of London
Year 3	Ancient Civilisation		Transport: Railways		Stone Age	
Year 4		The Romans	The Elizabethans		Ancient Egypt	
Year 5		Anglo-Saxons and Scots	The Blitz, WWII, Battle of Britain		Anglo-Saxons and Vikings	
Year 6		Ancient Greece		Industrial Revolution		Maya

EYFS Development Matters		National Curriculum			
Understanding the World		End of Key Stage 1	End of Lower Key Stage 2		End of Upper Key Stage 2
Past and Present Children at the expected level of development will: - Talk about the lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now. - Understand the past through settings, characters and events encountered in books, storytelling and their own experiences.		Chronological Understanding - Understand the difference between past and present. - Sequence events and objects in chronological order. - Use common historical vocabulary such as before, after, past, present, old and new.	Chronological Understanding - Develop a secure understanding of chronology across periods studied. - Place events, people and periods on a timeline. - Use dates and historical vocabulary accurately.		Chronological Understanding - Demonstrate a secure chronological knowledge of British and world history studied. - Make links between periods, themes and events across time. - Use dates, terms and conventions accurately.

	Knowledge and Understanding - Recall significant events beyond living memory. - Describe the lives and achievements of significant individuals. - Recognise important local, national and global historical events. - Understand simple similarities and differences between periods of history. Historical Enquiry - Ask and answer questions about the past. - Use sources such as pictures, artefacts, stories and photographs to find information. - Begin to understand that there are different ways of finding out about the past. Interpretation - Talk about why people or events were important. - Identify different representations of the past.	Knowledge and Understanding - Describe and explain changes in Britain from the Stone Age to the end of the Roman period. - Understand aspects of local history. - Explain how societies changed over time. - Compare different civilisations and historical periods. Historical Enquiry - Use a range of historical sources to ask and answer questions. - Select relevant information from evidence. - Understand that evidence can be interpreted in different ways. Interpretation - Explain causes and consequences of historical events. - Recognise that different versions of the past may exist.	Knowledge and Understanding - Explain key features of British history and how Britain has influenced and been influenced by the wider world. - Understand significant ancient civilisations and their achievements. - Describe continuity and change across historical periods. - Explain the importance of significant events, individuals and movements. Historical Enquiry - Use a wide range of sources critically. - Evaluate the reliability and usefulness of evidence. - Construct informed responses using historical evidence. Interpretation - Explain why interpretations of history may differ. - Evaluate historical arguments and viewpoints. - Reach conclusions based on evidence.
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