London Colney Long Term Subject Plan – History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**UW: Past and Present** Begin to talk about themselves and family events. Look at photos or baby items and talks about change over time.	**UW: Past and Present** Talks about events from their own experiences. Begins to understand time through celebrations and routines	**UW: Past and Present** Shares memories from recent holidays or events. Begins to use language related to time (e.g., yesterday, last week).	**UW: Past and Present** Retells events in order using sequencing language (first, then, next). Talks about how they have changed.	**UW: Past and Present** Talks about how things have changed in their own life. Begins to recall events in the correct order with more detail.	**UW: Past and Present** Compares now and then using personal timelines (e.g., baby → toddler→now). Talks about upcoming changes (e.g., new class, turning 4).
	UW : The Natural World Uses senses to explore natural materials (e.g., leaves, water, sticks). Talks about the weather and simple seasonal changes.	**UW: The Natural World** Observes animals and plants associated with the season. Describes changes in weather.	**UW: The Natural World** Talks about cold weather and ice, snow, or frost. Explores simple properties of materials (melting ice, dissolving sugar).	**UW: The Natural World** Observes and talks about signs of spring (e.g., buds, lambs, baby animals). Begins to talk about plant growth and life cycles through stories and play.	**UW: The Natural World** Investigates minibeasts and simple habitats outdoors. Sorts natural objects (e.g., shells, stones, leaves) and discusses properties.	**UW: The Natural World** Compares environments (e.g., forest, beach, city) using stories and play. Describes how to care for nature.

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Reception	UW: Past and Present Talks about events in their own life. Shares memories of things that happened "when I was little". Begins to understand the difference between past and present.	UW: Past and Present Talks about changes over time. Compare past and present experiences (e.g., old toys vs new ones). Begins to recognize historical characters/events through story or images.	UW: Past and Present Retells simple past events using time related language. Talks about changes over time in familiar people or places.	UW: Past and Present Retells events in order using sequencing language (first, then, next). Talks about how they have changed.	UW: Past and Present Talks about how things have changed in their own life. Begins to recall events in the correct order with more detail.	UW: Past and Present Compares now and then using personal timelines (e.g., baby → toddler → now). Talks about upcoming changes (e.g., new class, turning 4).
	UW: The Natural World Explores signs of autumn. Names and explore features of the natural world using all senses. Begins to ask questions about what they see outdoors.	UW: The Natural World Describe seasonal weather and day/night changes. Explores and describes different materials and their properties. Observes animals that appear in winter or hibernate.	UW: The Natural World Observes and talks about signs of winter and early spring. Makes predictions (e.g., what might happen to a snowman in the sun). Compares materials in different states (melting, freezing).	UW: The Natural World Observes and talks about signs of spring (e.g., buds, lambs, baby animals). Begins to talk about plant growth and life cycles through stories and play.	UW: The Natural World Investigates minibeasts and simple habitats outdoors. Sorts natural objects (e.g., shells, stones, leaves) and discusses properties.	UW: The Natural World Compares environments (e.g., forest, beach, city) using stories and play. Describes how to care for nature.

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Year 1		**Transport and Travel (His)** How has transport changed over time? Pupils investigate the changes of transport over time and investigate transport in their local area.		**Toys Over Time (His)** How are toys today similar and different from toys in the past? Pupils are introduced to history as a topic for the first time and investigate changes in toys within living memory.		
Year 2			**The Great Fire (His)** How did the Great Fire affect the people of London? This is the first unit where pupils study history outside of living memory.	**Kings & Queens** Who was the most powerful British monarch? Pupils are introduced to the concept of a monarch and investigate a range of monarchs outside living memory alongside the current royal family.		**People Who Made a Difference (His)** How did these significant people make a difference? Pupils investigate the lives of significant people both nationally and internationally.

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Year 3			**Ancient Egypt (His)** What does evidence tell us about Ancient Egyptian society? In KS2, history splits into two strands. This strand focuses on civilisations and people around the world. Pupils learn about a civilisation that existed during the same time period as later prehistoric British civilisations.		**Stone, Bronze & Iron Ages (His)** How did life change for people living in the Stone, Bronze and Iron Ages? In KS2, history splits into two strands. Here, pupils learn about British history by looking at the three prehistoric periods.	
Year 4				**The Romans** Why did the Romans invade Britain and how successful were they? The Roman conquest of Britain marks the end of the Iron Age, so pupils are first introduced to the Romans and the Roman invasion of Britain here.	**Roman Britain** How did the Romans influence Britain? After being introduced to the Romans and their invasion of Britain in the previous unit, pupils then learn about life in Britain under Roman rule.	**Maya Civilisation** What was lifelike in the Maya civilisation and how do we know? Pupils learn about their second civilisation from outside of British history, which during the time of Ancient Egypt so pupils can make chronological connections?

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Year 5	**Anglo Saxons and Scots** How did the Anglo-Saxons change England and what part did the Scots play? This time period follows Roman Britain and deals with the early Anglo-Saxon period up to the time of King Alfred.		**Vikings** Were the Vikings just invaders? This time period overlaps with the Anglo-Saxon period when Vikings first began to invade, raid and settle in Britain. It includes the unification of England and ends with the start of the Norman period in 1066.	**Ancient Greece** Pupils to study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 in the context of the Ancient Greeks.	

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Year 6	**Ancient Greece** Who were the Ancient Greeks and how did they influence the world? This is the final world civilisation unit pupils explore in KS2 which took place at the same time as Ancient Egypt, Ancient Maya, and Bronze and Iron Age Britain, allowing pupils to make chronological links.		**Conflict & Resolution** How and why did Britain fight in two world wars, and how did they change British society? This introduces pupils to modern history and teaches pupils about the First World War and the Second World War.		