

Howard Community Academy History Long Term Plan 2025-27

Year/Class	Cycle A 2025-26	Cycle B 2026-27
Reception	<p>Peak into the Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p>	<p>Peak into the Past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past.</p>
	<p>Adventures through Time Children to compare and contrasting people from the past and now by looking at photographs, listening to stories and learning about their achievements.</p>	<p>Adventures through Time Children to compare and contrasting people from the past and now by looking at photographs, listening to stories and learning about their achievements.</p>
Year 1/2	<p>How Am I Making History? Children to look at personal chronology and finding out about the past within living memory by examining photographs and asking family members. <i>This unit builds on the links on 'Adventures through time' Reception Cycle A 2025/26.</i></p>	<p>What is History? Children to look at their personal chronology and find out about the past within living memory by examining photographs and asking relatives. <i>This unit builds on the links on 'Peek into the past' Reception Cycle B 2026/27.</i></p>
	<p>How have toys changed? Children to sequence toys into a physical timeline, children to investigate artefacts from the past and begin to pose observational questions. <i>This unit builds on links on 'How am I making History?' Year 1/2 Cycle A 2025/26.</i></p>	<p>How was school different in the past? Children to understand the differences between schools in the local area and how they have changed throughout time. <i>This unit builds on the links on 'How am I making History?' Year 1/2 Cycle 2025/26.</i></p>
	<p>How did we learn to fly? Children develop their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in aviation. <i>This unit builds on links on 'How have toys changed?' Year 1 / 2 Cycle A 2025/26.</i></p>	<p>What is a monarch? Children are introduced to the concept of monarchy and to compare the role of the monarchy today with the monarchy of the past through the years. <i>This unit builds on links on 'How did we learn to fly?' Year 1 / 2 Cycle A 2025/26.</i></p>
Year 3/4	<p>British History 1: Would you prefer to have lived in the Stone, Bronze or Iron Age? Children will be looking at the chronology of mankind, being introduced to the story of Britain using archaeological evidence to make links. <i>This unit builds on links on 'What is a monarch?' Year 1 / 2 Cycle B 2026/27.</i></p>	<p>British History 2: Why did the Romans invade and settle in Britain? Children will be investigating why the Romans invaded Britain and the reaction they received from the Celts, including learning about how the Romans changed the lifestyles of the native people. <i>This unit builds on links on British History 1: 'Would you prefer to have lived in the Stone, Bronze or Iron Age?' Year 3 / 4 Cycle A 2025/26.</i></p>
	<p>What was important to ancient Egyptians? Children to discover what was important to ancient Egyptians; investigate the importance of the River Nile, ancient Egyptian gods and goddesses and their beliefs on the afterlife. <i>This unit builds on links on 'Would you prefer to have lived in the Stone, Bronze or Iron Age?' Year 3 / 4 Cycle A 2025/26.</i></p>	<p>How have children's lives changed? Children to investigate the changes in children's lives throughout time. Children to investigate how their spare time, health and work have changed through history. <i>This unit builds on links on 'How hard was it to invade and settle in Britain?' Year 3 / 4 Cycle B 2026/27.</i></p>
	<p>How did the achievements of the ancient Maya impact their society and beyond? Children to investigate through observation and through the analysis of artefacts the Maya civilisation. Children to scrutinise Maya settlement strategies in rainforests, the cultural significance Maya cities by exploring archaeological remains. <i>This unit builds on links on 'What did the ancient Egyptians believe?' Year 3 / 4 Cycle A 2025/26.</i></p>	<p>British History 3: How hard was it to invade and settle in Britain? Children to develop an understanding of why people invaded and settled in Britain, including learning about Anglo-Saxon beliefs and the spread of Christianity. <i>This unit builds on links on 'Why did the Romans invade and settle in Britain' Year 3 / 4 Cycle B 2026/27/</i></p>
Year 5/6	<p>British History 4: Were the Vikings raiders, traders or something else? Children to investigate what the Vikings were really like, creating a Viking trading route game, writing a version of a... <i>This unit builds on links on 'British History 3: How hard was it to invade and settle in Britain? (Anglo-Saxon)' Year 3 / 4 Cycle B 2026/27.</i></p>	<p>British History 5: What was life like in Tudor England? Children to discover what was the Tudor dynasty; exploring the use of portraits, progresses and punishments and how monarchs exercised absolute power. <i>This unit builds on links on ' Were the Viking sraiders, traders or something else?' Year 5/6 Cycle A 2025/26.</i></p>
	<p>What can the census tell us about local areas? Children to investigate local stories from Victorian England to the Inter-war period whilst exploring census records to develop an understanding of how events affected the local population. <i>This unit builds on links on 'What was the impact of World War 2 on the people of Britain? Year 5/6 Cycle B 2026/27.</i></p>	<p>British History 6: What was the impact of World War 2 on the people of Britain? Children to investigate the and develop an understanding of the causes and the causes of events leading up to World War II, learning from oral histories, newsreels and newspapers. <i>This unit builds on links on 'What was life like in Tudor England? Year 5/6 Cycle B 2026/27</i></p>
	<p>What is the legacy of the ancient Greek civilisation? Children to investigate the city states of Athens and Sparta to identify the similarities and differences between them and their learning and democracy. <i>This unit builds on links on 'What can the census tell us about the local areas? Year 5/6 Cycle A 2025/26.</i></p>	<p>What was the Sikh Empire? <i>This unit builds on links on 'What legacy of the ancient Greek civilisation? Year 5/6 Cycle A 2025/26.</i></p>