History Long Term Plan 2026-2027 (Cycle B)

History is taught in the first half of each term.

Teaching group	Autumn 1	Spring 1	Summer 1
Mars: Reception and Year 1	Peek into the Past (EY) How am I making history? (Y1)	Adventures through Time (EY) How have toys changed? (Y1)	Explorers How have explorers changed the world? (Y1)
Venus: Years 2 and 3	How was school different in the past?	What is a monarch?	Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?
Year 4	How have children's lives changed?	What was important to ancient Egyptians?	How did the achievements of the ancient Maya impact their society and beyond?
Year 5	What was important to ancient Egyptians?	What was life like in Tudor England?	What is the legacy of the ancient Greek civilisation?
Year 6	What can the Census tell us about our local area?	What was the impact of WW2 on the people of Britain?	What was the Sikh Empire?

Notes

Mars and Venus each share teacher input within their class, with age appropriate outcomes. EYFS themes are integrated into the Mars topic. Years 4, 5 and 6 follow separate topics.

History knowledge and skills progression

Cycle B 2026 to 2027

EYFS to Year 6

Children learn increasingly connected knowledge of the past and the world and become more confident in using evidence to explain it. This guide shows what they learn in Cycle B, how expectations develop from Reception to Year 6, and what teachers can look for when checking understanding.

Teaching group	Shared or separate curriculum	Progression within the group
Mars Reception and Year 1	One shared history topic each term	Reception foundations through play, talk and practical experiences; Year 1 sequences, describes and uses simple evidence.
Venus Years 2 and 3	One shared history topic each term	Year 2 secures KS1 knowledge and skills; Year 3 uses the same context for early KS2 explanation, comparison and enquiry.
Years 4, 5, 6	Three separate year groups with their own topics	Year 4 selects evidence and explains links; Year 5 connects several factors; Year 6 evaluates and justifies with increasing independence.

History chronological knowledge and skills

Chronology means understanding when events happened, how long they lasted and how periods connect. Apply these expectations to the topic being taught; begin by locating now, then connect new learning with earlier studies.

Year group	Knowledge children build	What children learn to do	Useful vocabulary
Reception	People grow and change. Some people are older than others; families can include several generations.	Sequence familiar routines and personal photographs; talk about something that happened before.	before, after, yesterday, today, long ago
Year 1	The past has already happened; the present is now. A timeline records order.	Order three or four life events or objects; place a studied person or event on a simple timeline.	past, present, then, now, timeline
Year 2	A decade is ten years. Events and lives have different durations. Living memory concerns what living people can remember.	Order up to six pictures or events; connect people studied in Mars and Venus and begin to show intervals.	decade, date, memory, duration, generation
Year 3	History is organised into periods. BC and AD locate dates on either side of a conventional starting point; a century is 100 years.	Use a supported dated timeline, connect it with KS1 studies and begin to compare durations; sequence a wider selection of evidence.	period, century, BC, AD, ancient
Year 4	Periods can overlap in different places. The dates used here for Stone Age, Bronze Age and Iron Age refer to Britain; boundaries vary by region.	Sequence about eight to ten studied items when appropriate; locate a unit within a British and world overview and calculate simple intervals.	millennium, prehistoric, overlap, interval
Year 5	Century names follow a convention, for example 1501 to 1600 is the sixteenth century. Different timeline scales serve different purposes.	Choose dates and a useful scale; connect British, local and world studies and compare duration and overlap.	chronology, scale, contemporary, era
Year 6	A secure chronological framework connects periods, change and continuity. Period boundaries are useful conventions.	Construct and justify a scaled timeline; explain connections across several periods and calculate durations accurately, with support for BC to AD intervals.	chronological framework, continuity, turning point

BC 1 is followed by AD 1 with no year 0. BCE and CE use the same numbered years. Living memory concerns what living people can remember, rather than a fixed 100 year boundary. The 1969 Moon landing is within living memory.

History enquiry from Reception to Year 3

A source is material we use to find out about the past. Evidence is the information drawn from it to answer a question. Enquiry develops through asking, selecting, interpreting, concluding and communicating.

Enquiry strand	Reception	Year 1	Year 2	Year 3
Ask historical questions	Ask about differences noticed in pictures or stories set in the past.	Ask how and why questions about people, events and objects.	Ask relevant questions that can be answered using historical information.	Shape a question about change, cause or everyday life; begin asking whose viewpoint a source shows.
Gather organise and evaluate evidence	Notice details in a photograph or image with adult support.	Use an object, image or story to find information and answer a question.	Select useful information; identify a source from the time and explain what it helps us find out.	Use more than one source; distinguish primary and secondary sources with guidance; organise relevant details and notice possible viewpoint.
Interpret analyse and connect	Say what a picture might show, with adult prompting.	Make a simple inference, explaining what can be seen and what is being suggested.	Link information within the unit and use parts of a source to support an answer.	Compare sources, make supported inferences and link experiences across a period or group; recognise that accounts may differ.
Evaluate and conclude	Decide whether an image shows the past and give a simple reason.	Give a simple answer to the enquiry using something learned.	Reach a conclusion with relevant evidence rather than only a personal preference.	Answer using selected evidence; recognise that more than one answer may be reasonable and identify something still uncertain.
Communicate findings	Point, talk, draw or retell to share an observation.	Explain through talk, pictures, objects, a timeline or a short narrative.	Use relevant vocabulary in discussion, drama, labelled work or a simple written account.	Organise a short account or explanation; distinguish an evidence based reconstruction from something imagined.

In Venus, Year 2 might use a school photograph to explain a change. Year 3 compares it with a recollection, explains what each source contributes and identifies what remains uncertain. Both hear the same input and see the same core evidence.

History enquiry in Years 4 to 6

Each year group applies these expectations through its own Cycle B topics. Increasing challenge comes from the quality of explanation, the evidence selected and the degree of independence, rather than the amount of writing.

Enquiry strand	Year 4	Year 5	Year 6
Ask historical questions	Frame a relevant enquiry about change, cause, similarity or significance; ask how a source's creator may affect its message.	Plan a supported enquiry, suggest evidence and methods, and propose a claim to test.	Independently refine a manageable enquiry and test competing claims, considering missing voices and alternative viewpoints.
Gather organise and evaluate evidence	Select and record relevant information from several sources; explain how origin or purpose may shape a source.	Distinguish fact and opinion, notice gaps and consider creator, audience, purpose and accuracy when judging usefulness.	Select a justified range of sources; weigh conflicting evidence, recognise omissions and explain limits to what can be known.
Interpret analyse and connect	Compare documentary and material evidence; explain a supported inference and connect groups, cultures or periods.	Combine evidence to form an interpretation; challenge a claim with reasons and begin to interpret simple historical statistics.	Evaluate competing interpretations and patterns across time, explaining why different selections of evidence can lead to different accounts.
Evaluate and conclude	Reach an evidence supported answer, recognise alternatives and identify a weakness in a claim.	Reach a developed conclusion using several sources and identify how more evidence could strengthen it.	Weigh the strength of conclusions, acknowledge uncertainty and justify a balanced judgement rather than claiming certainty from incomplete evidence.
Communicate findings	Present an organised account, explanation or reconstruction with supporting evidence and historical vocabulary.	Explain continuity, change and cause in a structured account, debate or presentation using relevant examples.	Construct a sustained argument with a clear conclusion, evidence and qualification; distinguish documented knowledge from imaginative reconstruction.

Source evaluation is contextual: a primary source is not automatically accurate, and a viewpoint does not make a source useless. Ask who made it, when, for whom and why, then judge its usefulness for the question.

The 2 strands mapped to the Cycle B topics in teaching order

History in Mars Class (Reception and Year 1)

Cycle B 2026 to 2027 | History in the first half of each term

Term and enquiry	Essential knowledge and connections	Age related application and evidence	Vocabulary
Autumn 1 **Peek into the Past (EY)** **How am I making history? (Y1)**	Children have a personal past and change as they grow. Photographs, objects and recollections help us find out about earlier lives. Order familiar events from before to now.	Reception: notice a change in a photograph and retell a familiar event. Year 1: order three or four life events; use a photograph or object to answer a question about change.	past, present, before, after, memory, timeline
Spring 1 **Adventures through Time (EY)** **How have toys changed? (Y1)**	Toys have changed in materials, design and use; some play stays similar. Appearance alone does not prove an object's age. Use context and evidence to order selected toys.	Reception: describe an older toy and compare it with a familiar one through play and talk. Year 1: sequence selected toys and use a feature or photograph to explain a similarity and a difference.	old, new, object, material, change, evidence
Summer 1 **Explorers** **How have explorers changed the world? (Y1)**	Explorers travelled at different times, using different equipment. Compare two studied journeys and their effects. For example, Columbus's 1492 voyage and the 1969 Moon landing belong in very different contexts; the Americas were already inhabited.	Reception: retell an explorer story and recognise it happened before now. Year 1: place the journeys in order, use a source to describe an achievement and compare transport or equipment.	explorer, journey, achievement, voyage, source

Build from personal change to objects and other people's histories. EYFS themes Peek into the Past, Adventures through Time and Explorers are integrated with the Year 1 enquiries. Use talk, play, objects, drawing and timelines to make understanding visible.

History in Venus Class (Years 2 and 3)

Cycle B 2026 to 2027 | History in the first half of each term

Term and enquiry	Essential knowledge and connections	Age related application and evidence	Vocabulary
Autumn 1 **How was school different in the past?**	School routines, equipment and experiences change, while some features continue. Photographs, oral recollections and records provide different evidence. Include a verified event or person from the school's locality.	Year 2: compare school now and then and support a change with a source detail; order up to six examples. Year 3: compare a recollection with a dated record; explain an inference and a limitation, using decades and centuries.	school, decade, recollection, source, change, continuity
Spring 1 **What is a monarch?**	A monarch is a king or queen. William I gained the English throne in 1066; castles helped rulers control territory. Compare his power and life with a later monarch such as Victoria, whose reign was 1837–1901.	Year 2: describe a significant event beyond living memory and compare aspects of the two monarchs' lives using evidence. Year 3: locate reigns on a dated timeline; explain how a source presents royal power and why it was made.	monarch, reign, conquest, castle, power, century
Summer 1 **Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?**	In Britain the Stone Age came before the Bronze Age and Iron Age. Materials, farming, settlement and trade changed over long periods. Archaeology provides evidence; practices overlapped and did not change everywhere together.	Year 2: use objects and images to describe and sequence broad changes in homes, tools and food. Year 3: explain changes from hunter gathering to farming and metal use; use BC and AD on a supported timeline and compare archaeological interpretations.	prehistoric, archaeology, hunter gatherer, farming, bronze, iron, BC, AD

The prehistory context remains one shared enquiry. Year 2 focuses on accessible change and evidence; Year 3 receives the connected Stone Age to Iron Age sequence and early KS2 depth. Across this year, protect KS1 local significance, change within living memory, an event beyond living memory and comparisons of significant individuals.

History in Year 4

Cycle B 2026 to 2027 | History in the first half of each term

Term and enquiry	Essential knowledge and connections	Age related application and evidence	Vocabulary
Autumn 1 **How have children's lives changed?**	Children's work, education and leisure differed over time and by wealth, gender and place. Compare selected Tudor, Victorian and present day examples; avoid suggesting all children had the same experience.	Year 4: place the examples on a timeline; compare accounts and images, explain change and continuity, and use evidence to challenge a claim about all children.	childhood, labour, education, Tudor, Victorian, continuity
Spring 1 **What was important to ancient Egyptians?**	Ancient Egypt developed beside the Nile. Farming, flooding, beliefs, writing and social organisation were connected. Egypt changed over millennia; pharaohs ruled in different periods. Locate Egypt in Africa and place the study before AD 1.	Year 4: connect environment, beliefs and daily life; select evidence from artefacts and texts; explain what an object can and cannot show about society.	civilisation, Nile, pharaoh, hierarchy, belief, BC
Summer 1 **How did the achievements of the ancient Maya impact their society and beyond?**	Maya city states developed in Mesoamerica. Study society around AD 900, including farming, writing, calendars and mathematics. Cities changed differently over time; Maya people and cultures continue today.	Year 4: locate the study on a world timeline; explain an achievement with evidence and evaluate a simple claim about its significance. Compare with a previously studied society.	Maya, city state, Mesoamerica, calendar, trade, achievement

Move from changes in children's lives to how evidence reveals ancient societies. Revisit chronology and compare experiences within each society; achievements are interpreted through the available evidence.

History in Year 5

Cycle B 2026 to 2027 | History in the first half of each term

Term and enquiry	Essential knowledge and connections	Age related application and evidence	Vocabulary
Autumn 1 **What was important to ancient Egyptians?**	Revisit or establish the Nile, farming, belief, writing and government, then deepen study through a focused question about how we know about Egyptian life. Compare the experiences of different groups, not just rulers.	Year 5: select a range of sources, consider creator and purpose, and weigh a claim about Egyptian priorities. Connect the period with Britain and other ancient civilisations on a scaled timeline.	civilisation, hierarchy, interpretation, provenance, significance
Spring 1 **What was life like in Tudor England?**	The Tudor dynasty ruled England from 1485 to 1603. Power, religious change, work and leisure shaped lives differently. Portraits, inventories and accounts represent selected experiences and may serve particular purposes.	Year 5: compare elite and everyday experiences; explain more than one reason for change and test a claim using contrasting sources. Locate events in the correct century.	dynasty, monarch, Reformation, inventory, portrait, interpretation
Summer 1 **What is the legacy of the ancient Greek civilisation?**	Ancient Greece included independent city states. Athenian democracy excluded many people; it differed from democracy today. Explore lasting influences such as language, government, theatre and ideas without treating all modern practices as unchanged.	Year 5: compare city states and sources, explain a supported legacy and qualify who benefited. Connect Greek history with Egypt and British prehistory where taught.	city state, citizen, democracy, legacy, influence, exclusion

Egypt establishes or revisits ancient society; Tudors develop power and perspective; Greece develops legacy and comparison. Where pupils previously met Egypt, use a different enquiry and deeper source evaluation rather than repeating introductory work.

History in Year 6

Cycle B 2026 to 2027 | History in the first half of each term

Term and enquiry	Essential knowledge and connections	Age related application and evidence	Vocabulary
Autumn 1 **What can the Census tell us about our local area?**	Censuses record households and selected characteristics at a date. Local extracts can reveal work, housing and family patterns. Categories and record keeping changed; a census does not capture everyone's full life.	Year 6: devise a local question, compare historical extracts and maps, analyse simple counts, corroborate a pattern and explain omissions or uncertainty. Use anonymised classroom data where appropriate.	census, household, occupation, enumeration, trend, corroborate
Spring 1 **What was the impact of WW2 on the people of Britain?**	The Second World War lasted from 1939 to 1945. In Britain, evacuation, rationing, bombing and war work affected groups differently. Britain's experience was part of a global conflict involving people from many countries.	Year 6: weigh oral histories, official messages and records; distinguish purpose from accuracy and justify a conclusion about uneven effects on civilians with evidence and qualification.	evacuation, rationing, civilian, propaganda, consequence, testimony
Summer 1 **What was the Sikh Empire?**	The Sikh Empire was centred on Punjab under Maharaja Ranjit Singh, with Lahore a major centre. Study its growth from 1799 and British annexation in 1849. Its territory crossed today's borders of India and Pakistan; it contained diverse communities.	Year 6: connect empire, government and trade with earlier studies; compare Sikh and British representations, examine whose voices are missing and justify an explanation of change using several sources.	Punjab, Maharaja, empire, sovereignty, annexation, perspective

Local records, wartime accounts and the Sikh Empire develop trends, perspective and contested interpretations. Distinguish the Sikh Empire from Sikh religion and modern national borders; include voices beyond British military accounts.