



## HISTORY Long Term Plan **YEAR C**







History runs through our LMTW curriculum topics; this ensures historical knowledge, concepts and skills are built on across the year groups as well as giving our children the opportunity to see how history has affected the world in which we live and how it links to other curriculum subjects. We plan for enrichment days, visits and visitors to inspire imagination and bring history to life. To ensure full coverage and progression for each year group, we use the Historical Association to enrich our curriculum and to provide a source of CPD for our teachers.






Autumn Term 2025		
	Autumn 1	Autumn 2
Choughs 2	<p><b>Internation Media Station- 'The Media and Broadcasting'</b></p> <p>Pupils will explore the changes that have occurred over the years in how news is shared. They will use methods of semaphore and coded messages to explore this concept. Pupils will then consider some of the similarities and differences between how news was shared in the past and in modern times, such as through newspapers and radio. Vocabulary such as 'media' and 'broadcasting' are introduced. Pupils will look at perspectives in the recent use of radio in World War II.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>A. To learn about how news was shared in the past</p> <p>B. To know about the ways in which news is shared today, compared with in the past</p> <p>C. To learn about the development of the television</p> <p>D. To learn about the development of radio broadcasting and how radios were used in World War II</p>	<p><b>Paddington's Passport- 'Contrasting Locations'</b></p>
Choughs 3 Choughs 4	<p>Pupils will order events relating to how media and broadcasting has changed over the years (chronology)</p> <p><b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>To develop their understanding that the past can be divided into different periods of time</p> <p>To Recognise similarities and differences between people's lives during different periods of time</p> <p>To place events, people and changes in broadcasting into correct periods of time on a timeline (chronology)</p> <p>To learn about how the advances in media technology had an impact on society (Cause &amp; Consequence)</p>	

## Spring Term 2026

Spring 1

Spring 2

Choughs 2	NC - Pupils should be taught about events beyond living memory that are significant nationally or globally		NC - Pupils should be taught about events beyond living memory that are significant nationally or globally	
Choughs 3 Choughs 4	<b>Come Fly With Me- Africa</b> Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind; they will interpret and evaluate this evidence. <b>Concepts</b> NC - Pupils should be taught about a non-European society that provides contrasts with British history <ul style="list-style-type: none"> <li>To learn about the Benin Early Period</li> </ul>	 Perspectives & Interpretation  Historical Vocabulary  Similarities & Differences	<b>Under the Canopy- 'Rainforests'</b> Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences (Cause and Consequence) on present day. <b>Concepts</b> NC - Pupils should be taught about a non-European society that provides contrasts with British history Question 1. To understand where names come from and what they mean Question 2. To understand the relationship between where we originate from and what our names mean Question 4. To learn what it would have been like for the Mayans, living in the rainforest	 Perspectives & Interpretation  Cause & Consequence  Similarities & Differences

Summer Term 2026			
	Summer 1		Summer 2
Choughs 2	<b>NC</b> - Pupils should be taught about events beyond living memory that are significant nationally or globally		To know about significant historical events, people and places in their own locality (NC)
Choughs 3 Choughs 4	<b>Law and Order- ‘Rules and Rights’</b> Pupils will identify the importance of having their voices heard through debate and discussion inspired by the debates of Ancient Greeks. They will learn more about the place that founded early democracy (Cause and Consequence) and hold elections of their own. <b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	 Cause & Consequence  Chronology  Historical Vocabulary	<b>Three Giant Steps- ‘UK and Beyond’</b>  <b>Local History Study</b>   Chronology  Continuity & Change