

# Suggested long-term plan: History- Outline (Mixed-age cycle)

	Autumn	Spring	Summer
<b>EYFS (Reception)</b>	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on <a href="#">History in EYFS: reception</a>		

<i>Cycle A</i>				<i>Cycle B</i>		
Year 1/2	Year 3/4	Year 5/6		Year 1/2	Year 3/4	Year 5/6
<a href="#">How am I making history?</a>	<a href="#">British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</a>	<a href="#">British history 4: Were the Vikings raiders, traders or settlers?</a>	Autumn	<a href="#">What is history?</a>	<a href="#">How have children's lives changed?</a>	<a href="#">What does the Census tell us about our local area?</a>
<a href="#">How have toys changed?</a>	<a href="#">British history 2: Why did the Romans settle in Britain?</a>	<a href="#">British history 5: What was life like in Tudor England?</a>	Spring	<a href="#">How was school different in the past?</a>	<a href="#">What did the ancient Egyptians believe?</a>	<a href="#">What did the Greeks ever do for us?</a>
<a href="#">How did we learn to fly?</a>	<a href="#">British history 3: How hard was it to invade and settle in Britain?</a>	<a href="#">British history 6: What was the impact of World War II on the people of Britain?</a>	Summer	<a href="#">What is a monarch?</a>	<a href="#">Title TBC New unit - coming soon!</a>	<a href="#">Unheard histories: Who should go on the banknote? OR The Sikh Empire</a>