

**KLT LTM for History – Two-year cycle (2025 – 2026 and 2026 – 2027)**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery/Reception</b> Cycle A (2025 – 2026)	<p><b>Me and My community</b>                      This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.</p> <ul style="list-style-type: none"> <li>• Community helpers</li> <li>• Key Worker Heroes</li> <li>• Who's who</li> <li>• Step 4</li> </ul> <p><b>Once Upon a Time</b>                      This project supports children to develop a love of stories and reading. It encourages children to learn, retell and act out familiar and traditional tales</p> <ul style="list-style-type: none"> <li>• Kings and queens</li> <li>• Old clothes/ new Clothes</li> <li>• Who lives here?</li> </ul>	<p><b>Starry Night</b>                      This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals.</p> <ul style="list-style-type: none"> <li>• <b>The Moon</b></li> </ul> <p><b>Dangerous Dinosaurs</b>                      This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.</p> <p>N/A</p>	<p><b>Sunshine and Sunflowers</b>                      This seasonal project provides opportunities for outdoor learning and teaches children how to care for the plants and animals in their local environment and how to stay safe in the sun.</p> <p>N/A</p> <p><b>Big Wide World</b>                      This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world.</p> <ul style="list-style-type: none"> <li>• Lets Explore</li> </ul>

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<p><b>Nursery/Reception</b> Cycle B (2026 – 2027)</p>	<p><b>Let's explore</b> This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p> <ul style="list-style-type: none"> <li>• Explorers</li> </ul> <p><b>Marvellous Machines</b> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines</p> <ul style="list-style-type: none"> <li>• Machines then and now</li> <li>• Transport Through the Ages</li> </ul>	<p><b>Long Ago</b> This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p> <ul style="list-style-type: none"> <li>• Long Ago</li> <li>• Stories from the Past</li> <li>• Time Team Explorers</li> <li>• Putting things in order</li> <li>• How old?</li> <li>• Look you've grown</li> <li>• As Time goes by</li> <li>• Memories</li> <li>• Family histories</li> <li>• Family favourites</li> <li>• Life long ago</li> <li>• Royal Tales</li> <li>• Toys from the past</li> <li>• Clothes in the past</li> <li>• How has life changed</li> <li>• Innovate Step 4</li> <li>• Innovate step 5</li> <li>• Innovate Step 6</li> <li>• Stay and play</li> </ul> <p><b>Ready Steady Grow</b> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.</p>	<p><b>Animal Safari</b> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.</p> <p>N/A</p> <p><b>On the Beach</b> This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.</p> <ul style="list-style-type: none"> <li>• Remembering our Experience</li> <li>• Holidays in the Past</li> </ul>
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		<ul style="list-style-type: none"> <li>Remembering our experience</li> <li>Farms in the past</li> </ul>	
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<b>Year 1 / 2</b> Cycle B (2025 – 2026)	<b>What is history?</b> <i>(Cycle B - Kapow)</i> <ul style="list-style-type: none"> <li>What is history?</li> <li>What is a holiday?</li> <li>What were holidays like in the past?</li> <li>How can we find out more about holidays in the past?</li> <li>How have holidays changed?</li> <li>What are my favourite holiday memories?</li> </ul>	<b>How was school different in the past?</b> <i>(Cycle B - Kapow)</i> <ul style="list-style-type: none"> <li>Were schools different in the past?</li> <li>How have schools changed within living memory?</li> <li>How were schools different in the 1900s?</li> <li>How have schools changed?</li> <li>What is similar and different about schools now and in the past?</li> <li>Would you have preferred to go to school in the past?</li> </ul>	<b>What is a monarch?</b> <i>(Cycle B - Kapow)</i> <ul style="list-style-type: none"> <li>What is a monarch?</li> <li>Who is our monarch today?</li> <li>How did William the Conqueror become King of England?</li> <li>How did William the Conqueror rule?</li> <li>How did castles change?</li> <li>What was a monarch in the past?</li> </ul>
<b>Year 1 / 2</b> Cycle A (2026 – 2027)	<b>How am I making history?</b> <i>(Cycle A - Kapow)</i> <ul style="list-style-type: none"> <li>What is my history?</li> <li>How can I find out more about myself?</li> <li>How are special events remembered?</li> <li>What was it like for children in the past?</li> <li>What have I learnt about childhood in the past?</li> <li>Can we make our playground even better?</li> </ul>	<b>How have toys changed?</b> <i>(Cycle A - Kapow)</i> <ul style="list-style-type: none"> <li>What is your favourite toy?</li> <li>Did your parents and grandparents play with the same toys as you?</li> <li>What were toys like in the past?</li> <li>What is similar and different about toys now and in the past?</li> <li>How have teddy bears changed over time?</li> <li>How have toys changed?</li> </ul>	<b>How did we learn to fly?</b> <i>(Cycle A - Kapow)</i> <ul style="list-style-type: none"> <li>Who were the Wright brothers?</li> <li>When was the first flight?</li> <li>Why is Bessie Coleman significant?</li> <li>Why is Amelia Earhart significant?</li> <li>Why was the Moon landing special?</li> <li>How did we learn to fly?</li> </ul>

<b>Year 3 / 4</b> Cycle B (2025 – 2026)	<b>How have children's lives changed?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>What do sources tell us about how children’s lives have changed?</li> <li>Why did Tudor children work and what was it like?</li> <li>What were children’s jobs like in Victorian England?</li> </ul>	<b>What did the Ancient Egyptians believe?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>Who were the Egyptians and when did they live?</li> <li>What did the ancient Egyptians believe?</li> <li>Why and how did the Egyptians build the pyramids?</li> <li>How and why did the Egyptians mummify people?</li> </ul>	<b>How did the achievements of the ancient Maya impact their society and beyond?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>How did the ancient Maya settle in a rainforest?</li> <li>How important was chocolate to the ancient Maya?</li> <li>What did the ancient Maya believe?</li> <li>How did the Maya reflect world beliefs in their inventions?</li> </ul>
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	<ul style="list-style-type: none"> <li>How did Lord Shaftesbury help to change the lives of children?</li> <li>How and why has children's leisure time changed?</li> <li>What were the diseases children caught and how were they treated?</li> </ul>	<ul style="list-style-type: none"> <li>What does the Book of the Dead tell us about ancient Egyptian beliefs?</li> <li>What did the ancient Egyptians believe?</li> </ul>	<ul style="list-style-type: none"> <li>What do remains tell us about ancient Maya cities?</li> <li>What caused the decline of the Ancient Maya cities?</li> </ul>
<b>Year 3 / 4</b> Cycle A (2026 – 2027)	<b>Would you prefer to have lived in the Stone, Bronze or Iron Age?</b> <i>(Cycle A – Kapow)</i> <ul style="list-style-type: none"> <li>How long ago did prehistoric man live?</li> <li>What does Skara Brae tell us about life in the Stone Age?</li> <li>Who was this Bronze Age man?</li> <li>What was the impact of bronze in prehistoric Britain?</li> <li>How did trade change lives in Iron Age Britain?</li> <li>What changed between the Stone Age and the Iron Age?</li> </ul>	<b>Why did the Romans invade and settle in Britain?</b> <i>(Cycle A – Kapow)</i> <ul style="list-style-type: none"> <li>What was it like to live in Ancient Rome?</li> <li>Why did the Romans invade and settle in Britain? How did Britons respond to the Roman invasion?</li> <li>Why was the Roman army so successful?</li> <li>What do artefacts suggest about the lives of Roman soldiers in Britain?</li> <li>What was the legacy of the Roman Empire in Britain?</li> </ul>	<b>How hard was it to invade &amp; settle in Britain?</b> <i>(Cycle A – Kapow)</i> <ul style="list-style-type: none"> <li>Who were the Anglo-Saxons and the Scots?</li> <li>What did Anglo-Saxon settlements look like?</li> <li>What does Sutton Hoo tell us about Anglo-Saxon life?</li> <li>How did Christianity arrive in Britain?</li> <li>Was King Alfred really great?</li> <li>How did Anglo-Saxon rule end?</li> </ul>

<b>Year 5 / 6</b> Cycle B (2025 – 2026)	<b>What can the census tell us about local areas?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>What is the census?</li> <li>What can we learn about Victorian children from the census?</li> <li>What does the census suggest about the jobs available in the 1800s?</li> <li>Why did some women refuse to fill out the census in 1911?</li> <li>What changed in the 1921 Census?</li> <li>Who lived in our local area in the past?</li> </ul>	<b>What is the legacy of the ancient Greek civilisation?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>Who were the Greeks and when did they live?</li> <li>Who lived on Mount Olympus?</li> <li>How was ancient Greece governed?</li> <li>Did the ancient Greeks give us democracy?</li> <li>How do Greek philosophers influence us today?</li> <li>What did the Greeks do for us?</li> </ul>	<b>What was the Sikh Empire?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>How did the Sikh Empire begin?</li> <li>How do Sikh beliefs impact society?</li> <li>What made Lahore important to the Sikh Empire?</li> <li>Why is Ranjit Singh historically significant?</li> <li>How do different interpretations shape our understanding of the Sikh Empire?</li> <li>How do the achievements of Sophia Duleep Singh compare to Ranjit Singh?</li> </ul> <p style="text-align: center;">OR</p> <b>Who should feature on the £10.00 banknote?</b> <i>(Cycle B – Kapow)</i> <ul style="list-style-type: none"> <li>Who features on banknotes and why?</li> <li>Was Alfred the Great or Elizabeth I the more significant monarch?</li> <li>How were Ellen Wilkinson and Betty Boothroyd historically significant?</li> <li>Why is William Tuke historically significant? <b>OR</b> Why is Mary Seacole historically significant?</li> <li>Why are Lily Parr and Betty Snowball historically significant?</li> <li>Who will be the face of the new £10 note?</li> </ul>
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<p><b>Year 5 / 6</b> Cycle A <b>(2026 – 2027)</b></p>	<p><b>Were the Vikings raiders, traders or something else?</b> <i>(Cycle A Kapow)</i></p> <ul style="list-style-type: none"> <li>• When and why did the Vikings come to Britain?</li> <li>• Were the Vikings raiders, traders or something else?</li> <li>• Where did the Vikings go? How did they get there?</li> <li>• Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings?</li> <li>• What were the impacts of Viking raids and settlements on local communities in Britain?</li> <li>• What were the Vikings' achievements and how did they impact the world?</li> </ul>	<p><b>What was life like in Tudor England?</b> <i>(Cycle A – Kapow)</i></p> <ul style="list-style-type: none"> <li>• Henry VIII – fair ruler or tyrant?</li> <li>• Why did Henry VIII have so many wives?</li> <li>• Why was Anne Boleyn executed?</li> <li>• How did Queen Elizabeth I use a royal progress?</li> <li>• What can inventories tell us about life in Tudor times?</li> <li>• What did John Blanke have in his inventory?</li> </ul>	<p><b>What was the impact of World War 2 on the people of Britain?</b> <i>(Cycle A – Kapow)</i></p> <ul style="list-style-type: none"> <li>• Why did Britain go to war in 1939?</li> <li>• How did the Battle of Britain affect the Royal Air Force?</li> <li>• What do sources tell us about the Blitz?</li> <li>• What was evacuation like?</li> <li>• Did WW2 change women's roles?</li> <li>• Why did people migrate to Britain during and after World War 2?</li> </ul>