

Sacred Heart RC History Long Term Plan

| | Autumn Term Local History | Spring Term Significant Events | Summer Term Significant Person |
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| Year 1 | <u>The School and its community</u> What are some of the most important things about schools? Was it even more different at the time of your grandparents? How different were schools (in our area) 100 years ago? What must it have been like to be at school in the past? | <u>The Queen's Platinum Jubilee</u> What is a monarch and who is our monarch today? Why did Princess Elizabeth become Queen Elizabeth II? What is a coronation? Who are the Queen's relatives? How is the Queen significant in our local area/our children's lives today? | <u>George Stephenson</u> Using chronological vocabulary with a timeline Who was George Stephenson? When was George Stephenson alive? What did George Stephenson do? Stephenson's Rocket Changes in railways and trains Impact locally and nationally Was George Stephenson all that significant? |
| Year 2 | <u>Our High Street</u> How has my High Street changed since the 1950s? What was the High Street like before? How has the High Street changed? What was in these shops before? What was it like to shop for food? How were my goods packaged or stored? How did I pay for my purchases? | <u>The Great Fire of London</u> What was Stuart London like? Could anyone have stopped what happened on 2 September 1666? What did people do first? What was it like at the height of the fire? What was left of London? What did the King do to make London better? | <u>Explorers (Ibn Battuta)</u> Who was Ibn Battuta? What do we know about his life and travels? What were some of the customs which Ibn Battuta described during his travels? What foods Ibn Battuta ate on his journeys How has Ibn Battuta been remembered? Putting Ibn Battuta in context |
| | Autumn Term | Spring Term | Summer Term |
| Year 3 | <u>Stone Age to Iron Age</u> Changes in lifestyles between the Palaeolithic and Mesolithic periods Causes of The building of Stonehenge Julius Caesar's Gallic Wars Turning points Stone Age to the Roman Conquest in 43 CE. | <u>Local History / Transport</u> How many different kinds of transport would there have been in the area long ago? Has transport always been the same in the past? What challenges might people in the past have had when using transport? Why did people not have better transport in the past? | <u>Ancient Greece</u> How much united the Ancient Greeks? Did more divide the Ancient Greeks than unite them? Why did Greek civilisation spread so far? How do we know what the Parthenon really looked like? Which legacy of the Ancient Greeks has the most lasting impact today? |
| Year 4 | <u>The Romans</u> When did the Romans invade and why? Did the native Britons welcome or resist them, and why? How did they influence the culture of the people already here? | <u>Books Through Time</u> What is a book? What makes a book? How were books made in the past? Books in the Ancient World How were books made in the Middle-Ages and how valuable were they? What effect did printing have on books in Britain? | <u>Anglo Saxons and Vikings</u> From Roman Britannia become Anglo-Saxon The mystery of the Sutton Hoo treasure The greatest treasures of the early Anglo-Saxons? Where are Vikings from? England between Anglo-Saxons and Vikings 793 to 1066? |

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| <p>Year 5</p> | <p><u>Elizabethan's</u> What do we understand by Elizabethan times? What does Elizabeth's visit to Kenilworth Castle tells us? Elizabethan times: How safe was it? Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p> | <p><u>Numbers through time</u> What can evidence suggest about how and why prehistoric people counted? How did ancient civilisations use numbers? How did people in the past count large numbers quickly? When and Why did the number Zero come about? Why were we still using Roman Numerals in Britain until the 12th century? What impact did numbers have upon the Renaissance? Numbers and symbols as code.</p> | <p><u>Benin</u> What is Africa's Big Picture? If objects could speak what story would they tell? Telling a good story: Why is the story of Eweka so important? Why was Benin worth visiting in Tudor and Stuart times? How well were African people in Britain treated? What happened to Benin? Africa's story: If we had to remember three things what would we choose?</p> |
| <p>Year 6</p> | <p><u>The Blitz and World War II</u> How significant was the Blitz? World War II: whose war? The impact of World War II on people in our locality What it was like to be an evacuee? Evacuee experiences in Britain: is this all we need to know about children in World War II? How significant was the impact of World War II on women? What did men do in World War II? Did all men have to fight? When was the most dangerous time to live? How different was the Blitz?</p> | <p><u>Waterloo</u> What was the Britain of the late 1700s like? What changes had Britain been experiencing? 'Rights of Man Hornpipe' Why didn't Britain have a revolution at this time? What did Britain fear about France? How did you come to join the army? Who contributed more to the victory at Waterloo? Was Waterloo the most important event that happened? Was Napoleon such an important person? 'Peterloo Massacre' What was England like after the Napoleonic Wars?</p> | <p><u>Comparing Civilisations</u> So, was everyone an Ancient Egyptian? What does our interactive timeline tell us? What else was happening in the world at the time of the Ancient Egyptians? What would the ancient civilisations need to have in order to function as a city? What was the greatest achievement of each civilisation?</p> |