



# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

## HISTORY : CURRICULUM : LONG TERM PLAN



	AUTUMN TERM	SPRING TERM	SUMMER TERM
Y1	<p><b><u>Florence Nightingale</u></b>  <b>Exploration &amp; Invention / Change &amp; Continuity</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> <li>Compare the lives of two significant individuals who have contributed to society</li> <li>Explain the changes in hospitals over time</li> </ul> <p><i>C3 Local Community</i>  <i>B10 Respect for public institutions</i></p>	<p><b><u>Great Fire of London</u></b>  <b>Conflict &amp; Disaster / Cause &amp; Consequence</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Explain how and why we remember the Great fire of London</li> <li>Sequence events of Great Fire of London</li> <li>Give date of Great Fire of London and place on timeline</li> </ul> <p><i>B1 British Values and Cultures</i>  <i>B8 Rule of Law</i>  <i>B2 Rights and Responsibilities</i>  <i>A3 Respect for others</i></p>	<p><b><u>The History of Shopping</u></b>  <b>Exploration &amp; Invention / similarity &amp; difference</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>To know the different ways that we can shop</li> <li>To know how shopping, payment and transport of shopping has changed over time</li> </ul> <p><i>A1 Values</i>  <i>A3 Respect for others</i>  <i>B6 Mutual Respect</i>  <i>C2 My community</i></p>
Y2	<p><b><u>Explorers</u></b>  <b>Exploration &amp; Invention / Similarity &amp; Difference</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Name some great explorers from the past (Captain Scott, Amelia Earhart Tim Peake)</li> <li>Put these explorers lives in chronological order and place them on a timeline</li> <li>Describe each explorers achievements</li> </ul> <p><i>A8: showing initiative</i>  <i>C6: Global Community</i>  <i>C7: Migration</i>  <i>C9: Community cohesion</i>  <i>C10: contributing positively</i></p>	<p><b><u>Local Heroes</u></b>  <b>Community &amp; Culture / Evidence &amp; Interpretation</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Name some 'local heroes' from the past</li> <li>Put these people's lives in chronological order</li> <li>Understand the wider impact of our 'local heroes'</li> </ul> <p><i>A1: Values</i>  <i>A2: Making choices</i>  <i>A3: respect for others</i>  <i>B1: British values &amp; cultures</i>  <i>B2: Rights &amp; responsibilities</i></p>	<p><b><u>Food Over Time</u></b>  <b>Exploration &amp; Invention / Change &amp; Continuity</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Arrange artefacts (cooking appliances) in chronological order and place on timeline</li> <li>Compare and contrast food eaten in different periods of history</li> </ul> <p><i>A2: Making choices</i>  <i>B1: British values &amp; cultures</i>  <i>C2: My community</i>  <i>C3: Local community</i>  <i>C4: Acceptance of different cultural traditions</i></p>

	<p><i>D1: staying safe</i></p>	<p><i>B3: Freedom of speech</i>  <i>B4: Equality</i>  <i>B5: Democracy</i>  <i>B6: mutual respect</i>  <i>B9: Acceptance of others' beliefs &amp; faiths</i>  <i>C2: My community</i>  <i>C3: Local community</i>  <i>C4: Acceptance of different cultural traditions</i>  <i>C5: diversity</i>  <i>C9: community cohesion</i>  <i>E1: Power of the Press</i></p>	<p><i>C5: diversity</i></p>
Y3	<p><b><u>The Stone Age</u></b>  <b>Community &amp; Culture / Change &amp; Continuity</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Identify some features of Stone Age life, such as housing, weaponry and leisure.</li> <li>Name the different periods of the Stone Age</li> <li>List sources we can use to find out about the Stone Age.</li> </ul> <p><i>A1: Values</i>  <i>A2: Making choices (right and wrong)</i>  <i>B2: Rights and responsibility</i>  <i>C7: Migration</i>  <i>C10: Contributing positively</i></p>	<p><b><u>The Bronze and Iron Age</u></b>  <b>Exploration &amp; Invention / Similarities &amp; differences</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Identify some key features of the Bronze and Iron ages including housing, weaponry and people.</li> <li>List some of the main differences and similarities between the Bronze and Iron ages.</li> <li>Name an achievement from each of the Bronze and Iron ages.</li> </ul> <p><i>A1: Values</i>  <i>A6: Resolve Conflict</i>  <i>A2: Making choices (right and wrong)</i>  <i>B2: Rights and responsibility</i>  <i>C7: Migration</i>  <i>C10: Contributing positively</i>  <i>F6: Threats and freedom from harm</i></p>	<p><b><u>Ancient Egypt</u></b>  <b>Community &amp; Culture / Significance</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Recognise features and events in Ancient Egypt such as life and religion.</li> <li>Identify some of the achievements made by the Ancient Egyptians.</li> <li>Understand the structure of the Ancient Egyptian society.</li> </ul> <p><i>A1: Values</i>  <i>A2: Making choices (right and wrong)</i>  <i>B2: Rights and responsibility</i>  <i>B5: Democracy</i>  <i>B8: Rule of law</i>  <i>C7: Migration</i>  <i>C8: Slavery &amp; Exploitation</i>  <i>C10: Contributing positively</i>  <i>F2: Extreme ideologies</i>  <i>F6: Threats and freedom from harm</i></p>
Y4	<p><b><u>The Romans</u></b>  <b>Conflict &amp; Disaster / Cause &amp; Consequence</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Understand why the Romans invaded Britain</li> <li>To examine the opposition to Roman rule in Britain's.</li> </ul>	<p><b><u>The Tudors</u></b>  <b>Hierarchy &amp; Power / Change &amp; Continuity</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Know why the Tudors were so powerful</li> <li>Describe Henry VIII role in Tudor times</li> <li>Identify forms of Tudor crime and punishment</li> </ul>	<p><b><u>The Victorians</u></b>  <b>Community &amp; Culture / Evidence &amp; Interpretation</b>  <u>Core knowledge</u></p> <ul style="list-style-type: none"> <li>Know when the Victorians lived</li> <li>Know the achievements of the Victorians</li> </ul>

	<p><i>A1: Values</i>  <i>A2: Making choices (right and wrong)</i>  <i>B1: British values and cultures</i>  <i>B2: Rights and responsibility</i>  <i>B5: Democracy</i>  <i>B8: Rule of law</i>  <i>C7: Migration</i>  <i>C8: Slavery</i></p>	<p><i>A1 Values</i>  <i>A4 Challenging views</i>  <i>A9 Identifying and combatting discrimination</i>  <i>B1 British Values and cultures</i>  <i>C2 My community</i>  <i>C3 The local community</i>  <i>C8 Slavery and exploitation</i></p>	<ul style="list-style-type: none"> <li>• Talk about the evidence we have from the Victorian times</li> </ul> <p><i>A1 Values</i>  <i>A4 Challenging views</i>  <i>A9 Identifying and combatting discrimination</i>  <i>B1 British Values and cultures</i>  <i>C2 My community</i>  <i>C3 The local community</i>  <i>C8 Slavery and exploitation</i></p>
Y5	<p><b><u>Britain's settlement by Anglo-Saxons and Scots</u></b>  <b>Conflict &amp; Disaster / Cause &amp; Consequence</b>  <u>Core Knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand where the Anglo-Saxons came from and reasons for their invasion.</li> <li>• Name Anglo-Saxon kings and share their impact.</li> <li>• Share the beliefs and traditions of Anglo-Saxon Britain.</li> </ul> <p><i>A6 Resolve Conflict</i>  <i>B1 British Values &amp; Culture</i>  <i>B3 Freedom of Speech</i>  <i>B7 Individual Liberty</i>  <i>C9 Community Cohesion</i></p>	<p><b><u>The Vikings and Anglo-Saxons</u></b>  <b>Hierarchy &amp; Power / Cause &amp; consequence</b>  <u>Core Knowledge</u></p> <ul style="list-style-type: none"> <li>• Explain the Viking invasion and impact on Saxon way of life.</li> <li>• Name locations where the Vikings invaded and settled in Britain.</li> <li>• Know about King Alfred and his resistance to the Viking invasion.</li> </ul> <p><i>A6 Resolve Conflict</i>  <i>B3 Freedom of Speech</i>  <i>B7 Individual Liberty</i>  <i>C9 Community Cohesion</i></p>	<p><b><u>The Mayans</u></b>  <b>Community &amp; Culture / Significance</b>  <u>Core Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know about Mayan Gods and their influence on society.</li> <li>• Name Mayan discoveries and their impact.</li> <li>• Share my interpretations of events around 900AD.</li> </ul> <p><i>A6 Resolve Conflict</i>  <i>B1 British Values &amp; Culture</i>  <i>B3 Freedom of Speech</i>  <i>B7 Individual Liberty</i>  <i>C9 Community Cohesion</i></p>
Y6	<p><b><u>World War II (Local History Study)</u></b>  <b>Conflict &amp; Disaster / Cause &amp; Consequence</b>  <u>Core Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify causes of WWII.</li> <li>• Know how the lives of local people were affected during the WWII including rationing and evacuation.</li> <li>• Name, date and explain significant events in WWII (Hiroshima, The Blitz, Hamburg and The Holocaust).</li> </ul> <p><i>A6 Resolve Conflict</i> <i>A7 Stereotyping</i>  <i>B1 British Values and Culture</i>  <i>B3 Freedom of Speech</i>  <i>B7 Individual Liberty</i></p>	<p><b><u>Ancient Greece</u></b>  <b>Community &amp; Culture / Change &amp; Continuity</b>  <u>Core Knowledge</u></p> <ul style="list-style-type: none"> <li>• Share how Greece has changed to the present day.</li> <li>• Know key Ancient Greeks and how they made an impact on our world today.</li> <li>• Identify the differences between the democracy in Athens and Sparta.</li> </ul> <p><i>B5 Democracy</i>  <i>C8 Slavery &amp; Exploitation</i>  <i>G1 Respect for self and self-worth</i>  <i>B4 Equality</i></p>	

	<i>C9 Community Cohesion</i> <i>E1 Power of the Press</i> <i>E2 Propaganda</i> <i>F6 Threats &amp; Freedom from Harm</i> <i>B5 Democracy</i>	
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