



St. Mary's Catholic Federation



Igniting pupils' curiosity so that they can learn from the past to understand the present and inform the future
Long Term Plan 2023-24 - History

Year	Aut 1(5 hours)	Aut 2 (5 hours)	Spr 1 (5 hours)	Spr 2 (5 hours)	Sum 1 (5 hours)	Sum 2 (5 hours)
	Changes in Britain from the Stone Age to the Iron Age			The Roman Empire and its impact on Britain		
3	Stone Age	Bronze Age	Iron Age	Celts - Roman invasion of Britain	Romans	Roman Life
	<ul style="list-style-type: none"> -place the time studied on a time line look at evidence to find out if Stone Age man was just a hunter gatherer? -to consider what we can learn about Stone Age man from a study of Skara Brae -to ask questions like historians- Stonehenge -suggest three reasons why Stonehenge might have been built -create my own cave paintings 	<ul style="list-style-type: none"> -Use archaeological evidence to find out how Bronze Age man made pots. What does this tell us about how society was changing? -compare Stone/ Bronze/ Iron Age houses with our houses -understand why copper mining was crucial to the people of the Bronze Age. 	<ul style="list-style-type: none"> Trip to Butser Farm 5 hours (followed up in English). All skills covered. 	<ul style="list-style-type: none"> -use dates related to the passing of time -understand what Celtic Hillforts were like. -use archaeological evidence to explain what roundhouses were like. -distinguish between different sources and evaluate their usefulness Boudicca- Cassius Dio 	<ul style="list-style-type: none"> -Decide whether I would rather be a Roman or a Celtic warrior in battle -Find out who the Romans worshipped 	<ul style="list-style-type: none"> -Look at evidence to find out how the Romans relaxed -investigate Roman mosaics -Look at evidence to find out what the Romans ate and drank - relax like a Roman (Baths)

	Britain's settlement by Anglo-Saxons and Scots, The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt		
4	Saxons	Saxons	Vikings	Egypt	Egypt	Egypt
	<ul style="list-style-type: none"> -use terms related to the period and begin to date events -consider what the mystery of the empty grave tells us about Saxon Britain? -were the Saxons skilled craftspeople? -use evidence and ask historical questions about how Britain was ruled. -consider whether Alfred deserves the title 'Great'? 	<ul style="list-style-type: none"> -Christianity was introduced to Britain by at least 3 'Super Saints'. -answer the question 'What image do we have of the Vikings?' -compare and contrast the Viking and Saxon accounts of the raid at Lindisfarne -use sources to find out about Ivarr the boneless who invaded in 865AD. 	<ul style="list-style-type: none"> -consider whether it is true to say that Vikings were dirty and unkempt pose good historical questions and make detailed records -use evidence to find out what the Vikings wore. -consider why the Bayeux tapestry is important? (2 hours) 	<ul style="list-style-type: none"> -understand more complex terms e.g. BCE/AD -Explain the importance of the geographical features of Egypt -find out what evidence survived and how it was found -explain what happened during the process of mummification -write like an Egyptian 	<ul style="list-style-type: none"> Trip to British Museum 5 hours (followed up in English) All skills covered. 	<ul style="list-style-type: none"> what was the structure of Egyptian society? -solve a history mystery: why did the Egyptians have toothache? -what did the Egyptians believe happened in the afterlife (2 hours) -did the Egyptians have a healthy diet?-
	A local history study			Ancient Greece - a study of Greek life and achievements and their influence on the western world		
5	Ancient Greece	Ancient Greece	Ancient Greece	Local study - Tudors	Local study - Tudors	Local study - Tudors
	<ul style="list-style-type: none"> -place current study on time line in relation to other studies -to write in role, explaining that the people of Athens and Sparta lived differently. - understand that Athens as a city state has been represented in different ways -use primary evidence to find out how the Ancient Greeks got their water. 	<ul style="list-style-type: none"> -use a range of sources to explain about the Greek farming year Hesiod (English link) -work out valid and non-valid reasons for Athens' victory in the Battle of Marathon -play Petteia like they did in Ancient Greece. -some letters and words are legacies of Ancient Greece. 	<ul style="list-style-type: none"> -look closely at historical sources to find out about Ancient Greek weaponry and sequence key events of Greek period -consider whether there is any truth in the myth of Theseus and the Minotaur -Where did democracy originate? -Greek philosophy -explore the significance of the Elgin marbles -who did the Greeks worship? 	<ul style="list-style-type: none"> -place current study on time line in relation to other studies -what can we learn from portraits -use my knowledge to describe life in a Tudor town like Cheam. -read several sources carefully to find out about local Tudor jobs. -use evidence to find out about the market in Tudor Cheam and report on it. -local history timeline 	<ul style="list-style-type: none"> - find evidence about schools from a Tudor print. -use several sources to find out about crime and punishment in Tudor times. - we can use evidence to answer the question What was Henry VIII like? -Black people in Tudor times had important work to do for the king in his homes near us. 	<ul style="list-style-type: none"> Trip to Hampton Court (5 hours (followed up in English))All skills covered.

					-describe a Tudor Christma	
	A non-European society that provides contrasts with British history -Mayan civilization c.AD 900		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			
6	Mayans	Mayans	Childhood from the Industrial Age to present day	Childhood from the Industrial Age to present day	Childhood from the Industrial Age to present day	Childhood from the Industrial Age to present day (5 hours)
	-write like a Mayan - glyphs -who did the Mayan people worship? -Mayan creation story -Why was chocolate so important to the Maya? (timeline of chocolate)	-use relevant dates and terms place current study on time line in relation to other studies -ask questions like an historian - add/ask -count like a Mayan -use app creator to research cities/ precious materials -how did the Mayan people exercise? pok-a-tok -What is the significance of masks to the Maya?	-sequence events on a time line using decades -Why do we need more than one source? -construct a response about a significant historical figure. -Samuel Coleridge Taylor (local black history)	-explain a range of reasons why people moved to the towns in the 19th century (2 hours) -research Christmas customs from the time of the Industrial Revolution.	-what happened to children who got into trouble with the law? Elizabeth Fry -write a formal diary in role as someone involved in Victorian justice. -take part in formal debate about factories in the cities -collaborate when finding out about views on factory life for children in Victorian times -why was the job of a trapper so important? Wes Mcge	Leisure Homes Schools Evacuation - why did children have to go and live away from their families during WW2? Holidays Music