



St Cecilia's Catholic Primary School-Planning Overview for History



KS1	Autumn 1	Spring 1	Summer 1
Year 1	<p><u>How have toys changed over time, and what do they tell us about life in the past?</u></p> <p>Toys are objects used for play and can be made from various materials like plastic, wood, and metal. Toys have changed over time, from simple handmade objects to modern electronic toys.</p> <p>Different generations played with different types of toys, often reflecting available materials and technology. We learn about toys from the past through museums, photographs, and stories from older people.</p> <p>Toys can differ from culture to culture, reflecting local customs and resources.</p> <p>Technology has made modern toys more interactive, with features like lights, sounds, and batteries.</p>	<p><u>Why are The Beatles still popular today?</u></p> <p>The Beatles were a famous band from Liverpool, and they became famous in the 1960s.</p> <p>Their music was different from other bands and led to 'Beatlemania,' where people were extremely excited about them.</p> <p>The Beatles' music evolved over time, starting with simple songs and later becoming more creative and experimental.</p> <p>The Beatles are still famous today, and their music has influenced many musicians and continues to be loved by people all over the world.</p> <p>The Beatles changed music and culture, and their impact can still be seen today.</p>	<p><u>How are Queen Victoria and Queen Elizabeth II similar and different?</u></p> <p>Queen Victoria: Queen Victoria was the queen a long time ago, from 1837 to 1901. She is remembered because the time she lived in is called the "Victorian era." Queen Victoria was very serious about good manners and family values. During her time, many new inventions, like trains and factories, changed the way people lived.</p> <p>Queen Elizabeth II: Queen Elizabeth II was queen for a very long time, from 1952 until she passed away in 2022. She helped bring the royal family into modern times and was seen on TV and in the news. During her time, there were lots of important changes in the world, like new technology and ways of living.</p>
Year 2	<p><u>What can we learn from the Great Fire of London?</u></p> <p>The Great Fire of London started in 1666 in a bakery on Pudding Lane and burned for four days.</p> <p>The fire spread quickly because most houses were made of wood and the weather was dry with strong winds. People tried to stop the fire using buckets of water and fire hooks, but these methods were not very effective.</p> <p>The fire destroyed a large part of London, including homes, businesses, and St Paul's Cathedral.</p> <p>Samuel Pepys' diary and other sources give us information about the fire and how people reacted.</p>	<p><u>How did Katherine Johnson and Neil Armstrong change our understanding of space exploration?</u></p> <p>Neil Armstrong was the first person to walk on the Moon in 1969, an event that marked a major milestone in human space exploration.</p> <p>Katherine Johnson was a brilliant mathematician whose calculations were critical to the success of NASA's space missions, including Apollo 11 and Apollo 13.</p> <p>The space race in the 1960s led to rapid advancements in space technology and exploration.</p> <p>Astronauts undergo extensive training, and their safety relies on both their skills and the scientists and mathematicians who support them from Earth.</p>	<p><u>What can we learn from the sinking of the Titanic?</u></p> <p>The Titanic was the largest ship in the world when it was built.</p> <p>It was considered "unsinkable" due to its advanced technology.</p> <p>The Titanic was designed for transatlantic travel, specifically sailing from Southampton to New York. The Titanic carried passengers from different social classes: first-class (wealthy), second-class (middle-class), and third-class (immigrants).</p> <p>Each class had different living conditions and experiences on the ship.</p> <p>The Titanic struck an iceberg, which caused it to sink.</p>



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	<p>After the fire, London was rebuilt with safer materials like brick and stone, and new fire safety laws were introduced.</p>	<p>Katherine Johnson's contributions were largely forgotten during her lifetime, but her legacy is now celebrated through books, films, and educational projects.</p> <p>Both Armstrong and Johnson significantly shaped our understanding of space and have inspired future generations to explore beyond Earth.</p>	<p>Design flaws, such as weak hull construction and inadequate lifeboats, contributed to the disaster. Human error, including ignoring iceberg warnings, played a role in the sinking.</p> <p>The Titanic was marketed as a luxurious and technologically advanced ship with unique features (e.g., gym, pool).</p> <p>Many passengers, especially in third class, were traveling for new opportunities, often as immigrants. There were not enough lifeboats for all passengers on the Titanic, leading to a high number of casualties. Safety measures were inadequate, which made the disaster worse and prompted future safety regulations. Survival rates varied significantly by class, with first-class passengers having a much higher chance of survival than those in third class.</p> <p>The Titanic disaster led to significant changes in maritime safety laws and regulations.</p>
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KS2	<p align="center">KS2 Autumn Term Project (12 Weeks) Focus: History</p>	<p align="center">Further projects with Historical focus Summer Term</p>
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Year 3	Autumn Term 1			<p align="center">Ancient Egypt – 30BC</p> <p align="center">How do beliefs shape our culture?</p> <ul style="list-style-type: none"> Identify a range of features of Ancient Egypt including technological developments, buildings and beliefs. To use a variety of primary sources of information to describe aspects of Ancient Egypt. Hold opinions on how much Ancient Egyptians achieved.
	<p align="center">Stone age 15000BC – 2000BC</p>	<p align="center">Bronze Age 2500 – 800BC</p>	<p align="center">Iron Age 800BC – 43AD</p>	
<p>How did tools help us to survive during the prehistoric era?</p> <ul style="list-style-type: none"> Since the first humans we have needed tools to help us to survive. Tools were made from stone, flint, bronze (copper and tin) and iron - hence the name of each age. The changes in roles that came with the new materials such as farming, miners, craftsmen and specialised roles. Homes also changed and so did their way of life, for example trading and the start of the use of currency. 				



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<p>Year 4</p>	<table border="1"> <tr> <th data-bbox="235 199 1176 287">Romans 43 – 410AD</th> </tr> <tr> <td data-bbox="235 287 1176 877"> <p>How did the Romans make England their home??</p> <ul style="list-style-type: none"> • There were many reasons for the Roman invasion of Britain, including natural resources and power. • Know that Boudicca and the Iceni tribe resisted the invasions. • Romans changed Britain and made it distinctly "Roman" - they built towns, houses, plumbing and roads. Children to know how the Romans changed and shaped Britain. • The Romans improved infrastructure, roads and plumbing using a variety of different techniques. They transformed Britain. • How do we know? Children to view and analyse key artefacts (Online, Roman ruins e.g. Chester, villas, baths etc, Hadrian's Wall, fort and tablets, and Tacitus' writings) of the Roman Empire and understand its place chronologically. • Children to know each of the important figures who influenced Roman Britain and their influence (Julius Cesar, Claudius, Boudicca, Hadrian, Tacitus) • Children to know that the Roman's left Britain because the empire was hard to sustain and soldiers were sent back to defend their home land. </td> </tr> </table>	Romans 43 – 410AD	<p>How did the Romans make England their home??</p> <ul style="list-style-type: none"> • There were many reasons for the Roman invasion of Britain, including natural resources and power. • Know that Boudicca and the Iceni tribe resisted the invasions. • Romans changed Britain and made it distinctly "Roman" - they built towns, houses, plumbing and roads. Children to know how the Romans changed and shaped Britain. • The Romans improved infrastructure, roads and plumbing using a variety of different techniques. They transformed Britain. • How do we know? Children to view and analyse key artefacts (Online, Roman ruins e.g. Chester, villas, baths etc, Hadrian's Wall, fort and tablets, and Tacitus' writings) of the Roman Empire and understand its place chronologically. • Children to know each of the important figures who influenced Roman Britain and their influence (Julius Cesar, Claudius, Boudicca, Hadrian, Tacitus) • Children to know that the Roman's left Britain because the empire was hard to sustain and soldiers were sent back to defend their home land. 	<table border="1"> <tr> <td data-bbox="1377 167 2004 239">Anglo-Saxons 410AD – 1066AD</td> <td data-bbox="1736 239 2004 319">Vikings 793 – 1066AD</td> </tr> <tr> <td colspan="2" data-bbox="1288 335 2139 734"> <p>How did the Anglo-Saxons and Vikings make Britain their home?</p> <ul style="list-style-type: none"> • Understand the change in power when the Roman's left Britain and the Anglo-Saxon settling thus taking power. • Explain why the Anglo-Saxons came to Britain and how they settled here • understand that the Vikings had a variety of motives for travelling • understand that the Anglo-Saxons resisted the Viking invasions. • Understand the different settlements of the Anglo Saxons and Vikings and its impact on current Britain. • Realise that the evidence tells a variety of stories about the Vikings. </td> </tr> </table>	Anglo-Saxons 410AD – 1066AD	Vikings 793 – 1066AD	<p>How did the Anglo-Saxons and Vikings make Britain their home?</p> <ul style="list-style-type: none"> • Understand the change in power when the Roman's left Britain and the Anglo-Saxon settling thus taking power. • Explain why the Anglo-Saxons came to Britain and how they settled here • understand that the Vikings had a variety of motives for travelling • understand that the Anglo-Saxons resisted the Viking invasions. • Understand the different settlements of the Anglo Saxons and Vikings and its impact on current Britain. • Realise that the evidence tells a variety of stories about the Vikings. 	
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	<ul style="list-style-type: none"> • The Victorian era had two Prime Ministers and two political parties. • The growth of railways and transport inspired holidays at the seaside. • 	
<p>Year 6</p>	<p style="text-align: center;">WW2 – 1939 - 1944</p> <p>What was the impact of WWII on people around the world?</p> <ul style="list-style-type: none"> • Men, women and children all played their part in the war in different ways. • Women in Britain worked in factories which was significant for future women's rights. • Children were evacuated to safety including former pupils of our school. • Hitler planned on conquering Europe and then the world, whilst also exterminating the entire Jewish population of Europe. • Families were affected by rationing. • British and world cities were targeted by bombing planes. • The key figures involved in WW2 were Winston Churchill and Adolf Hitler. • WW2 began because Germany invaded Poland with the ambition to take over the world • WW2 ended because they lost land to a collective amount of countries. 	<p>Summer term project</p> <p style="text-align: center;"><u>Maya – 250AD</u></p> <p>How do the Maya compare to other societies?</p> <ul style="list-style-type: none"> • understand some of the reasons put forward for why many Maya died out around 900 ad. • compare the Maya with Stone-Age Britain or ancient Egypt and give reasons for the differences • do sums in the Base 20 maths system