

## Long Term Plan

Curriculum Area: **History**

Subject Lead: **Neil Balliston / Danni Vadher**

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	Advent Term	Lent Term	Pentecost Term
<b>Foundation</b>	<ul style="list-style-type: none"> <li>To know that there are people who help us in our <b>community</b> e.g. police, nurse, doctors, fire service. (<i>All through the night</i>)</li> <li>Look at families and how the children have <b>changed</b> since they were babies. (<i>And then there were giants</i>)</li> <li>Look back at Christmas in the <b>past</b>, how people celebrated and how it has changed now.</li> <li>Ten:Ten PSHE unit 4: Growing up</li> </ul>	<b>Lent Term – EYFS</b> <ul style="list-style-type: none"> <li><b>Kings and Queens</b> of the past</li> <li>Comparing clothes from the past</li> <li>Looking at homes in fairytales and discussing houses from the past.</li> <li>Looking at <b>dinosaurs</b> then and comparing to animals today</li> <li>Drawing Club – The Magic Roundabout, Bagpuss, Popeye, The Pink Panther</li> </ul>	<ul style="list-style-type: none"> <li>Introduce a <b>vet</b> to the children, what does a vet do?</li> <li>Find out about animals that help us.</li> <li>Holidays of the past.</li> <li>Keeping safe at sea</li> <li>Drawing Club – Mr Benn, Wacky Races, Bananaman</li> </ul>
<b>Year 1</b>	<b>1950 to the Present Day</b> <u>Key question:</u> <b>How does everyday life in the 1950s compare to today?</b>  <u>End goal:</u> <b>Be the teacher- Explain verbally how life in the 1950s compares to now. (look for historical vocabulary and an understanding of events or comparison)</b>  <u>Learning objectives:</u>	<b>Victorians</b> <u>Key question:</u> <b>What was life like in Victorian Britain?</b>  <u>End goal:</u> <b>Presentation- What was life like in Victorian Britain? (Look out for Historical vocabulary and how questions are asked and answered)</b>  <u>Learning objectives:</u> Know that: <ul style="list-style-type: none"> <li>The <b>Victorian era</b> was from 1837 to 1901 during the <b>reign</b> of <b>Queen Victoria</b>.</li> <li>Queen Victoria was a popular <b>monarch</b>.</li> <li>Lots of <b>inventions</b> happened during this time.</li> </ul>	

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	<p>Know that:</p> <ul style="list-style-type: none"><li>• We can use different things to learn about the past- <b>eyewitness</b>, <b>artefacts</b>, <b>photographs</b>, writing.</li><li>• <b>Decades</b> are ten years</li><li>• <b>Elizabeth II</b> was <b>coronated</b> in 1953</li><li>• Shopping looked very different.</li><li>• Televisions were rare and there were only a few programmes</li><li>• Radio was popular</li><li>• There were not many cars</li><li>• Children played out on the street</li><li>• Work often involved- factories, shipyards, coal mines.</li><li>• Some women worked but many were housewives.</li><li>• Pictures can be used to compare now to then.</li><li>• Houses were different.</li></ul>	<ul style="list-style-type: none"><li>• The <b>Industrial Revolution</b> occurred during this time where lots of factories and machines were built.</li><li>• Rich people lived in large houses, had servants and their children wore beautiful clothes and went to <b>boarding school</b> or were educated at home.</li><li>• Poor people lived in small houses and worked in factories, mines and mills. Poor children wore rags and had little food to eat. Many went to work instead of school.</li><li>• Seaside holidays in Britain were popular.</li><li>• Schools were <b>strict</b>. Children were expected to behave well and were punished if they didn't with a dunce's hat or cane.</li><li>• They had lessons in reading, writing, arithmetic and RE. They also learned needlework for girls and woodwork for boys.</li></ul> <p>Classrooms had about 70-80 children, boys and girls sat separately and sat in rows facing the blackboard. They wrote on <b>slates</b>.</p>
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<p><b>Year 2</b></p>	<p><b>Significant events and individuals- Explorers</b></p> <p><u>Key question:</u> <b>Who are the significant explorers who had a major impact on the world?</b></p> <p><u>End goal:</u> <b>Be the teacher- Verbally explain how one significant person had a major impact on the world. (Look out for understanding of why they are significant)</b></p> <p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"> <li>• Dawson's Model defines whether a person is historically significant- if their actions match most of the 5 statements.</li> <li>• A timeline is a chronological order of when people lived or events happened.</li> <li>• People can be historically significant for a range of reasons.</li> <li>• Christopher Columbus discovered America for Europeans.</li> <li>• Ernest Shackleton led three expeditions to the <b>Antarctic</b>.</li> <li>• Neil Armstrong was the first man on the moon.</li> </ul>	<p><b>Significant events and individuals-Activists</b></p> <p><u>Key question:</u> <b>Who are the significant people who had a major impact on the world?</b></p> <p><u>End goal:</u> <b>Stage a protest – create a poster that could have been used by one of the activists studied (including: what they were campaigning for, why they were campaigning for it and how it would improve our world)</b></p> <p><u>Learning objectives:</u> Know that:</p> <p><b>(Women's Rights)</b></p> <ul style="list-style-type: none"> <li>• Emmeline Pankhurst was a <b>suffragette</b>.</li> <li>• Malala Yousafzai who <b>campaigns</b> for girls to go to school.</li> </ul> <p><b>(Equal Rights)</b></p> <ul style="list-style-type: none"> <li>• Rosa Parks was an <b>equal rights activist</b>.</li> <li>• Mahatma Gandhi successfully campaigned for <b>Indian independence</b>.</li> <li>• Martin Luther King led the <b>civil rights</b> movement in the USA.</li> <li>• William Wilberforce successfully campaigned to <b>abolish slavery in Britain</b>.</li> </ul> <p><b>(Environment)</b></p>	<p><b>Local history - Richard III</b></p> <p><u>Key question:</u> <b>Who is Richard III and why is he important?</b></p> <p><u>End goal:</u> <b>Presentation - Who is Richard III and why is he important? (including key knowledge below)</b></p> <p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"> <li>• He was born in 1452 and died in 1485</li> <li>• Richard III was king for just two years.</li> <li>• Richard III was the last <b>monarch</b> in the House of <b>Plantagenet</b>.</li> <li>• He was the last English king to die in battle.</li> <li>• His death at the battle of Bosworth in 1485 signified the end of the <b>Wars of the Roses</b> and marked the start of the <b>Tudor age</b>.</li> <li>• He made significant legal changes (Court of Requests, English translation of laws, Bail system reform Protection from exploitation).</li> <li>• His remains were discovered in Leicester and are now on display at the University of Leicester.</li> </ul>
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		<ul style="list-style-type: none"><li>Greta Thunberg campaigns to stop <b>Climate Change</b>.</li></ul>	
<b>Year 3</b>	<p><b>Stone Age to Iron Age</b> <u>Key question:</u></p> <p><b>How did Britain change from the Stone Age to the Iron Age?</b></p> <p><u>End goal:</u> <b>Produce a factfile on the three ages- Stone, Bronze, Iron</b></p> <p><u>Learning objectives:</u> Know that:</p>	<p><b>Romans</b> <u>Key question:</u> <b>What was the impact of Rome on Britain?</b></p> <p><u>End goal:</u> <b>Essay question- What was the impact of Rome on Britain?</b></p> <p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"><li>The city of Rome was founded in Italy between 750-500 BC. The myth of <b>Romulus</b> and <b>Remus</b> was used to explain how.</li></ul>	

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	<ul style="list-style-type: none"><li>• The Stone Age began in 750,000BC and ended when the Bell Beaker Folk brought metalwork to Britain in c2550BC.</li><li>• The Stone Age is split into three periods: the <b>Palaeolithic</b>, the <b>Mesolithic</b> and the <b>Neolithic</b>.</li><li>• Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time.</li><li>• Stone Age <b>settlements</b> like Skara Brae were found by <b>archaeologists</b>, which is <b>primary evidence</b> of what life was like in the Stone Age.</li><li>• <b>Monuments</b>, like <b>Stonehenge</b> were built for religious reasons. They included <b>standing stones, henges, cursus monuments</b> and <b>long barrows</b>.</li><li>• <b>Bronze Age</b> life was defined using bronze to make tool and weapons, and the creation of <b>large settlements</b> and <b>social hierarchy</b>.</li><li>• The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain.</li></ul>	<ul style="list-style-type: none"><li>• Life in a Roman town included the use of the forum for decision-making, shops and marketplaces for trade and the rules of <b>social hierarchy</b>.</li><li>• The Roman <b>Kingdom</b> was a <b>monarchy</b> ruled by a king who had absolute power.</li><li>• The Roman <b>Republic</b> was ruled by a <b>senate</b> of 600 men, who were <b>elected</b> every year.</li><li>• The Roman <b>Empire</b> was ruled by an <b>emperor</b> who had absolute power and ruled for life.</li><li>• <b>Famed Roman emperors include Augustus, Claudius, Trajan, Hadrian and Constantine.</b></li><li>• The Roman army was successful because it had a <b>hierarchy</b> where everyone followed the commands of higher ranking soldiers and officers.</li><li>• In 55 BC and then 54 BC the Roman emperor, <b>Julius Caesar</b>, failed to <b>conquer</b> Britain.</li><li>• The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them <b>Britannia</b>.</li><li>• Roman rule ended in Britain in AD 410.</li><li>• <b>Boudicca, the queen of the Celtic Iceni tribe</b>, led a <b>rebellion</b> against Roman rule that resulted in <b>conflict</b>, death and destruction.</li><li>• The Roman invasion of Scotland failed because the <b>Caledonians</b> would not <b>surrender</b> their lands and they had superior skills fighting in mountainous <b>terrain</b>.</li><li>• Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.</li><li>• The <b>Vindolanda tablets</b> are a primary source that provide first-hand evidence of life in a Roman fort.</li></ul> <p>The <b>Romanisation</b> of Britain included living an <b>urban</b> lifestyle, worshipping Roman gods, trading across the Roman Empire and using written communication.</p>
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- The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.
- The discovery of **bronze** and how it could be used changed the way that people lived, **farmed, fought, traded** and dressed.
- The **Amesbury Archer** discovered and studied by archaeologists provided us with insights into Bronze Age burials.
- Theories for the Bronze Age **collapse** include the weather, **natural disasters** and **rebellion** by the poor against the rich.
- **Iron Age** life was defined using iron to make stronger tools and weapons and fine, decorative objects.
- The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.
- The introduction of ironworking improved farming, trade and weapons and made people **wealthy**. This led people to live in **hillforts** for protection against attacking **tribes**.
- Improved farming in the Iron Age produced enough food for everyone so some people could do

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	<p>different jobs and there was more free time.</p> <ul style="list-style-type: none"><li>• A <b>hoard</b> is a group of precious items that have been buried in the ground to be retrieved later.</li><li>• The <b>Snettisham</b> hoard consists of expensive items produced by skilled workers in the Iron Age. <b>Hallaton Treasure</b> was one of the most important Iron Age discoveries and is at Harborough Museum.</li><li>• Iron Age hillforts were protected settlements containing <b>roundhouses</b> built on hilltops. There are around 3300 that have been found in Britain and our closest one is <b>Burrough Hill</b>.</li><li>• Celts were fierce warriors and wore <b>woad</b> and often fought naked. Evidence about them comes from <b>Romans</b> so is unreliable.</li></ul>	
<b>Year 4</b>	<p><b>Vikings and Saxons</b></p> <p><u>Key question:</u></p> <p><b>What happened after the Romans left?</b></p> <p><u>End goal:</u> <b>Presentation- How did the way Britain was governed change throughout the Viking and Saxon era?</b></p>	<p><b>Ancient Egypt</b></p> <p><u>Key question:</u></p> <p><b>How did archaeological findings contribute to our understanding of Ancient Egypt?</b></p> <p><u>End goal:</u></p> <p><b>Presentation/Be the teacher- What have we learned about the Ancient Egyptians through archaeological finds?</b></p>

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	<p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"><li>• The <b>Romans</b> left Britain in 410 AD.</li><li>• After the Roman's left, many Britons returned to the life of the <b>Iron Age</b>.</li><li>• The <b>Picts</b> and <b>Scots</b> tried to invade England after <b>AD 410</b>, because the <b>Britons</b> were undefended.</li><li>• In the fifth century AD, the Britons hired <b>Saxon, Angle and Jute warriors</b> to help them fight the Picts and Scots</li><li>• By AD 800, there were five main <b>kingdoms: East Anglia, Kent, Mercia, Northumbria and Wessex</b>.</li><li>• <b>Anglo-Saxon society</b> had a <b>hierarchy</b>, with a king at the top. <b>Landowners</b>, called <b>thegns</b>, were below the <b>king</b> and <b>peasant</b> farmers worked on the thegn's land. <b>Slaves</b> were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or <b>craftspeople</b>.</li><li>• They lived in homes made from wood or <b>wattle and daub</b>, with a single room and central fireplace. <b>Settlements</b> were surrounded by</li></ul>	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion, and nutrition.</li><li>• Archaeological finds are important because they can tell us about the materials used at the time, the skill of the craftworkers and the owners of the objects. They also provide evidence of everyday life in the past, including leisure activities, work, fashion, religious belief, writing, trade, and conflict.</li><li>• The ancient Egyptian <b>civilisation</b> began on the <b>banks of the Nile, in the Fertile Crescent</b>.</li><li>• It became one kingdom <b>c3150 BC</b>. The civilisation lasted for around 2970 years.</li><li>• The ancient Egyptians built cities on the <b>fertile banks</b> of the Nile, with easy access to water for crops and drinking.</li><li>• The ancient Egyptian <b>hierarchy</b> had the <b>pharaoh</b> at the top followed by the <b>vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves</b>.</li><li>• A <b>pharaoh</b> was a ruler of ancient Egypt. The pharaoh oversaw everything.</li><li>• The 20th <b>century</b> discovery of <b>Tutankhamun's tomb</b> by British <b>archaeologist</b> Howard Carter enabled historians to learn more about ancient Egyptian pharaohs.</li><li>• <b>Mummification</b> was an important process of <b>embalming to preserve</b> rich people for the afterlife.</li><li>• The process of mummification.</li></ul>
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	<p>high fences to protect animals and villages from <b>thieves</b> and attack.</p> <ul style="list-style-type: none"><li>• Alfred the Great's grandson, <b>Athelstan</b>, was a successful Anglo-Saxon warrior. During his <b>reign</b> from AD 924–939, he defeated Welsh, Scottish, <b>Celtic and Viking</b> kings to become the first King of all England. England has been united since the reign of Athelstan.</li><li>• In AD 793, the Vikings arrived on <b>Lindisfarne</b>.</li><li>• A huge army of 3000 Vikings arrived on the south coast to invade England in AD 865. They <b>conquered</b> every kingdom other than Wessex and took control of <b>Jorvik (York)</b>.</li><li>• Alfred the Great was the King of Wessex from AD 871–899. He defeated the Viking leader, <b>Guthrum, at the Battle of Edington</b> in AD 876.</li><li>• When the King of England, Edward the <b>Confessor</b>, died in 1066, he left no successor to the throne. His adviser, <b>Harold Godwinson</b>, was crowned king, but the <b>King of Norway, Harald Hardrada</b>, and</li></ul>	
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	<p>William, <b>Duke of Normandy</b>, also <b>claimed the throne</b>.</p> <ul style="list-style-type: none"><li>• Harold Godwinson defeated Harald Hardrada at the Battle of Stamford Bridge in the north of England and then marched south to fight William, Duke of Normandy at the <b>Battle of Hastings</b>. William, Duke of Normandy won the battle and Harold Godwinson was killed. He was crowned king on Christmas Day in 1066 and became known as William the Conqueror. This was the end of Anglo-Saxon or Viking rule in England.</li></ul>	
<b>Year 5</b>	<p><b>A theme or aspect of British History beyond 1066</b> <b>Henry VIII</b> <b><i>Off with her Head</i></b> <u>Key question:</u> <b>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</b></p> <p><u>End goal:</u> <b>Articulate and organise important information and detailed historical accounts</b></p>	<p><b>Ancient Greece</b> <u>Key question:</u> <b>What impact did the Ancient Greeks have on civilisation today?</b></p> <p><u>End goal:</u> <b>Essay question- What impact did the Ancient Greeks have on civilisation today?</b></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>• There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 <b>BC</b>. <b>Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period.</b></li><li>• <b>The Minoans</b> were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen, and built stone palaces.</li></ul>

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	<p><u>Learning objectives:</u></p> <ul style="list-style-type: none"><li>Research Henry VIII’s marriages and generate <b>research questions</b>, such as ‘Why did he marry six times?’ and ‘Which was his longest marriage?’</li><li>Create a timeline of Henry VIII’s <b>marriages</b></li><li>Through historical sources identify where Henry VIII lived during his lifetime and locate these places on a UK map.</li><li>Understand and discuss why <b>Anne Boleyn</b> was <b>accused</b> of such terrible crimes.</li><li>Articulate and organise important information and detailed <b>historical accounts</b> using topic related vocabulary linked to <b>punishments</b>.</li><li>Using <b>historical sources</b> and role play understand the impact of <b>treason</b> in the <b>Tudor period</b>.</li><li>Analyse and compare the <b>Tower of London</b> using <b>aerial photographs</b>, <b>atlases</b> and <b>maps</b>.</li></ul>	<ul style="list-style-type: none"><li>The <b>Mycenaean civilisation</b> began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.</li><li>During the <b>Archaic period</b> of ancient Greece, language, society, government, trade, art, and architecture all started to flourish again creating jobs and wealth.</li><li>The <b>Greek Classical</b> period began around 500 BC and ended in 323 BC.</li><li>Powerful new dynasties emerged during this <b>Hellenistic period</b>, but infighting between the different <b>dynasties</b> had a damaging effect.</li><li>The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</li><li>Aspects of ancient Greek arts and culture, such as the rules of architecture, <b>sculpting techniques</b>, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today.</li><li>Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest <b>empires</b> in the ancient world.</li><li>When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.</li><li><b>Athenians</b> created the world's first democratic political system where all male citizens over twenty were expected to participate in political discussion and vote.</li><li>Ancient Athenian hierarchy had male citizens at the top followed by <b>metics</b> and slaves.</li><li>After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.</li></ul>	
Year 6	<p><b>World War 1</b></p> <p><u>Key question:</u> <b>What were the causes and consequences of the World Wars?</b></p>	<p><b>World War 2</b></p> <ul style="list-style-type: none"><li>To understand the causes of the Second World War</li></ul>	<p><b>MAAFA (The Great Disaster)</b></p> <p><u>Key question:</u> <b>How and when was slavery abolished in Britain?</b></p>

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	<p><u>End goal:</u> <b>Essay question- What were the causes and consequences of the World Wars?</b></p> <p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"> <li>Key causes of the First World War include <b>alliances, imperialism, militarism, and nationalism.</b></li> <li>The First World War started in 1914 after <b>Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.</b></li> <li>The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million <b>fatalities.</b></li> <li>When Germany invaded France, the <b>Allied Powers</b> pushed them back to north-west France. This became known as the <b>Western Front.</b></li> <li>Life in the Trenches , conditions in the trenches .</li> </ul>	<ul style="list-style-type: none"> <li>To know the geographical location of the warring nations</li> <li>To discuss how the experiences of the First World War affected Britain's preparation for the Second World War?</li> <li>To discuss the key events at the beginning of the Second World War.</li> <li>To discuss why the Battle of Britain was such a pivotal battle in WWII</li> </ul> <p><u>Who was a significant individual during this time?</u></p> <ul style="list-style-type: none"> <li>To learn about the key events in <b>Anne Frank's</b> life.</li> <li>To describe the impact of World Leaders during WWII</li> </ul> <p>To explain how the war ended.</p>	<p><u>End goal: Presentation- <b>How and when was slavery abolished in Britain? (include background as to how it started and it's impact)</b></u></p> <p><u>Learning objectives:</u> Know that:</p> <ul style="list-style-type: none"> <li>Abstract historical terms include <b>colonisation, empire, enslavement, rebellion, and resistance.</b></li> <li>A variety of kingdoms developed in Africa over the last 6000 years.</li> <li>Many of these kingdoms, including the <b>Kingdom of Benin, Kingdom of Aksum and the Mali Empire</b>, were powerful, highly evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and <b>military prowess.</b></li> <li>Elizabeth I gave <b>John Hawkins permission to become the first British slave trader.</b></li> <li><b>British privateers</b> seized lands in the West Indies from Spain and built plantations that used enslaved workers.</li> <li>Britain transported over three million enslaved people across the <b>Atlantic</b>, more than any other country.</li> <li>The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss</li> </ul>
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<ul style="list-style-type: none"><li>• New weaponry technology developed at a rapid rate during the First World War.</li><li>• The First World War ended when Germany signed a <b>peace agreement</b> at 11am on the 11th of November 1918. The day was called <b>Armistice Day</b>.</li><li>• To understand the causes of the Second World War</li><li>• To know the geographical location of the warring nations</li><li>• To discuss how the experiences of the First World War affected Britain's preparation for the Second World War?</li><li>• To discuss the key events at the beginning of the Second World War.</li><li>• To discuss why the Battle of Britain was such a pivotal battle in WWII</li></ul> <p><u>Who was a significant individual during this time?</u></p> <ul style="list-style-type: none"><li>• To learn about the key events in <b>Anne Frank's</b> life.</li><li>• To describe the impact of World Leaders during WWII</li></ul>		<p>of <b>indigenous culture</b> and the creation of <b>racist ideologies</b>.</p> <ul style="list-style-type: none"><li>• The triangular slave trade consisted of three journeys: ships from Europe sailed to Africa and exchanged European goods for enslaved people, the enslaved people were transported to the Caribbean and the Americas where they worked on plantations, then the ships took the goods from the plantations back to Europe where they were sold at a <b>profit</b>.</li><li>• Many enslaved people died in the coastal forts and on the slave ships.</li><li>• Enslaved people were subjected to racism and punished by their owners.</li><li>• The <b>Abolition of the Slave Trade Act of 1807 outlawed</b> the slave trade in Britain. Other countries followed suit soon afterwards.</li><li>• The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</li><li>• After slavery was abolished, formerly enslaved people were made to work as <b>apprentices</b> and the enslavers were compensated for the loss of their property.</li></ul>
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## Long Term Plan

Curriculum Area: **History**

Subject Lead: **Neil Balliston / Danni Vadher**

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|--|---|--|--|
|  | <ul style="list-style-type: none"><li>• To explain how the war ended.</li></ul> |  |  |
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### **Our aspirational goal:**

We aspire for children to know more and remember more in History

Children should be inspired to find out more about how the world, our country, culture and local community have developed over time.

Children should dig deeper into topics to become historians who analyse and question evidence.