



Belton Primary School
History Long Term Plan
Two-year rolling programme

	Autumn	Spring	Summer
1/2 A	Why is the history of my locality significant? <i>The four enquiries in this 'locality' investigation are based around our local area. The overriding aim of all four enquiries is to understand the connections between local and national and international history.</i>	How do our favourite toys and games compare with those of children in the 1960s? <i>This enquiry concentrates on enabling the pupils to gain a sense of the key events and people of the 1960s both in the United Kingdom and globally.</i>	Why was Charles sent to prison? <i>This enquiry enables pupils to interpret a range of historical evidence relating to life and times in Britain during the period of the First World War, both at home and overseas</i>
1/2 B	How do we know so much about where Sappho used to live? <i>This enquiry enables pupils to explore key historical concepts. It helps pupils to understand how studying the past can help with understanding the present.</i>	Who is the greatest history maker? <i>This enquiry provides an opportunity for young historians to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers'.</i>	What does it take to be a great explorer? <i>This enquiry enables pupils to learn about the exploits of a range of famous explorers and to develop their knowledge of people's lives at various points in the past.</i>
3/4 A	How did the lives of ancient Britons change during the Stone Age? <i>The primary aim of the module covers the period of time though Stone Age</i>	What is the secret of the standing stones? <i>-This investigation allows pupils to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society.</i>	How do artefacts help us understand the lives of people in Iron Age Britain? <i>Through this enquiry pupils first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting, and ceremonial place.</i>
3/4 B	How did the arrival of the Romans change Britain? <i>Pupils are encouraged to investigate in-depth questions about some of the important changes that occurred during Roman occupation as well as studying aspects of Roman life they already have some awareness of.</i>	Who were the Anglo-Saxons and how do we know what was important to them? <i>The Anglo-Saxon period spans the time between the end of the Roman occupation in Britain and the Battle of Hastings in 1066 - over 600 years.</i>	What did the Vikings want and how did Alfred help to stop them getting it? <i>This investigation assists pupils to distinguish historical facts from myths, folklore and legend in relation to the people commonly referred to today as 'the Vikings', but who never shared or would have recognised that collective identity.</i>
5/6 A	Why did the ancient Maya change the way they lived? <i>An investigation into different aspects of the Maya civilisation of Central America, which reached its zenith around AD 900.</i>	Why was winning the Battle of Britain in 1940 so important? <i>This investigation enables pupils to examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940</i>	Why were Richard III's bones buried in a car park? <i>An investigation into the events that led to the Battle of Bosworth and changes in the monarchy; looking at the events that led to the discovering of Richard III's skeleton.</i>
5/6 B	How did a pile of dragon bones help to solve an Ancient Chinese mystery? <i>An important objective of this enquiry is to enable pupils to understand that the vast majority of objects and inscriptions that the Shang left behind provide an insight only into the ways of life of a tiny minority of people: the wealthy and most privileged.</i>	The story of The Trojan Horse: historical fact, legend, or classical myth? <i>This investigation invites the learner to explore the causes and consequences of this 10-year war and to evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse,</i>	Why did Britain once rule the largest empire the world has ever seen? <i>This investigation supports pupils to understand arguably the most influential and far-reaching dimension of British history post-1066,</i>

