Lancasterian Primary School



A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.

Definitions for the themes at the bottom. These themes could also double up as **vocabulary** to embed them.

We want all the children to leave this school confidently explaining what these themes mean.

KS1/2 Curriculum Map
HISTORY

	Y1	Y2	Y3	Y4	Y5	Y6
Themes	**Past, present, future**	**Past, present, future**			**Trade** **Civilisation**	**Conflict/Wars** **Empire**
Wk1&2	**My family history** Timeline & WOW lesson. ➢ Family tree, back to grandparents, include references to diversity in families ➢ Significant family memories ➢ Chronology of significant events in own life (e.g. starting school) – creating a timeline	**Tottenham Hotspur** Timeline all three eras. WOW lesson. ➢ 1882 to present – chronology with then and now comparisons ➢ Significant players from around the world (BAME achievement including Walter Tull) ➢ The evolution of the stadium ➢ Trip idea – Walter Tull at Bruce Castle Park	➢ **Autumn 1 = Ancient Egypt** **Lesson 1** ➢ Understand Howard Carter's importance in the history of ancient Egypt. **Lesson 2** ➢ To know how the ancient Egyptians lived. **Lesson 3** ➢ How did ancient Egypt change over time? **Lesson 4** ➢ Understand ancient Egyptian beliefs. **Lesson 5** ➢ To know what ancient Egyptians believed about death. **Lesson 6** ➢ How did ancient Egyptians write?	➢ **Autumn 1 = The Roman Republic** **Lesson 1:** ➢ Understand the origins of the city of Rome. **Lesson 2:** ➢ How and why the Roman Republic was formed. **Lesson 3:** ➢ To know about the Punic Wars **Lesson 4:** ➢ Hannibal's battles with Rome. **Lesson 5:** ➢ To understand how Scipio defeated Hannibal. **Lesson 6:** ➢ Roman society Suggested Extended/Greater depth task: Patricians were automatically more important	➢ **African Civilisations 1180 – 1897** Timeline & WOW lesson. ➢ Trade routes and the Saharan Trade. Role play trading game. ➢ Mali 1226 – 1670, the spread of Islam, trading salt for gold and Mansa Musa's Pilgrimage ➢ Benin 1180 – 1897, Power structure of Benin royalty. Benin City & the Benin Bronzes. ➢ Kingdom of Mutapa 1430 – 1760, economic dominance of South Africa and trade with Muslim East Coast, Portuguese and India.	➢ **British Colonalisation of India 1615 - 1947** Timeline & WOW lesson. ➢ British Control of India 1757 European battles for control. Collapse of the Mughal Empire, East India Company defeated the French. Used negotiations, alliances and force to conquer all of India. ➢ East India Company to the Raj. Indian mutiny 1857. Breakup of the East India Company and the passing over of control to the Crown. ➢ British Atrocities, forced famines, Jallianwala Bagh Massacre 1919, Bengal famine 1943.

	Suggested Extended Abstract/Greater Depth Task: Put at least five events in chronological order - including events before they were born and in the future - and explain reasons for their order	Suggested Extended Abstract/Greater Depth Task: Explain the differences in comparisons – why did the stadium change (technology, capacity, wear over time etc)?	Suggested Extended/Greater depth task: What do you think would have been the most challenging thing about building a pyramid? Explain:	in society . Do we have the same thing in our society ?	Suggested Extended Abstract/Greater Depth Task: Compare and contrast an African Civilisation with a previously learnt Civilisation from a different continent.	➢ Legacy on Empire on India today, destruction of textile industry, loss of wealth, religious instability and partition, education and infrastructure. Suggested Extended Abstract/Greater Depth Task: Create an alternative history if the collapse of the Mughal Empire didn't happen.
Themes	**Past, present, future**	**Trade Migration**			**Civilisation Trade Arts & Culture**	**Conflict/War Empire Trade**
Wk3&4	**The history of Lancasterian Primary School** ➢ Brief chronology – from infants and juniors to primary, etc. ➢ Compare life at LPS now to schools in the early 1900s ➢ The surrounding area ➢ Visit from an ex-pupil (Contact Clifton at The Rockstone Cycle Hub, Lordship Rec, telephone: 020 8808 0203) Suggested Extended Abstract/Greater Depth Task: Explain differences between past and	**Londinium to London: The River Thames** ➢ Development of Londinium linking to Romans and reasoning behind the location of Londinium ➢ Importance and use of River Thames from the establishment of Londinium to present day ➢ Timeline of key developments ➢ Historical landmarks along the river Suggested Extended Abstract/Greater Depth Task: Discuss the reliability of three	**Autumn 2 = Cradles of Civilisations** **Lesson 1** ➢ To know where the first example of writing was found. What is meant by the Fertile Crescent? **Lesson 2** ➢ Ancient Sumerians trade, writing and building important structures. **Lesson 3** ➢ What is an Epic? To know the Epic of Gilgamesh. **Lesson 4** ➢ Civilizations were developing at the same time. What are the common features of a civilization? **Lesson 5**	**Autumn 2 = The Roman Empire** **Lesson 1** ➢ To demonstrate knowledge of the Roman army. **Lesson 2:** ➢ The story of Julius Caesar. **Lesson 3** ➢ The story of Augustus, the first emperor. **Lesson 4** ➢ To know about the emperors Claudius and Nero. **Lesson 5** ➢ The eruption of Vesuvius. **Lesson 6** ➢ The Jewish- Roman war Suggested Extended Abstract/Greater Depth Task: Augustus behaved like a king but called himself an emperor . Why didn't he call himself 'King'?	**Mughal Empire – India 1526-1761** Timeline & WOW lesson. ➢ Mughal culture and society. Architecture, art and power structure. ➢ Trading and economy Silk road trade route, ocean trade with European nations and Shang Dynasty. ➢ Multi-faith peace and conflict. Compare the two Mughal rulers who achieved religious harmony and conflict. Abu Akhbar & Aurangzeb. ➢ Early trade with Europeans. Power of the West Coast ports and their break away from Persian & Ottoman trade.	**European Colonialism Africa 1880 - 1960** Timeline & WOW lesson. ➢ Why Europeans colonised Africa? Raw goods, ready made connections with ports across the coasts, last continent without strong European involvement. ➢ Explorers, scientists and Missionaries. 1871 Livingstone & Mortan Stanley and how their findings resulted in European curiosity. ➢ Berlin Conference 1855, The Scramble for Africa. ➢ Atrocities in Africa, Maxim machine gun, Belgian Congo, Boer concentration camps and Mau Mau Uprising

	present school experiences, using their lifetime and that of other children from a specified time in history	different sources which can be used to find out about the past (for example books and the internet),	➢ To know that all civilizations had art and be able to recognise some of them. **Lesson 6** ➢ To recognise similarities between ancient civilisations Suggested Extended/ Greater Depth Task: Why else would the river Tigris and Euphrates have been important for the ancient Sumerians?		Suggested Extended Abstract/Greater Depth Task: What is the difference between primary and secondary sources. What are the strengths and weaknesses of both?	Suggested Extended Abstract/Greater Depth Task: Predict what Africa would look like if it wasn't for European colonisation.
Themes	**Past, present, future**	**Trade Migration**			**Conflict/War Trade Empire Legacy**	**Conflict/War Empire Legacy**
Wk5&6	**100 Years of Children's Entertainment** How have the following changed over the last 100 years: ➢ Toys (Barbies & Ken dolls and the inclusivity of Barbies in the modern era) Christie 1968 first black Barbie. ➢ Games ➢ Leisure activities ➢ Technology including the television	➢ **The Plague** Timeline & WOW lesson. ➢ Causes and symptoms ➢ Plague doctors Suggested Extended Abstract/Greater Depth Task: Explain why someone in the past acted in the way they did. Suggested Extended Abstract/Greater Depth Task: Explain why someone in the past acted in the way they did ➢ The Great Fire of London ➢ Chronology of events ➢ Samuel Pepys	**Spring 1 - The Indus Valley** **Lesson 1** ➢ Indus valley civilization. **Lesson 2** ➢ To investigate Indus valley artefacts **Lesson 3** ➢ How did the Indus Valley people use technology for water? **Lesson 4** ➢ Art and craft work in the Indus Valley and what we can learn from this work. **Lesson 5** ➢ How the Indus Valley civilisation travelled and traded. **Lesson 6**	**Spring 1 = Roman Britian** **Lesson 1** ➢ The Roman invasions of Britannia. **Lesson 2** ➢ Caratacus's battles with the Romans. **Lesson 3** ➢ To know why Boudicca revolted. **Lesson 4** ➢ Understand why Aquae Sulis was an important Roman town. **sson 5** ➢ What was the reason for Hadrian's Wall? **Lesson 6** ➢ African RomanS.	➢ **South and Central American Colonialism 1521-1820** Timeline & WOW lesson. ➢ Maya & Aztec civilisations. Cities and entertainment. ➢ Iberian Exploration - Why did the Spanish and Portuguese want to explore? What did they want to find? ➢ Conquistadors, the first conflicts with Spain. ➢ Life under Iberian rule and the significance on Central and Southern America today. Christianisation, movement of people and slavery, class system based on race.	➢ **World War One 1914 - 1918** Timeline & WOW lesson. ➢ Why did it begin? Arms race, Colonialist desires, alliances and Arch Duke Franz Ferdinand. ➢ Women in WW1, front line workers and the home front. ➢ Colonial warfare, look at how colonialisation made WW1 a World War, troops from other countries fighting for colonialists. Racial categorisation.

	Predictions: what will these look like in the future? Suggested Extended Abstract/Greater Depth Task: Generate and answer questions using a range of different artefacts/provided, including whether toys are representative of diversity in the UK	➢ Cause and consequence ➢ Lessons learnt ➢ Evidence in London today Suggested Extended Abstract/Greater Depth Task: Explain why eye-witness accounts may vary	➢ How was the Indus Valley governed?	Suggested Extended Abstract/Greater Depth Task: Caesar conquered Gaul but not Britannia . Was he a successful leader?	Significance – multicultural countries and language. Suggested Extended Abstract/Greater Depth Task: Debate the significance of the Spanish and Portuguese invasions on South and Central America today.	➢ Significance of WW1, Treaty of Versailles, German shame, hyperinflation, the rise of extreme political parties. Suggested Extended Abstract/Greater Depth Task: Suggest reasons why colonial troops and women's role in World War One is not celebrated as often as others?
Themes	**Monarchy** **Conflict/War**	**Migration** **Legacy**			**Conflict/War** **Trade** **Empire** **Legacy**	**Conflict/War** **Empire** **Legacy**
Wk7&8	**Herstory – Celebration of individual women throughout history.** WOW lesson. ➢ Study three famous women from History, consider their background, achievements, and impact on the world today. Elizabeth II, Nanny Maroon, Mary Seacole Suggested Extended Abstract/Greater Depth Task: Do you think	➢ **Migration: The History of British Migration** Timeline & WOW lesson. ➢ What is migration and the reasons behind it ➢ Windrush Generation, Significant People: Alford Gardner, Harold Philips, Andrea Levy, Floella Benjamin or David Lammy PDF Windrush Heroes in folder.	**Spring 2 = Persia and Greece** **Lesson 1** ➢ King Darius- king of kings. **Lesson 2** ➢ The origins of the Persian Empire. **Lesson 3** ➢ To know about Greek city- states. **Lesson 4** ➢ Greek gods and goddesses. **Lesson 5** ➢ Greek language and the Iliad. **Lesson 6** ➢ The Greek and Persian wars.	**Spring 2 = Christianity in 3 empires.** **Lesson 1** ➢ The Roman persecution of Christians. **Lesson 2** ➢ How was Constantinople founded? **Lesson 3** ➢ Why Rome fell and Constantinople flourished. **Lesson 4** ➢ Adulis in the empire of Aksum. **Lesson 5** ➢ To learn how Ethiopia has preserved Aksum traditions. **Lesson 6**	**North American & Caribbean Colonisalisation 1583 - 1866** Timeline & WOW lesson. ➢ Native American Culture & Society different tribes, ways to live, core beliefs, spirituality and culture. ➢ British involvement in the Caribbean & United States – Pilgrims and first contact with Native Americans. The 13 colonies. ➢ Transatlantic Slave Trade 1525 – 1866, triangular trade, treatment and conditions of people, plantations in North America.	**World War Two 1939 – 1945** Timeline & WOW lesson. ➢ Rise of fascism. How did Hitler gain power? ➢ Atrocities of Fascism and Nationalism, antisemitism and the Holocaust. ➢ Kindertransport and Evacuees. Compare the two experiences of Jewish children heading to the UK and children of big cities heading to the countryside. Make links with refugees today. ➢ Post World War Two society. Windrush, loss of

	_____was a good person? Why?	➢ South Asian Migration, 'Twice Migrants.' Indian, Pakistani, Bengali and Sri Lankan migration to Britain before and after World War Two. Twice Migrants – African Asians who fled Uganda and left Kenya. ➢ British Migration before World War Two, Famous British Individuals: Oloudah Equiano, John Blanke, Sake Dean Mahomed ➢ Compare and contrast – being part of the BAME community then and now. Suggested Extended Abstract/Greater Depth Task: Suggest reasons why Britain's multicultural past is often under-reported		➢ How Aksum became a Christian state. Suggested Extended Abstract/Greater Depth Task: Imagine you've just visited a rock- hewn church. What would you say to your family and friends about it?	➢ Slave Revolution, Rebellions, Significance in the modern day.(Haitian and Jamaican revolution, abolition - Olaudah Equiano & Wilbeforce – significance of independence movements and African dispora in North America) Suggested Extended Abstract/Greater Depth Task: Debate the significance of early British colonisations on North America, the Caribbean and Britain today.	Empire, economic problems and the NHS. Suggested Extended Abstract/Greater Depth Task: Predict what Britain would look like if the Allies lost World War Two.
		➢	**Summer 1 = Ancient Greece** **Lesson 1** ➢ Athens introduced a democracy where citizens could vote. **Lesson 2** ➢ To know what happened during Athens's Golden Age. What led to the Peloponnesian War? **Lesson 3**	**Summer 1 = Arabia and early Islam.** **Lesson 1** ➢ The city of Makkah **Lesson 2** ➢ To learn about the early life of Muhammad and the Bedouin lifestyle **Lesson 3** ➢ To understand the different aspects of	➢	

			➢ The city-states built famous monuments (Parthenon in Athens). **Lesson 4** ➢ Literature was an important feature of Greek life. (Theatres) **Lesson 5** ➢ What happens in the epic, the Odyssey? **Lesson 6** ➢ To know that Greek philosophers (Plato, Socrates, Aristotle) loved wisdom and why. Suggested Extended Abstract/Greater Depth Task Can you think of a question to challenge one of the philosophers? (not a prediction, a question)	Arabian life before the birth of Muhammad. **Lesson 4** ➢ The significance of Muhammad's new message. **Lesson 5** ➢ Why people escaped to Yathrib. **Lesson 6** ➢ The significance of Muhammad's return to Makkah. Suggested Extended Abstract/Greater Depth Task What lessons do you think the young Muhammad learnt from his early Bedouin lifestyle? Explain.		
		➢	**Summer 2 = Alexander the Great** **Lesson 1** ➢ To understand the relationship between the Persian Empire and the Greek city-states (Macedon and Thebes). **Lesson 2** ➢ To know why Philip visited Delphi. **Lesson 3** ➢ How did Alexander showed determination? **Lesson 4** ➢ How did Alexander the great defeat the Persians? **Lesson 5** ➢ To analyze Alexander's relationship with Persia. **Lesson 6**	**Summer 2 = Cordoba: City of light** **Lesson 1** ➢ How the Muslim armies were so successful. **Lesson 2** ➢ How Islam spread so quickly. **Lesson 3** ➢ To know about Abd al-Rahman **Lesson 4** ➢ How knowledge grew in Cordoba. **Lesson 5** ➢ How al-Hakan II and al-Mansur added to Cordoba. **Lesson 6** ➢ Explain how the mosque of Cordoba changed. Suggested Extended Abstract/Greater Depth Task	➢	

			➢ How did Alexandria became the city of knowledge? Suggested Extended Abstract/Greater Depth Task Alexander was only 20 when he became king. Do you think he was too young? Explain.	Why might Al-Hakan II have viewed Cordoba as splendid? Can you describe something splendid you've seen or learned about?		

Civilization: A complex society with cities, government, art, and a shared way of life.
Technology: Tools, machines, and methods used to solve problems and make life easier, often advancing over time.
Monarchy: A form of government where a king or queen rules, often passing leadership through a family line.
Migration: The movement of people from one place to another to live or work, often for better opportunities or safety.
Trade: The exchange of goods and services between people or countries.
Conflict/Wars: Disagreements or fights between groups or countries, often involving armies and lasting for a period of time.
Empire: A large group of territories or nations controlled by one ruler or government, often through conquest.
Beliefs/Religion: Systems of faith, worship, and values that guide people's understanding of the world and their place in it.
Arts & Culture: Creative expressions such as music, art, literature, and traditions that reflect and shape societies.
Legacy: The lasting impact or influence of people, events, or cultures from the past on the present and future.