

Lancasterian Primary School

A safe and welcoming learning community where:

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



KS1/2 Curriculum Map

HISTORY

	Y1	Y2	Y3	Y4	Y5	Y6
Wk1&2	<ul style="list-style-type: none"> • My family history <ul style="list-style-type: none"> ➢ Family tree, back to grand-parents, include references to diversity in families ➢ Significant family memories ➢ Chronology of significant events in own life (e.g. starting school) – creating a timeline <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Put at least five events in chronological order - including events before they were born and in the future - and explain reasons for their order</p>	<ul style="list-style-type: none"> • Tottenham Hotspur <ul style="list-style-type: none"> ➢ 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 <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain the differences in comparisons – why did the stadium change (technology, capacity, wear over time etc)?</p>	<ul style="list-style-type: none"> • The Stone Age <ul style="list-style-type: none"> ➢ Why was it called The Stone Age? ➢ Timeline ➢ How did they live? ➢ Trip idea – Stone Age: Hand-Axes and Hammer Stones at Bruce Castle Park <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Begin to use language to debate uncertainty (e.g. We cannot tell for sure but...)</p> <ul style="list-style-type: none"> • The Neolithic revolution: <ul style="list-style-type: none"> ➢ Leaving the hunter-gatherer lifestyle behind ➢ The first big settlements and cities in the Middle East: Mesopotamia – the land between two rivers 	<ul style="list-style-type: none"> • Alexander the Great <ul style="list-style-type: none"> ➢ Where did he come from? ➢ Father – Philip of Macedon and the Macedonian Empire ➢ Childhood ➢ Education ➢ Conquest of Persia ➢ Links to Egypt e.g. Alexandria ➢ Death <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Was Alexander a good ruler? Use evidence from a range of sources to justify.</p> <ul style="list-style-type: none"> • Intro to Ancient Rome <ul style="list-style-type: none"> ➢ Romulus and Remus ➢ Development of the Roman Republic ➢ Roman politics and government during the Republic 	<ul style="list-style-type: none"> • Islamic civilisations <ul style="list-style-type: none"> ➢ Ancient Arabia ➢ The rise of Islam ➢ The Arab conquests ➢ In depth: the glories of Islamic achievement in art, architecture, learning and science in Cordoba. ➢ The collaboration between Muslims, Christians and Jews in Cordoba ➢ In depth: Baghdad – the round city – how we know about it through art, artefacts and written sources ➢ Comparing cities in the early medieval world: Baghdad v Cordoba <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Evaluate the value of a source taking into consideration possible bias</p>	<ul style="list-style-type: none"> • Ancient civilisations in Central America: the Maya. <ul style="list-style-type: none"> ➢ How land and climate shaped the Mayan culture, as well as how Mayan culture shaped the land ➢ How do these ancient human disturbances still affect the forests today (e.g. altering patterns of growth and the mix of tree species?) <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Pose and answer their own historical questions</p>

			<ul style="list-style-type: none"> ➤ How do we know about the Neolithic Rev in Britain? Skara Brae <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Begin to use more than one source of information to bring together a conclusion about an historical event</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> Use hypothetical language to explore alternative outcomes</p>		
IT Resources			Purplemash – Stone Age	Purplemash - Romans	Purplemash - Early Islamic Civilisations	Purplemash – The Maya LGFL - Maya
Wk3&4	<ul style="list-style-type: none"> • 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) <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain differences between past and present school experiences, using their lifetime and that of other children from a specified time in history</p>	<ul style="list-style-type: none"> • 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 <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Discuss the reliability of three different sources which can be used to find out about the past (for example books and the internet),</p>	<ul style="list-style-type: none"> • The Bronze Age to the Iron Age ➤ Bronze Age religion, technology and travel, for example, Stonehenge ➤ Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Consider why people would have held different beliefs in the past, compared to now.</p>	<ul style="list-style-type: none"> • Ancient Rome (Roman Empire is linking HEP booklet) ➤ How the Romans lived – society and culture – link to New Testament stories in religion ➤ Roman religion, myths & legends and how they built on Greek religion, myths & legends ➤ Roman roads, houses, art, language ➤ Julius Caesar ➤ Persecutions of Christians in Rome ➤ Pompeii – in depth study <p><u>Suggested Extended Abstract/Greater Depth Task:</u> From one source, imagine a range of differing conclusions you could draw. What does this show?</p>	<ul style="list-style-type: none"> • Anglo Saxons ➤ Anglo-Saxon migrants ➤ Anglo-Saxon kingdoms ➤ Christianity arrives in the British Isles including Augustine etc, up to Synod of Whitby in 664 ➤ How archaeologists learn about Anglo-Saxons – art, everyday life, villages, incl. Sutton Hoo <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Describe how significant events in history have helped shape the country we have today</p>	<ul style="list-style-type: none"> • Tudor London ➤ Tudor monarchy and how their power compares to the monarchy today ➤ Tudor society: Rich and poor, powerful and powerless, women and men, religion and culture (Include John Blanke) ➤ The War of the Roses ➤ Daily life in Tudor London ➤ Evidence of Tudors in London today ➤ Trip idea – Tudor Tottenham at Bruce Castel Park <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Describe how and why biased sources may in fact be useful in revealing attitudes and opinions at the time</p>
IT Resources		LGFL - The Big Day Out LGFL – River Thames	Purplemash- Bronze Age	Purplemash – Romans Busythings	Purplemash – Anglo- Saxons	Purplemash – Tudors Busythings LGFL – The Tudors in London
Wk5&6	<ul style="list-style-type: none"> • 100 Years of Children’s Entertainment 	<ul style="list-style-type: none"> • The Plague ➤ Causes and symptoms ➤ Plague doctors 	<ul style="list-style-type: none"> • Ancient Egypt, including settlements around the Nile (referred to as the 	<ul style="list-style-type: none"> • Roman Britain 	<ul style="list-style-type: none"> • The Vikings 	<ul style="list-style-type: none"> • London in WW2

	<ul style="list-style-type: none"> ➤ How have the following changed over the last 100 years: <ul style="list-style-type: none"> - Toys - Games - Leisure activities - Technology including the television ➤ Predictions: what will these look like in the future? <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Generate and answer questions using a range of different artefacts/provided, including whether toys are representative of diversity in the UK</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain why someone in the past acted in the way they did</p> <ul style="list-style-type: none"> • The Great Fire of London <ul style="list-style-type: none"> ➤ Chronology of events ➤ Samuel Pepys ➤ Cause and consequence ➤ Lessons learnt <ul style="list-style-type: none"> - Evidence in London today <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Explain why eye-witness accounts may vary</p>	<p>black river by the Ancient Egyptians)</p> <ul style="list-style-type: none"> ➤ Location ➤ Religion ➤ Government ➤ Art ➤ Beliefs about death ➤ Farming <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Would Egypt have been successful if had been located somewhere else? Justify.</p>	<ul style="list-style-type: none"> ➤ Ancient Britons before the Romans (Including reference to The Celts) ➤ Roman invasion of Britain ➤ Rebelling against the Romans: Caractacus, Boudicca ➤ Aquae Sulis, Hadrian's Wall. ➤ Collapse of Roman rule in Britain ➤ Trip idea – Roman Remains workshop at Bruce Castle Park <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Give a balanced argument, was it worth the effort to invade Britain?</p>	<ul style="list-style-type: none"> ➤ Overview of Norse culture (including the story of Beowulf) ➤ Viking raids ➤ King Alfred of Wessex ➤ Viking navigation (Include travels to Africa and America) ➤ Scandinavian settlements ➤ Trip idea – Anglo-Saxons and Vikings: Swords and Shields at Bruce Castle Park <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Give a balanced argument on whether or not the Vikings were only violent and ruthless people. Justify with evidence.</p>	<ul style="list-style-type: none"> ➤ London in a global war – who, what, where, when and why? ➤ Diverse London communities involved in war. Families of African, Asian and European descent caught up in WW2. ➤ Contribution from BAME community to rebuild UK after WW2 ➤ The Kindertransport – links with Spring 2 Judaism in London. ➤ Trip idea – WW2 at Bruce Castle Park <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Create own written narratives and analyses of historical events</p>
IT Resources	Purplemash – Old and New Busythings LGFL - iboard	Purplemash – Great Fire of London LGFL - Significant People	Purplemash – Ancient Egypt LGFL – Ancient Egypt LGFL - iDig	Purplemash – Romans Busythings LGFL- The Romans in London	Purplemash – Vikings LGFL – Viking Adventures	Purplemash – World War II Busythings LGFL – The History of London LGFL – The M Room
Wk7&8	<ul style="list-style-type: none"> • Famous Kings and Queens of the UK <ul style="list-style-type: none"> ➤ Overview of what a king/queen is/does ➤ A study of 3 famous kings or queens from the past - King Henry VIII, Queen Victoria, Queen Elizabeth II: <ul style="list-style-type: none"> - When did they reign? - Life in London at that time - Significant events during their reign ➤ Trip idea – Kings and Queens at Bruce Castle Park 	<ul style="list-style-type: none"> • Migration: Significant Brits of Caribbean descent <ul style="list-style-type: none"> ➤ What is migration and the reasons behind it ➤ Windrush generation ➤ Mary Seacole and Floella Benjamin: <ul style="list-style-type: none"> - Timeline - Significant achievements ➤ Compare and contrast – being black then and now <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Suggest reasons why Britain's multicultural past is often under-reported</p>	<ul style="list-style-type: none"> • Ancient Greece <ul style="list-style-type: none"> ➤ Ancient Greek city states, incl. Sparta and Athens. Why/how did they form? ➤ Greco-Persian wars, incl. battle of Marathon ➤ Athenian democracy and empire ➤ Greek religion – gods and goddesses ➤ Art, culture & learning in Ancient Greece ➤ Greek architecture, incl. Parthenon ➤ Greek myths and legends <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Suggest why certain</p>	<ul style="list-style-type: none"> • The Byzantine Empire <ul style="list-style-type: none"> ➤ The Roman Empire lives on in the East ➤ Constantinople ➤ The collapse of the Western Roman Empire <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Devise own historical questions using detailed knowledge of people and events.</p> <ul style="list-style-type: none"> • Roman Londinium <ul style="list-style-type: none"> ➤ The legacy of the Romans on London today 	<ul style="list-style-type: none"> • The Norman Conquest <ul style="list-style-type: none"> ➤ Canute ➤ Anglo-Saxon laws and justice ➤ Edward the Confessor and his death in 1066 <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Understand that some interpretations are more reliable than others</p>	<ul style="list-style-type: none"> • Multi-cultural Britain <ul style="list-style-type: none"> ➤ Migration over time, from Roman invaders to modern refugees – exploring reasons behind migration ➤ Impacts of migration (positives and challenges) including on trade, culture, language, religion, etc. <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Identify and explain propaganda</p>

	Suggested Extended Abstract/Greater Depth Task : Do you think _____ was a good monarch? Why?		events happened as they did/why certain people acted as they did, with a focus on different cultures and values (Athens and Sparta)	Suggested Extended Abstract/Greater Depth Task : How would London be different today if the Romans had never arrived?		
IT Resources	Purplemash – Search for Monarchy Busythings LGFL – The Royal Mews LGFL- Queen Victoria	Purplemash – Mary Seacole LGFL- Significant People	Purplemash- Ancient Greeks/search for the Greeks LGFL - iDig	Purplemash – Romans Busythings	Purplemash- Search for the Normans	

IT Resources

LGFL - [ImageBank](#)

LGFL – [Prehistoric Britain](#)

Textmarker

Username: n178nn

Password: writing