

# 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	Civilisation Technology (tools)	Monarchy Migration	Trade Civilisation	Conflict/Wars Empire
Wk1&2	<p><b>My family history</b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ Family tree, back to grandparents, include references to diversity in families</li> <li>➤ Significant family memories</li> <li>➤ Chronology of significant events in own life (e.g. starting school) – creating a timeline</li> </ul>	<p><b>Tottenham Hotspur</b> Timeline all three eras. WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ 1882 to present – chronology with then and now comparisons</li> <li>➤ Significant players from around the world (BAME achievement including Walter Tull)</li> <li>➤ The evolution of the stadium</li> <li>➤ Trip idea – Walter Tull at Bruce Castle Park</li> </ul>	<p><b>The Stone Age, Iron Age, Bronze Age. 15,000 BC – 54 BC</b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ <u>What was the stone age?</u> Stone age Britain. The nomadic years and setting up permanent homes. Domestication of animals.</li> <li>➤ <u>What was the Bronze age?</u> 2500 – 500BC New inventions, tools and weapons and how they helped advance their people.</li> <li>➤ <u>Mesopotamia and civilisations.</u> 3500BC The Sumerians, agriculture, maths and writing. What makes a civilisation?</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Anglo Saxons 410-1066 AD</b> Timeline &amp; WOW lesson.</li> <li>➤ <u>Anglo-Saxon migration.</u> Why did they migrate and where did they come from?</li> <li>➤ <u>Anglo-Saxon Kingdoms and placenames.</u> Understand the different kingdoms and Anglo-Saxon place names that exist around London (-ham, -ford)</li> <li>➤ <u>Anglo-Saxon Gods &amp; Christianity</u> Different Anglo-Saxon gods and the conversion to Christianity. Adrian of Canterbury (African scholar of Saxon era)</li> <li>➤ <u>Legacy and significance for England.</u> Language, Kingdoms (defining</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>African Civilisations 1180 – 1897</b> Timeline &amp; WOW lesson.</li> <li>➤ <u>Trade routes and the Saharan Trade.</u> Role play trading game.</li> <li>➤ <u>Mali 1226 – 1670,</u> the spread of Islam, trading salt for gold and Mansa Musa’s Pilgrimage</li> <li>➤ <u>Benin 1180 – 1897,</u> Power structure of Benin royalty. Benin City &amp; the Benin Bronzes.</li> <li>➤ <u>Kingdom of Mutapa 1430 – 1760,</u> economic dominance of South Africa and trade with Muslim East Coast, Portuguese and India.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>British Colonialisation of India 1615 - 1947</b> Timeline &amp; WOW lesson.</li> <li>➤ <u>British Control of India 1757</u> 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.</li> <li>➤ East India Company to the Raj. Indian mutiny 1853. Breakup of the East India Company and the passing over of control to the Crown.</li> <li>➤ <u>British Atrocities,</u> forced famines, Jallianwala Bagh Massacre 1919, Bengal famine 1943.</li> </ul>

	<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>	<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>	<p>➤ <u>What was the iron age?</u> 1200 – 600BC Iron age Britain. Tribes, chiefs and kings, society and warriors.</p> <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>	<p>counties) and England as a concept.</p> <p><u>Suggested Extended Abstract/Greater Depth Task</u>: Describe how significant events in history have helped shape the country we have today</p>	<p><u>Suggested Extended Abstract/Greater Depth Task</u>: Compare and contrast an African Civilisation with a previously learnt Civilisation from a different continent.</p>	<p>➤ <u>Legacy on Empire on India today</u>, destruction of textile industry, loss of wealth, religious instability and partition, education and infrastructure.</p> <p><u>Suggested Extended Abstract/Greater Depth Task</u>: Create an alternative history if the collapse of the Mughal Empire didn't happen.</p>
<b>Themes</b>	<b>Past, present, future</b>	<b>Trade Migration</b>	<b>Civilisation Beliefs/Religion Arts &amp; Culture</b>	<b>Conflict/War Trade Migration</b>	<b>Civilisation Trade Arts &amp; Culture</b>	<b>Conflict/War Empire Trade</b>
<b>Wk3&amp;4</b>	<p><b><u>The history of Lancasterian Primary School</u></b></p> <ul style="list-style-type: none"> <li>➤ Brief chronology – from infants and juniors to primary, etc.</li> <li>➤ Compare life at LPS now to schools in the early 1900s</li> <li>➤ The surrounding area</li> <li>➤ Visit from an ex-pupil (Contact Clifton at The Rockstone Cycle Hub, Lordship Rec, telephone: 020 8808 0203)</li> </ul>	<p><b><u>Londinium to London: The River Thames</u></b></p> <ul style="list-style-type: none"> <li>➤ Development of Londinium linking to Romans and reasoning behind the location of Londinium</li> <li>➤ Importance and use of River Thames from the establishment of Londinium to present day</li> <li>➤ Timeline of key developments</li> <li>➤ Historical landmarks along the river</li> </ul>	<p><b><u>Ancient Egypt 6000 – 51 BC</u></b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ <u>Old Kingdom of Egypt</u> – Beginning of a civilisation and the building of the Pyramids</li> <li>➤ <u>Belief System</u> – Pyramids, Mummies and the afterlife.</li> <li>➤ <u>Who were the Egyptians?</u> Ethnicity (Pharaoh Kashta &amp; Kingdom of Kush, Cleopatra and the Macadonian lineage) where they lived, what they ate and the jobs they did.</li> <li>➤ <u>Egyptian Gods and religion.</u></li> </ul>	<p>➤ <b><u>The Vikings 800 to 1150 AD</u></b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ <u>Viking raids</u>, Where did they come from? What did they take? Viking loot and Viking slaves.</li> <li>➤ <u>Viking settlers</u>, where they settled, place names as evidence – by -thorpe.</li> <li>➤ <u>King Alfred &amp; Danelaw</u>. What did Alfred stand for? What did he achieve?</li> <li>➤ <u>Legacy of Britain</u>, language, and unification of England</li> </ul>	<p><b><u>Mughal Empire – India 1526-1761</u></b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ <u>Mughal culture and society</u>. Architecture, art and power structure.</li> <li>➤ <u>Trading and economy</u> Silk road trade route, ocean trade with European nations and Shang Dynasty.</li> <li>➤ <u>Multi-faith peace and conflict</u>. Compare the two Mughal rulers who achieved religious harmony and conflict. Abu Akhbar &amp; Aurangzeb.</li> <li>➤ <u>Early trade with Europeans</u>. Power of the West Coast ports</li> </ul>	<p><b><u>European Colonialism Africa 1880 - 1960</u></b> Timeline &amp; WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ <u>Why Europeans colonised Africa?</u> Raw goods, ready made connections with ports across the coasts, last continent without strong European involvement.</li> <li>➤ <u>Explorers, scientists and Missionaries</u>. 1871 Livingstone &amp; Mortan Stanley and how their findings resulted in European curiosity.</li> <li>➤ <u>Berlin Conference 1855</u>, The Scramble for Africa.</li> <li>➤ <u>Atrocities in Africa</u>, Maxim machine gun, Belgian Congo, Boer concentration</li> </ul>

	<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	<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),	<u>Suggested Extended Abstract/Greater Depth Task</u> : Would Egypt have been successful if had been located somewhere else? Justify.	<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.	and their break away from Persian & Ottoman trade. <u>Suggested Extended Abstract/Greater Depth Task</u> : What is the difference between primary and secondary sources. What are the strengths and weaknesses of both?	camps and Mau Mau Uprising <u>Suggested Extended Abstract/Greater Depth Task</u> : Predict what Africa would look like if it wasn't for European colonisation.
<b>Themes</b>	<b>Past, present, future</b>	<b>Trade Migration</b>	<b>Civilisation Beliefs/Religion Arts &amp; Culture Conflict/War</b>	<b>Conflict/War Migration Legacy</b>	<b>Conflict/War Trade Empire Legacy</b>	<b>Conflict/War Empire Legacy</b>
<b>Wk5&amp;6</b>	<b><u>100 Years of Children's Entertainment</u></b>  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 Predictions: what will these look like in the future?	➤ <b><u>The Plague</u></b> Timeline & WOW lesson. ➤ Causes and symptoms ➤ Plague doctors <u>Suggested Extended Abstract/Greater Depth Task</u> : Explain why someone in the past acted in the way they did.  <u>Suggested Extended Abstract/Greater Depth Task</u> : Explain why someone in the past acted in the way they did  ➤ The Great Fire of London ➤ Chronology of events ➤ Samuel Pepys ➤ Cause and consequence ➤ Lessons learnt ➤ Evidence in London today	➤ <b><u>Ancient Greece 776 – 146 BC</u></b> Timeline & WOW lesson.  ➤ <u>Ancient Greek city states</u> , incl. Sparta and Athens. Why/how did they form?  ➤ <u>Greek military</u> – Persian War, Marathon and the 300 Spartans.  ➤ <u>Greece as Europe's first civilisation</u> . Mathematics, democracy, language and astronomy.  ➤ <u>Greek culture</u> – How did they entertain themselves? Theatre, art, Olympics.	➤ <b><u>The Norman Conquest 1066 - 1348</u></b> Timeline & WOW lesson.  ➤ <u>1066 &amp; Battle of Hastings</u>  ➤ <u>Norman laws and justice</u> , doomsday book, castles – how the Normans kept control of England.  ➤ <u>The Feudal System</u> What was it, who was in it and does it have any significance today?  ➤ <u>Legacy on England</u> , language, class system, surnames and architecture.	➤ <b><u>South and Central American Colonialism 1521-1820</u></b> Timeline & WOW lesson.  ➤ <u>Maya &amp; Aztec civilisations</u> . Cities and entertainment.  ➤ <u>Iberian Exploration</u> - Why did the Spanish and Portuguese want to explore? What did they want to find?  ➤ <u>Conquistadors</u> , the first conflicts with Spain.  ➤ <u>Life under Iberian rule and the significance on Central and Southern America today</u> . Christianisation, movement of people and slavery, class system based on race. Significance – multicultural countries and language.	➤ <b><u>World War One 1914 - 1918</u></b> Timeline & WOW lesson.  ➤ <u>Why did it begin?</u> Arms race, Colonialist desires, alliances and Arch Duke Franz Ferdinand.  ➤ <u>Women in WW1</u> , front line workers and the home front.  ➤ <u>Colonial warfare</u> , look at how colonisation made WW1 a World War, troops from other countries fighting for colonialists. Racial categorisation.  ➤ <u>Significance of WW1</u> , Treaty of Versailles, German shame, hyperinflation, the rise of extreme political parties.

	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : Generate and answer questions using a range of different artefacts/provided, including whether toys are representative of diversity in the UK	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : Explain why eye-witness accounts may vary	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : Consider how original Greek society and culture was. Does it have any similarities to Mesopotamia and Egypt? Does it have differences?	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : What was the significance of the Normans? Without them, how would England have been different?	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : Debate the significance of the Spanish and Portuguese invasions on South and Central America today.	<a href="#">Suggested Extended Abstract/Greater Depth Task</a> : Suggest reasons why colonial troops and women's role in World War One is not celebrated as often as others?
<b>Themes</b>	<b>Monarchy Conflict/War</b>	<b>Migration Legacy</b>	<b>Civilisation Beliefs/Religion Arts &amp; Culture Conflict/War</b>	<b>Civilisation Beliefs/Religion Arts &amp; Culture Conflict/War</b>	<b>Conflict/War Trade Empire Legacy</b>	<b>Conflict/War Empire Legacy</b>
<b>Wk7&amp;8</b>	<p><b><u>Herstory – Celebration of individual women throughout history.</u></b> WOW lesson.</p> <ul style="list-style-type: none"> <li>➤ Study three famous women from History, consider their background, achievements, and impact on the world today.  Elizabeth II, Nanny Maroon, Mary Seacole</li> </ul> <p><a href="#">Suggested Extended Abstract/Greater Depth Task</a>: Do you think _____ was a good person? Why?</p>	<ul style="list-style-type: none"> <li>➤ <b><u>Migration: The History of British Migration</u></b> Timeline &amp; WOW lesson.</li> <li>➤ <u>What is migration</u> and the reasons behind it</li> <li>➤ <u>Windrush Generation</u>, Significant People: Alford Gardner, Harold Philips, Andrea Levy, Floella Benjamin or David Lammy  PDF Windrush Heroes in folder.</li> <li>➤ South Asian Migration, 'Twice Migrants.'</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b><u>Ancient Rome &amp; Roman Britain 264BC – 410AD</u></b> Timeline &amp; WOW lesson.</li> <li>➤ <u>Roman Military and Conflict</u> - How did the Romans conquer and conquest?</li> <li>➤ <u>Roman Culture and Society</u> - How did Romans entertain themselves? Latin, Gladiators, Bathhouses.</li> <li>➤ <u>People of the Roman Empire</u> - What made a Roman? Movements of People and Slavery. Black Romans.</li> <li>➤ <u>Roman Britain</u> - What did the Romans provide for Britain? The significance of the Romans on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b><u>Islamic civilisations 570 CE – 1492CE</u></b> Timeline &amp; WOW lesson.</li> <li>➤ <u>The rise and spread of Islam across Europe Africa and Asia</u> the three caliphates (Rāshidun, Umayyad, Abbasid)</li> <li>➤ <u>Islamic Golden Age – Baghdad. 762AD</u> Education, astronomy, the round city of Baghdad, house of wisdom</li> <li>➤ <u>Islamic Iberia, 711 – 1492AD.</u> The Islamic conquest of Spain and Portugal.</li> <li>➤ <u>Reconquista, 1492AD</u> how the Spanish and Portuguese took back Iberia.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b><u>North American &amp; Caribbean Colonisation 1583 - 1866</u></b> Timeline &amp; WOW lesson.</li> <li>➤ <u>Native American Culture &amp; Society</u> different tribes, ways to live, core beliefs, spirituality and culture.</li> <li>➤ <u>British involvement in the Caribbean &amp; United States</u> – Pilgrims and first contact with Native Americans. The 13 colonies.</li> <li>➤ <u>Transatlantic Slave Trade 1525 – 1866</u>, triangular trade, treatment and conditions of people, plantations in North America.</li> <li>➤ <u>Slave Revolution, Rebellions</u>, Significance in the modern day. (Haitian and</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b><u>World War Two 1939 – 1945</u></b> Timeline &amp; WOW lesson.</li> <li>➤ <u>Rise of fascism.</u> How did Hitler gain power?</li> <li>➤ <u>Atrocities of Fascism and Nationalism</u>, antisemitism and the Holocaust.</li> <li>➤ <u>Kindertransport and Evacuees.</u> 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.</li> <li>➤ <u>Post World War Two society.</u> Windrush, loss of Empire, economic problems and the NHS.</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>➤ British Migration before World War Two, Famous British Individuals: Olaudah Equiano, John Blanke, Sake Dean Mahomed</li> <li>➤ Compare and contrast – being part of the BAME community then and now.</li> </ul> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Suggest reasons why Britain's multicultural past is often under-reported</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> How would London be different today if the Romans had never arrived?</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> Evaluate the value of a source taking into consideration possible bias</p>	<p>Jamaican revolution, abolition - Olaudah Equiano &amp; Wilbefore – significance of independence movements and African dispora in North America)</p> <p><u>Suggested Extended Abstract/Greater Depth Task:</u> Debate the significance of early British colonisations on North America, the Caribbean and Britain today.</p>	<p><u>Suggested Extended Abstract/Greater Depth Task:</u> Predict what Britain would look like if the Allies lost World War Two.</p>
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**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.