



## Aim High....Fly High!

### History Curriculum – Implementation Plan

The mapping table below shows where curriculum objectives related to the subject area above are covered. This table is intended as guidance and may be modified according to the needs/experiences of individual cohorts of learners. The four 'Big Ideas' for our history curriculum – chronology, culture, interpreting artefacts and evidence, historical concepts and enquiry skills – are interwoven throughout the suggested activities below.

#### Cycle A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1/2)	<u>What's in the toy box?</u>  Compare toys in the past and now (Victorian, different generations in families) What were toys made from? Try using toys from the past Draw and label diagrams/write about toys from the past and present Language: similar, different, past, present, older	<u>Who's afraid of the dark?</u>  Thomas Edison	<u>A day out with Paddington</u>	<u>Let's go on safari</u>	<u>London's Burning</u>  Sequence and recount events Houses – materials and why they burnt Fire-fighting technology – now and then Samuel Peyps diary Examining picture evidence – generating questions Reasons for decisions – pulling down houses	<u>Let's go to the seaside</u>  Seaside now and then – What would you find to do? Postcards - evidence
Year 3/4	<u>Anglo-Saxons</u>  Where they came from Placing on timeline Houses made from different materials Daily village life Introduction of Christianity 5 kingdoms of Anglo-Saxon Britain Impact on life now – place names and words	<u>Anglo-Saxons</u>  Why was King Alfred 'Great'? How did it end? – Norman Conquest	<u>Europe</u>	<u>Russia</u>	<u>Ancient Egyptians</u>  BC/AD Sources: Artefacts, references in the Bible Why do we know more about wealthy Egyptians? Daily life: different roles Beliefs: gods/goddesses Mummification Farming tools/technology	<u>Ancient Egyptians</u>  Howard Carter discovery Tutankhamun Pyramids – misconception of built by slaves
Year 5/6	<u>Volcanoes and Earthquakes – Pompeii</u>  Timeline – place in context of other Roman events Events of what happened	<u>Japan</u>	<u>(WWI and) WWII</u> Causes of WWII – compare to WWI Who was involved – compare WWI Order key events	<u>(WWI and) WWII</u>	<u>Ancient Greeks</u> Timeline – context of others civilizations/time periods Evidence: architecture, Greek writings/myths/legends, alphabet, democracy, Olympics Athens vs Sparta	<u>Australia</u>

	Archeology – how do we know about it Pliny the Younger – eyewitness account		Daily life: Rationing – compare to WWI Evacuation Communication methods – compare to WWI Role of men and women – compare to WWI Battle of Britain – link to RAF Duxford		Daily life: growing up in Ancient Greece	
--	--	--	---	--	--	--

## Cycle B

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1/2)	<u>The Secret Garden</u>	<u>Moon Zoom</u>  Neil Armstrong	<u>My world and me</u>	<u>Wow, you're amazing!</u>  Florence Nightingale/Mary Seacole – nursing now and then	<u>On the move</u>  Ordering types of transport on timeline Comparing now and then: bikes, trains, planes First aeroplane flight IWM Duxford: Grumpy and his Spitfire <a href="https://www.iwm.org.uk/learning/adventures-in-history-grumpy-and-his-spitfire">https://www.iwm.org.uk/learning/adventures-in-history-grumpy-and-his-spitfire</a>	<u>Who wants to be a superhero?</u>
Year 3/4	<u>Iron Age</u>  Who were they? Where did they come from? Houses: Wattle and Daub Daily life Tools/technology: Rotary quern, plough, loom, potter's wheel, pole lathe, blacksmiths Coins Religious beliefs: Druids Evidence: Surviving landmarks	<u>Romans</u>  Ordering events of Roman empire Roman Army Technology Boudicca's rebellion Daily life Gods/Goddesses Reasons for the fall of the Roman Empire Evidence/impact: Roman landmarks in Britain  Impact on British society: baths, mosaics	<u>Scotland</u>	<u>Mountains</u>	<u>Mayan Civilization</u>  Timeline in context of other societies Beliefs Upper and Underworld Daily life Farming Mayan city states incl. buildings Pakal the Great Decline of Mayan civilization Impact/what remains of Mayan society: writing, calendar, numbers, cacao	<u>Mayan Civilization</u>

<p>Year 5/6</p>	<p><u>Vicious Vikings!</u></p> <p>Timeline – place in context          Why did they come to Britain?          Viking raids          Beliefs: Viking Gods and myths          Choosing reliable sources: Daily life – houses and settlements, culture and leisure, clothes          Impact – Viking place names</p>	<p><u>Vicious Vikings!/Scandinavia</u></p>	<p><u>Local History – East Anglia</u></p> <p>Power in East Anglia – Romans, Anglo-saxons          Ely Cathedral and St. Ethelreda          William the Conqueror and the Ely Rebellion</p>	<p><u>Rivers</u></p>	<p><u>Crime and Punishment</u></p> <p>Ancient Roman          Anglo-Saxon          Dick Turpin – hero or villain (evaluating sources)          Victorian Prisons          Elizabeth Fry – Victorian prison reforms          Slavery punishments          Martin Luther King</p>	<p><u>Crime and Punishment</u></p>
-----------------	---	--	--	----------------------	--	------------------------------------

