At Malvern Wyche C of E Primary School our curriculum planning consists of termly "Journeys": cross-curricular projects that teach subjects separately, yet find thematic links between them that are meaningful and memorable, cumulating in an event where we "publish, present or perform", for a purpose and an audience. Journeys allow Early Years Foundation Stage Early Learning Goals and National Curriculum Programmes of study to be planned in a cohesive, themed cross-curricular way, whilst still ensuring that these individual subjects are planned and taught with depth, breadth and progression. Subject content is taught on a three-year cycle, (Year A, Year B and Year C) with sufficient repetition and revisiting for children to acquire, remember and deepen knowledge and skills. Whatever year group your child is in, the Early Learning Goals or National Curriculum outcomes will be tailored to their age and stage and appropriately challenging.

## Malvern Wyche C of E Primary School History Curriculum Map

## Reception, Year 1 & Year 2

**Autumn Term** 

Time to Eat

Pupils will explore and understand changes between the past and now, within living memory, by looking at the changes in mealtimes, food production, diet, advertising, packaging and routines since the Second World War. They will develop a sense of the past and a sense of self, by examining their own mealtimes,

ear eating and cooking routines and familiar foods through the lens of history, adding cultural capital around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.

#### Time for Bed

(2024-2025)

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(2025-

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Year

Pupils will explore and understand changes over time in bedtime routines and resources, how teddies, pyjamas, toothbrushes and bedtime drinks have changed and stayed the same since the Second World War. They will develop a sense of the past and a sense of self, by examining their own bedtimes, through the lens of history and adding cultural capital



around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.

#### **Time To Play**



Pupils will explore and understand changes between the past and now, within living memory, by looking at the changes in toys. games and sport since the Second World War. They will develop a sense of the past and a sense of self, by examining their own experiences of playing and taking exercise through the lens of history and adding cultural capital around related music, art, illustration, books and media. They will interview relatives and sequence objects, pictures and events on a timeline.

**Spring Term** 

#### **Growing Over Time**

dance mix

90" MixLape

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Pupils will explore and understand changes in farming and growing for profit in the Malvern and Worcestershire region, looking at developments in technology, landuse, key crops and the causes for these choices and the reason for change. They will talk about the lives of the farmers around them and their roles in society. This informs the 3/4/5 unit "Worcester at War".

the best of '80

disco

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Children will explore changes over

time in the 2<sup>nd</sup> half of the 20<sup>th</sup>

development of pop music and

recorded and distributed. From

Elvis to Oasis, on vinyl, cassette

and CD, children will learn about

what has changed and what has

the formats on which it was

century, by exploring the



**Summer Term** 

Pupils will explore castles, beginning to tell historical fact and fairy-tale conventions apart. They will explore and understand the reason we have castles in Britain, learn about the people who built and lived in them the causes for their construction and unpick misconceptions which may arise from modern culture and entertainment. They will compare and contrast the Elizabeth I and Elizabeth

II, crowned almost 400 years apart, and learn about their lives and their relationship with castles we can still see today. This informs the 3/4/5 unit "The History of Broadcasting" and the Year 6 unit "Power & Justice".

"They will soar on wings like eagles." Isaiah 40:31

Together We Soar 🖋

#### Over the Hills and Far Away!

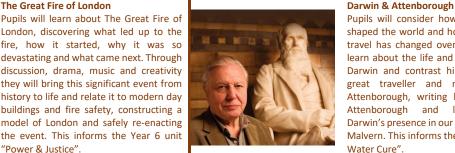
and understand how, over time,

Pupils will learn about the history of travel and transport within Malvern roads and railways have developed, vehicles have changed design and be able to suggest reasons why. Pupils will consider how the "Elgar Route" around Worcester tells us that the famous composer Edward Elgar lived



here. They will visit sites of interest, and sequence objects, pictures and events on a timeline. This informs the 3/4/5 unit "The Water Cure".





Pupils will consider how explorers have shaped the world and how long-distance travel has changed over time. They will learn about the life and ideas of Charles Darwin and contrast him with another great traveller and naturalist David Attenborough, writing letters to David Attenborough and learning about Darwin's presence in our own locality of in Malvern. This informs the 3/4/5 unit "The Water Cure".



The Great Fire of London

"Power & Justice".

The History of Pop!

stayed the same, sequencing objects images and events and creating a timeline of late 20<sup>th</sup> century music, understanding significance of "the birth of rock 'n' roll". This informs the 3/4/5 unit "The History of Broadcasting"

Pupils will learn about The Great Fire of London, discovering what led up to the fire, how it started, why it was so devastating and what came next. Through discussion, drama, music and creativity they will bring this significant event from history to life and relate it to modern day

buildings and fire safety, constructing a

# Malvern Wyche C of E Primary School History Curriculum Map



## Year 3, Year 4 & Year 5

#### Autumn Spring Summer Ancient Greece Anglo-Saxons and Scots Viking & Anglo-Saxon Struggles Pupils will study the great Pupils will study the culture and Pupils will study the raids of civilisation of the Ancient legacy of the Anglo-Saxon and Scots Ancient Britain by the people we Greeks and learn about tribes, from the end of the Roman Year A (24-25) call Vikings, learning about the inventions and innovations. occupation of Britain to the Norman impact these great warriors and their enemies and allies, their Conquest, learning about Anglonavigators had on the nation and beliefs, myths and everyday Saxon life, laws and leaders. Pupils how we know this. Pupils will life. We will learn how we know will consider what the Anglo-Saxons understand and contextualise about the Greek civilisation. left behind as evidence, how we Viking life, literature and belief, what survives of it and how know about them and the mark they considering the Norse folk's continuing legacy in the UK today. their ideas still impact enormously on us today. have left on our lives today. The Shang Dynasty The History of Broadcasting

#### The Romans and Britain

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Year

Pupils will learn about Roman life and about the impact of the successive Roman invasions of Britain, invasions of Britain. They will consider the impact on Britain's native inhabitants at the time, and understand Roman politics, power and beliefs. Pupils will be able to identify the legacy of the Romans on today's United Kingdom and on modern culture.





Pupils will learn about the achievements of one of the earliest civilisations, the Shang Dynasty, a powerful ruling family in ancient China. They will find out about inventions and innovations we still use today, and the unique historical records this people left behind in the form of prayers and petitions on animal bones, without which we would not appreciate their society or influence on modern times.

## Children will compare the respective coronations of King Charles III in 2023 and his mother Elizabeth II in 1953, 70 years apart, to gain an understanding of changes, continuity, cause and consequence in broadcast media,



during the 20<sup>th</sup> Century, including the development of the wireless, the founding of the BBC, early television and the current proliferation of mass communication. This deepens and develops on the previous R/1/2 units "The History of Pop!" and "Castles: Fact or Fiction".

# (23-24) Ū Year

The Maya Civilisation Pupils will learn about the Maya civilisation which flourished for thousands of years in what is now modern-day Central America. They will use primary and secondary sources to discover Maya traditions, beliefs, crops and diet, evaluating the impact of the Maya way of life on their own lives

today. Pupils will also learn about this civilisation's animistic religion and explore their glyph-based writing system which, expressed in the stunning Maya Codices, is the main source of our knowledge about their vanished way of life.

Worcestershire at War! Pupils will learn about the impact of World War Two on the lives of children very much like themselves, be they residents, evacuees or refugees. They will consult primary and secondary sources to establish the main causes and events of the 2nd World War and its enduring legacy, discovering the role played by

Worcestershire and Great Malvern in this conflict. This deepens and develops on the previous R/1/2 unit "Growing Over Time".



The Water Cure

Pupils will learn about Great Malvern's rapid growth and national importance in the 18<sup>th</sup> and 19<sup>th</sup> centuries as a health spa and "Water Cure". They will learn about famous visitors and residents (George III and Charles Darwin) and understand the impact of this significant period in Worcestershire history on local architecture, infrastructure, tourism, commerce, and place names. This deepens

and develops on the previous R/1/2 units "Over the Hills and Far Away" and "Darwin & Attenborough".

# Malvern Wyche C of E Primary School History Curriculum Map

"They will soar on wings like eagles." Isaiah 40:31 Together We Soar 🕺

## Year 6

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à Year

#### Autumn

### Spring



life and times.

They will use a range of primary and secondary sources of evidence to analyse decisions made during his ill-fated quest to reach the South Pole, responding with writing, drama and presentations about this remarkable Briton and consider his legacy and lessons for people today. They will reflect on different kinds of leadership in history. This deepens and builds on on the previous R/1/2 unit "Darwin & Attenborough".

Shackleton Pupils will learn about Earnest Shackleton's attempts at polar exploration and become immersed in his



Summer

Stone Age to Iron Age Pupils will complete their primary history by becoming aware of a period before evewitness accounts and written historical sources. Pupils will deepen their knowledge of archaeology

developing an understanding of the scale of pre-historic time, the how evidence is preserved in layers and how these forms and understand the differential distribution of hill forts across the country. Children will learn about the lives and customs of pre-historic Britons, understand how we have come to establish this knowledge and compare and contrast this society with the civilisations they have learned about thus far. They will appreciate the significance of the Malvern Hills as a site of stone-age and iron-age activity, exploring local evidence for this.

## **Power & Justice**

Children will engage in a longitudinal study considering how power has been achieved, awarded and used since the Norman conquest, looking at the Wars of the Roses, the Tudor subsequent monarchy, and examining the development of crime



and punishment in the last 500 years. They will consider and compare primary and secondary sources to draw conclusions about whether power has always been used justly and the change and continuity of crimes and punishment in the early modern era. This deepens and builds on the previous R/1/2 unit "Castles: Fact or Fiction".