







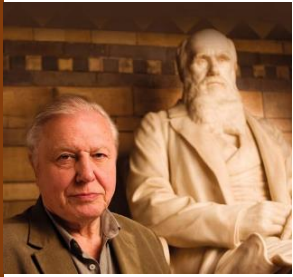


At Malvern Wyche C of E Primary School our curriculum planning consists of termly “Journeys”: cross-curricular projects that teach subjects separately, yet find thematic links between them that are meaningful and memorable, cumulating in an event where we “publish, present or perform”, for a purpose 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	Spring Term	Summer Term
Year A (2024-2025)	<p><b>Time to Eat</b></p> <p>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, 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.</p> 	<p><b>Growing Over Time</b></p> <p>Pupils will explore and understand changes in farming and growing for profit in the Malvern and Worcestershire region, looking at developments in technology, land-use, 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”.</p> 	<p><b>Castles, Fact or Fiction?</b></p> <p>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 &amp; Justice”.</p> 
Year B (2025-2026)	<p><b>Time for Bed</b></p> <p>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.</p> 	<p><b>The History of Pop!</b></p> <p>Children will explore changes over time in the 2<sup>nd</sup> half of the 20<sup>th</sup> century, by exploring the development of pop music and the formats on which it was recorded and distributed. From Elvis to Oasis, on vinyl, cassette and CD, children will learn about what has changed and what has 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”.</p> 	<p><b>Over the Hills and Far Away!</b></p> <p>Pupils will learn about the history of travel and transport within Malvern and understand how, over time, 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”.</p> 
Year C (2023-2024)	<p><b>Time To Play</b></p> <p>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.</p> 	<p><b>The Great Fire of London</b></p> <p>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 model of London and safely re-enacting the event. This informs the Year 6 unit “Power &amp; Justice”.</p> 	<p><b>Darwin &amp; Attenborough</b></p> <p>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”.</p> 

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## Year 3, Year 4 & Year 5

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



## Year 6

	Autumn	Spring	Summer
Year A, B & C	<p><b>Power &amp; Justice</b> 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 subsequent Tudor 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".</p> 	<p><b>Shackleton</b> Pupils will learn about Earnest Shackleton's attempts at polar exploration and become immersed in his life and times.</p>  <p>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 &amp; Attenborough".</p>	<p><b>Stone Age to Iron Age</b> Pupils will complete their primary history by becoming aware of a period before eyewitness 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.</p> 