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| **FPS HISTORY MAPPING GRID KS1** | | | | | | |
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| **Class 2**  **Yr1/2**  **Cycle A** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **History UK**  **Changes within living memory. Aspect of change in national life**    **2.Toys from the Past**  **Old toys to new – looking at new materials eg. Plastic and new technology - computers** |  | **History AFRICA/ AMERICA**  **Lives of significant individuals in the past who have contributed to national and international achievements**  **3.C.20 - Nelson Mandella**  **Biography of his life and his contribution to shaping the world today. Compare with Rosa Parks** | **History UK/AMERICA/ EURPOE**  **Lives of significant individuals in the past -**  **Florence Nightingale and Mary Seacole**  **Seacole similarities/differences** |  |
| **Historical Enquiry Title** |  | **Are children’s toys now better than those from the past?** |  | **How has Nelson Mandela helped to make the world a better place?** | **Who was the lady with the lamp? Who was mother Seacole?** |  |
|  |  | **Past/Present/Future**  **Artefacts** |  | Who?When?Why?What? |  |  |
| **Class 2**  **Yr1/2**  **Cycle B** | **History UK**  **Significant historical events, people and places in their own locality**  **Living in Flintham – homelife: school, shopping, eating,**  **Homes** | **History UK**  **Events beyon d Living Memory that are significant globally**  **4.The Gunpowder Plot**  **Great Fire of London** |  |  |  | **History UK**  **Changes within living memory. Aspect of change in national life**  **6.Seaside holidays in the past** |
| **Historical Enquiry Title** | **Would I like to have lived in Flintham in the past?** | **Why did the Great Fire rage for 4 days?**  **Why do we remember Guy Fawkes on 5 November?** |  |  |  | **How has a seaside holiday changed in living memory?** |
|  | **Artefacts**  **Evidence** | **What?When?Where?**  **Chronological order**  **Treason**  **Parliament** |  |  |  | **Past/Present/Future** |
|  | **FPS HISTORY MAPPING GRID KS2** | | | | | |
| **Class 3**  **Yr3/4**  **Cycle A** |  |  | **History UK**  **A study of an aspect in British History; a significant turning point**  **1.The Victorians**  **What was it like for children in Victorian Times? Changes through the reign** | **History UK**  **A study of an aspect in British History; a significant turning point**  **The Victorians**  **What was it like for children in Victorian Times? Changes through the reign** |  | **History AFRICA**  **The Achievements of Early Civilisations 2.Ancient Egypt** |
| **Historical Enquiry Title** |  |  | **Would you rather be a child in Queen Elizabeth’s or Queen Victoria’s time? Why?** |  |  | **How did a British archaeologist come face to face with an Egyptian pharaoh?** |
| **Substantive**  **Concepts** |  |  | Empire  Monarchy  Nobiity  Parliament Rules/Laws/ Rights/Prime Minister |  |  | Civilisation  Freedom/Slaves / Liberty  Society  Culture  Beliefs/Religion |
| **Class 3**  **Yr3/4**  **Cycle B** | **History**  **Changes in Britain from the Stone Age to the Iron Age**  **3.The Stone Age (Leading into Iron Age -Roman and Celts** | **History UK**  **Changes in Britain from the Stone Age to the Iron Age**  **4.The Stone Age (Leading into Iron Age -Roman and Celts)** | **History UK**  **The Roman Empire and its Impact on Britain**  **5.Romans and Celts** |  |  |  |
| **Historical Enquiry Title** | **Would the early Britons have visited a supermarket?** |  | **Would you rather be a Roman or Celt warrior? Why?** |  |  |  |
| **Substantive**  **Concepts** | **Ancestor**  **Settlement**  **Tribe**  **Beliefs** |  | Ancestor  Army  Beliefs/Religion  Conflict  Conquer  Freedom/Slaves/ Liberty  Empire  Invasion  Migration  Immigration  Settlement |  |  |  |
| **Class 4**  **Yr5/6**  **Cycle A** | **History**  **Study of an aspect in British History . WWII** | **History UK**  **Study of an aspect in British History**  **2.A child living in World War II Britain (Recap on life of a child in Victorian times)** |  |  | History **EUROPE**  Ancient Greece – A study of Greek Life and achievements and their influence on the Western world  **3.Ancient Greece** | History **EUROPE**  Ancient Greece – A study of Greek Life and achievements and their influence on the Western world  **Ancient Greece** |
| **Historical Enquiry Title** | **Why did Hitler need to be stopped?** |  |  |  | **What have we learnt from the Ancient Greeks?** |  |
| **Substantive**  **Concepts** | **Ally/Alliance**  **Army Military**  **Conflict/ Freedom/** **Liberty**  **Conquer**  **Invasion** |  |  |  | Army Military  Civilisation  Culture  Beliefs/Religion  Freedom/Slaves/ Liberty  Invasion  Democracy  Parliament Rules/Laws/ Rights/Prime Minister  Society |  |
| **Class 4**  **Yr5/6**  **Cycle B** | History **UK**  A Local History Study  **4.Newark and its involvement in the English Civil War** | History **UK**  A Local History Study  **Newark and its involvement in the English Civil War** | History **SOUTH AMERICA**  A non- European society that provides contrast with British History  **The Mayans** | History **SOUTH AMERICA**  A non- European society that provides contrast with British History  **5.The Mayans** | History UK  Britain settlements by Anglo Saxons and Scots-  -Scots invasion form Ireland  -Anglo Saxon invasion and kingdoms place names village life. | History **UK**  The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  **Viking Raids and Settling in England** |
| **Historical Enquiry Title** | **Roundhead or Cavalier? Why?** | **What did citizenship look like in the 17th Century?** |  | **Who were the Mayans and what have we learnt from them?** |  | **Why did the Vikings raid and then migrate to Britain?** |
| **Substantive**  **Concepts** | Army Military  Civil War  Conflict  Democracy  Freedom /Liberty  Monarchy  Nobility  Parliament Rules/Laws/ Rights Prime Minister |  |  | Society  Civilisation  Freedom/Slaves/ Liberty  Culture |  | Ancestor  Conflict  Conquer  Invasion  Migration  Immigration  Settlement  Culture  Beliefs/Religion |