

The Cornwall Independent School

KS 1&2 History 2026-2027

Support

Strive

Succeed

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1&2	Florence Nightingale & Mary Seacole Who were they? Why were they famous? What was Florence Nightingale's early life like? What was it like for Florence Nightingale working in Scutari? How did Florence Nightingale make things better for the soldiers? How and why do we remember Florence Nightingale?	Florence Nightingale & Mary Seacole cont. Who was Mary Seacole? What did Mary Seacole do? Why do we remember Mary Seacole?	Fire of London London now and then. Who lived in London in 1666? What happened in the Great Fire of London? Firefighting equipment. How and why did the fire spread? Maps and plans of London.	Fire of London cont. Samuel Pepys diary. Writing newspaper reports on the Great Fire of London. A monument to the fire. What changes took place after the fire?	Flight What can fly? Why do we need to fly? Labelling the parts of a plane. Comparing planes then and now. A timeline of flight.	Flight cont. Who invented the first plane? The Wright Brothers. Why was the first flight so important? Amy Johnson, Steve Fossett and Amelia Earhart.
3&4						
5&6	The Maya Civilisation: 1. Meeting the Maya Develop a chronologically secure knowledge and understanding of world history, establishing clear	The Maya Civilisation 4. Exploration and Discovery Understand how our knowledge of the past is constructed from a range of sources and that different versions of	World War 2 Lesson 1. Introduction to World War 2 Objectives: Understand the basic timeline of World War 2 (1939–1945). Identify Axis and Allied powers. Activities: Map exercise to locate key countries involved.	World War 2 Lesson 5: Women in World War 2 Objectives: Explore contributions of women in factories, services, and nursing. Appreciate the changing role of women during wartime. Activities:	Crime and Punishment Through Time. Overall Aim: Pupils will explore how crime, punishment, and justice have changed in Britain from Roman times to the present day, developing historical enquiry skills and understanding of fairness, rights, and societal change. Lesson 1 – Introduction: What is Crime and	Crime and Punishment Through Time Lesson 5 – Tudor and Stuart Crime and Punishment. Learning Objective: Explore changes in law enforcement and punishment in the 16th–17th centuries. Key Content: Bloody Code (many crimes punishable

	narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived. I can discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.	past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them. I can identify and use a range of evidence sources to help me understand more about the Maya civilisation.	Timeline creation: pupils place major events in chronological order. Discussion: Why wars start – basic introduction to causes (Treaty of Versailles, rise of Hitler).	Study posters and artefacts recruiting women for wartime jobs. Creative writing: “A Day in the Life of a Wartime Nurse/Factory Worker.” Discuss gender roles and societal expectations during the period.	Punishment? Learning Objective: Understand what “crime” and “punishment” mean and why societies have rules. Key Content: Definitions of crime and punishment. Why rules exist in communities. How ideas of justice can differ. Activities: Class brainstorm of modern crimes and punishments. “Is it fair?” discussion using historical and modern examples. Create a “class code of laws.” Outcome: Pupils can explain why rules and punishments exist.	by death). Introduction of professional policing (watchmen, constables). Famous cases (e.g., Guy Fawkes). Activities: Analyse a historical case study. Compare Tudor punishments to medieval ones. Outcome: Pupils can describe how punishments became harsher for certain crimes.
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5&6	The Maya Civilisation: 2. Religion and Gods Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in. I can explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. 3. Maya Number System Construct informed responses that involve thoughtful selection and organisation of relevant historical information	The Maya Civilisation 5. Mayan Writing Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system. I can explain what the Mayan writing system consists of, how words are constructed and what codices are. 6. Food Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance. I can describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.	World War 2 Lesson 2: Evacuation and the Experience of Children Objectives: Understand why evacuation was necessary. Explore children's experiences during evacuation. Activities: Read diary excerpts or letters from evacuees. Role-play "packing to evacuate" and write a letter home. Discussion: feelings of fear, hope, and separation. Lesson 3: Life on the Home Front Objectives: Recognize the impact of war on daily life in Britain. Explore rationing, air raids, and shelters. Activities: Display images of ration books and air-raid shelters. Create a "ration menu" from wartime items.	World War 2 Lesson 6: Technology and Codebreaking Objectives: Introduce Alan Turing, Enigma, and technological innovation. Understand the importance of intelligence in war efforts. Activities: PowerPoint/interactive slides on Bletchley Park and Enigma machines. Decode simple substitution ciphers in pairs. Classroom discussion: how science and mathematics influenced outcomes. Lesson 7: Key Events – Battle of Britain and D-Day Objectives: Identify major battles and turning points. Understand strategies, timelines, and consequences. Activities:	Crime and Punishment Through Time. Overall, Lesson 2 – Roman Britain: Law and Order. Learning Objective: Explore Roman laws and punishments and compare them to today. Key Content: Roman legal system (e.g., Twelve Tables). Common crimes and punishments (fines, exile, execution). Role of soldiers and governors. Activities: Role-play a Roman court case. Compare Roman punishments to modern British law. Outcome: Pupils identify similarities and differences between Roman and modern justice. Lesson 3 – Anglo-Saxon Justice. Learning Objective: Understand how justice worked in Anglo-Saxon England. Key Content: Trial by ordeal. Wergild (compensation system). Community responsibility for law enforcement. Activities: Investigate a mock Anglo-Saxon crime and decide punishment. Debate: "Was trial by ordeal fair?" Outcome: Pupils can explain how religion and community shaped justice.	Crime and Punishment Through Time Lesson 6 – Victorian Justice and Prisons. Learning Objective: Understand the development of prisons and policing in the 19th century. Key Content: Robert Peel and the Metropolitan Police. Prison reforms (Elizabeth Fry). Child labour laws and juvenile justice. Activities: Design a Victorian prison cell. Role-play a police recruitment interview. Outcome: Pupils can explain why prison became a main form of punishment. Lesson 7 – Crime and Punishment in the 20th Century Learning Objective: Explore modern changes in law, rights, and policing. Key Content: Abolition of the death penalty. Forensic science and technology in policing. Changing attitudes to rehabilitation. Activities: Timeline of key legal changes. Discuss: "Should
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	by learning about how the Maya invented and used their calendars and number system. I can understand how the Maya number system works.		Interactive quiz on Home Front survival skills. Lesson 4: The Blitz Objectives: Understand what the Blitz was and how cities were targeted. Analyse the human and material impact. Activities: Examine photographs and newspaper reports. Map “Blitzed” cities and discuss reasons they were targeted. Small group project: create informational posters on civilian resilience.	Map exercises: locate battle sites. Watch a short video or animation on Battle of Britain/D-Day. Create a timeline showing the cause and effect of these events. Lesson 8: VE Day and Reflection Objectives: Examine the end of the war in Europe and celebrations (VE Day). Reflect on lessons learned and the war’s legacy (UN, Holocaust awareness, resilience). Activities: Compare newspaper headlines from 1945 to today’s media. Group discussion: “What would life have been like if the war hadn’t ended?” Creative task: pupils produce a poster, poem, or short narrative showing the impact of the war on people’s lives.	Lesson 4 – Medieval Punishments Learning Objective: Examine punishments in the Middle Ages and their purposes. Key Content: Stocks, pillories, public humiliation. Harsh punishments for theft and treason. Role of the Church in justice. Activities: Create a “punishment poster” for a medieval town. Discuss deterrence vs. rehabilitation. Outcome: Pupils understand the role of punishment as public spectacle.	punishment always fit the crime?” Outcome: Pupils understand how justice has evolved towards fairness and rehabilitation. Lesson 8 – Comparing Past and Present. Learning Objective: Summarise changes in crime and punishment over time. Key Content: Key similarities and differences across eras. How historical events have shaped justice over time.
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