## Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

## **History Long Term Curriculum Map**

YEAR GROUP	Aut	umn	Spi	ring	Sum	mer
Nursery	Understanding the World Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking Learns that they have similarities and differences that connect them to, and distinguish them from, others.  Mathematical Development:  Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Understanding the World Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking Learns that they have similarities and differences that connect them to, and distinguish them from, others.  Mathematical Development: Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Understanding the World Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking Learns that they have similarities and differences that connect them to, and distinguish them from, others.  Mathematical Development:  Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.	Understanding the World Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking Learns that they have similarities and differences that connect them to, and distinguish them from, others.  Mathematical Development: Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.	Recognises and describes special times or events for family or friends.  Mathematical Development:  Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.  • Anticipates specific time-based events such as mealtimes or home time.	Understanding the World Recognises and describes special times or events for family or friends.  Mathematical Development:  Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.  • Anticipates specific time-based events such as mealtimes or home time.



	All About Me	Light and Dark	Once Upon a Time	Water, Water, Everywhere	All Creatures Great and	The Great Outdoors	
	Understanding the World	Understanding the World	Understanding the World	Understanding the World	Small	Children talk about past and	
Reception	Recognises and describes special times or events for family or friends.	Recognises and describes special times or events for family or friends.	Recognises and describes special times or events for family or friends.	Recognises and describes special times or events for family or friends.	Children talk about past and present events in their own lives and in the lives of family members. They know that	present events in their own lives and in the lives of family members. They know that other children don't always	
Reception	Enjoys joining in with family customs and routines.	Enjoys joining in with family customs and routines.	Enjoys joining in with family customs and routines.	Enjoys joining in with family customs and routines.	other children don't alw ays enjoy the same things, and are sensitive to this. They know about similarities and	enjoy the same things, and are sensitive to this. They know about similarities and differences between	
	Mathematical Development:	Mathematical Development:	Mathematical Development:	Mathematical Development:	differences between themselves and others, and	themselves and others, and among families, communities	
	Orders and sequences familiar events.  Measures short periods of time in simple ways.	Orders and sequences familiar events.  Measures short periods of	Orders and sequences familiar events.  Measures short periods of	Children use everyday language to talk about size, weight, capacity, position, distance, <b>time</b> and money	among families, communities and traditions.  Mathematical Development:	and traditions.  Mathematical Development:	
	and in only is ways.	time in simple ways.	time in simple ways.	to compare quantities and objects and to solve problems.	Children use everyday language to talk about size,	Children use everyday language to talk about size, w eight, capacity, position,	
					w eight, capacity, position, distance, <b>time</b> and money to compare quantities and objects and to solve problems.	distance, <b>time</b> and money to compare quantities and objects and to solve problems.	
	Our S	 	Shoot for	the Moon!	Kitty W	 ilkinson	
	The History of Fazakerley Primary		The first human on		How one woman made a difference in		
	School		the moon.		Liverpool		
	Key knowledge: how our school has changed in recent years (from past to present)		<b>Key knowledge</b> : the children will know that in July 1969 Neil Armstrong was the first man to walk on the moon. They will be able to recount this event		<b>Key knowledge:</b> to know who she was and when she lived in Liverpool. (1786-1860)- How significant she was in our locality. Know how Kitty Wilkinson's actions affected		
	<b>Skills</b> : understand the difference between facts and memories, (interpretation) as k simple questions about		from the past.		their lives.		
1	our school in the past, (en- knowledge in different way has changed. (communica	quiry) present their is about how the school ation), find the answers to	Skills: Distinguish between (interpretation), ask simple (enquiry), present their knew (communication)	e questions about artefacts	Skills: Begin to ask questions of images and stories (interpropossible answers for question	retation), discuss different ns about artefacts or events	
	simple questions about artefacts (enquiry) (communication) (enquiry) Describe and write about things that happened in						
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			the past. (communication)
	<b>Key vocabulary</b> : Then, x years ago, years, decades, past, change, similar and different, evidence, before, living memory	<b>Key vocabulary</b> : decades, then, x years ago, years, before I was born, significant, explorer, evidence	Key Vocabulary: artefacts, evidence, timeline, years, then
	Rosa Parks How one woman made a difference! Key knowledge: To know who Rosa Parks was, to know what action she took and to know when this took place. (1st December 1955) To be able to recount this event.	Let's talk! The history of communication since 1900 Key knowledge: the children will know about different methods of communication that go beyond living memory. Sequence artefacts.	All about the Cottage Homes A local history study  Key knowledge: to know when the cottage homes were built and their purpose.
2	Skills: Distinguish between fact and fiction (interpretation), to understand similarities and differences (interpretation), present their knowledge in different ways (communication)  Vocabulary: decades, then, x years ago, years, before I was born, significant	Skills: Compare past and present ways of communication (interpretation), make observations and ask questions about artefacts (enquiry) discuss different possible answers for questions about artefacts or events (enquiry) Describe and write about things that happened in the past. (communication  Vocabulary; older, newer, significant, invention, global,	Skills: Begin to ask questions and to explore the reliability of images and stories (interpretation), make observations and ask questions about artefacts (enquiry) Describe and write about things that happened in the past. (communication), then, change, similar and different.  Vocabulary: timeline, x years ago, evidence, change, decades
3	Stone Age onwards Key knowledge: to know what changes took place in Britain from the Stone Age to the Iron Age. (late Neolithic hunter-gatherers and earlyfarmers, for example Skara Brae. (Chronology) Sequence events and artefacts, recognise the difference between different periods. (Chronology)  Skills: Know some important historical events and their importance. (knowledge and understanding) Distinguish between different sources. (interpretation)	Egyptians  Key knowledge: the children will know where and when Ancient Egyptians appeared including their biggest achievements. Use dates and terms related to this period of time. Use time lines to show the period studied. (chronology)  Skills: Distinguish between different sources. Give reasons for why the past is interpreted in different ways. Use a range of sources. Uses speaking and writing skills to share findings with others.	Fabulous Fazakerley Key knowledge: The children will significant facts about Hartley's Village, Mr Hartley and the pertinent dates.  Skills: Identify the different ways that the past is interpreted (interpretation), Use a range of sources to find out about the past. (enquiry) Observe small details and create their own enquiry (enquiry) Use a range of sources. Uses speaking and writing skills to share findings with others. (communication)

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	Give reasons for why the past is interpreted in different ways. (interpretation) Use a range of sources. (enquiry) Uses speaking and writing skills to share findings with others. (communication)  Vocabulary: Archaeologist, hunter-gatherer stone age.	(communication)  Vocabulary: Before common era, AD/BC god, goddess, Ancient Egypt, Civilisation, Ruler, power, non-european, pharaoh,	Vocabulary: decades, centuries, evidence, artefact, legacy,
4	Ancient Greece Key knowledge: To know the dates of when the Greek empire was at its peak of power. To know some of the achievements of the Greek Empire.  Skills: to talk about the reliability of sources. Evaluate the usefulness of sources. Suggest whythere might be different interpretations of the past. (interpretation), use sources and evidence to build their own picture of the past, understand the difference between primaryand secondary sources. (enquiry). Use a range of skills when presenting information and finding to others (organisation and communication).  Vocabulary: AD, BC, ACE, BCE, millennia, eras period, archaeologist, god, goddess, chronology	Romans and Roman Britain  Key knowledge: To know the dates of when the Roman empire was at its peak of power. To know the dates of the Roman invasion of Britain. To know the changes that occurred under Roman rule.  Skills: to talk about the reliability of sources.  Evaluate the usefulness of sources. Suggest why there might be different interpretations of the past. (interpretation), use sources and evidence to build their own picture of the past, understand the difference between primary and secondary sources. (enquiry). Use a range of skills when presenting information and finding to others (organisation and communication).  Vocabulary: chronology, AD, BC, ACE, BCE, millennia, emperor, invasion, republic	Liverpool in the Victorian era — the rise of the docks  Key knowledge: To know the dates of the boom in trade at Liverpool docks (1846 onwards). To know why the docks were so important and the implications for the city of Liverpool. To use a range of sources to reconstruct life in the past.  Skills: to talk about the reliability of sources. Evaluate the usefulness of sources. Suggest why there might be different interpretations of the past. (interpretation), use sources and evidence to build their own picture of the past, understand the difference between primary and secondary sources. (enquiry). Use a range of skills when presenting information and finding to others (organisation and communication)  Vocabulary: chronology, decades, Empire, Prime Minister, trade, trade route
5	Liverpool and the Slave Trade  Key knowledge: To know the dates of Liverpool's involvement with the transatlantic slave trade (1700-1806). To know pertinent facts about the slave trade and the implications for Liverpool city.  Skills: Compare accounts of events from different sources, choose and use different evidence to build	Shang Dynasty  Key knowledge: To know the dates of the Shang  Dynasty. (1600 to 1046 B.C). To know where the  dynasty existed. To know key achievements of the  dynasty (maths, astronomy, military and art work,)  Skills: Compare accounts of events from different	Anglo Saxons and the Scots (410-800AD)  Key knowledge: To know the dates and significant events and people of the period. To know where the Anglo Saxons came from and the impact on modern day Britain.  Skills: Compare accounts of events from different



own picture of the past. Identify primary and sources, choose and use different evidence to build sources, choose and use different evidence to build own secondary sources. Present information in a own picture of the past, Identify primary and picture of the past, Identify primary and secondary structured and organised way using a range of skills. secondary sources. Find answers about the past by sources. Find answers about the past by choosing choosing evidence and discounting others. Present evidence and discounting others. Present information in a Vocabulary: Century, duration, freedom, rights. information in a structured and organised way using structured and organised way using a range of skills. slave, slavery, trade, trade route a range of skills. Selects information to share with others and presents it in a suitable format. Vocabulary: chronology, AD, BC, ACE, BCE, millennia, emperor, military, ancient Vocabulary: AD, Chronology, duration, archaeologist, invader, monk, settler, conquest, Vikings v Anglo Saxons Early Islamic civilisation Liverpool and the Blitz **Key knowledge**: To know the dates of the Early **Key knowledge:** To know the dates the Blitz and in (787-1066 AD) Key knowledge: To know the dates of the Viking Islamic civilisation (762-1298 CE)), the reasons for particular, the Blitz in Liverpool. (1940-1941). Use a the rise of the civilisation and the achievements. To diverse range of chronological vocabulary. To know the invasion of Britain. To sequence and compare a sequence and compare a comprehensive range of impact of key events locally and globally comprehensive range of periods and events studies. 6 Use a diverse range of chronological vocabulary. To periods and events studies. Use a diverse range of chronological vocabulary. To know the impact of key **Skills:** Consider ways of checking the reliability of sources, know the impact of key events locally and globally be aware that different evidence will lead to different events locally and globally conclusions, speculate and form a hypothesis about an Skills: Consider ways of checking the reliability of sources, be aware that different evidence will lead to **Skills:** Consider ways of checking the reliability of artefact or event. Recall and explain past events using different conclusions, speculate and form a sources, be aware that different evidence will lead to knowledge and evidence to support. Present evidence and different conclusions, speculate and form a information in an organised and structured way. Provides hypothesis about an artefact or event. Present hypothesis about an artefact or event. Present reasoning for their choice of certain information. evidence and information in an organised and evidence and information in an organised and structured way. structured way. Selects a format of their own choice. **Vocabulary:** war, blitz, parliament, resistance, peace, Vocabulary: conflict, enemy, law, legacy, resistance, **Vocabulary:** Caliph, significance, similarity and conflict, enemy, power invasion, continuity and change. difference, nation, diversity, legacy,

