

# Fazakerley Primary School

Formosa Drive, Liverpool, L10 7LD

## History Long Term Curriculum Map

YEAR GROUP	Autumn		Spring		Summer	
Nursery	<p><b>Understanding the World</b> 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.</p> <p>Mathematical Development:</p> <p><b>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</b></p>	<p><b>Understanding the World</b> 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.</p> <p>Mathematical Development:</p> <p><b>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</b></p>	<p><b>Understanding the World</b> 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.</p> <p>Mathematical Development:</p> <p><b>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</b></p>	<p><b>Understanding the World</b> 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.</p> <p>Mathematical Development:</p> <p>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.</p>	<p><b>Understanding the World</b> Recognises and describes special times or events for family or friends.</p> <p>Mathematical Development:</p> <p>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.</p>	<p><b>Understanding the World</b> Recognises and describes special times or events for family or friends.</p> <p>Mathematical Development:</p> <p>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.</p>



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	<p><b>Key vocabulary:</b> Then, x years ago, years, decades, past, change, similar and different, evidence, before, living memory</p>	<p><b>Key vocabulary:</b> decades, then, x years ago, years, before I was born, significant, explorer, evidence</p>	<p>the past. (communication)</p> <p><b>Key Vocabulary:</b> artefacts, evidence, timeline, years, then</p>
2	<p><b>Rosa Parks</b> How one woman made a difference! <b>Key knowledge:</b> To know who Rosa Parks was, to know what action she took and to know when this took place. (1<sup>st</sup> December 1955) To be able to recount this event.</p> <p><b>Skills:</b> Distinguish between fact and fiction (interpretation), to understand similarities and differences (interpretation), present their knowledge in different ways (communication)</p> <p><b>Vocabulary:</b> decades, then, x years ago, years, before I was born, significant</p>	<p><b>Let's talk!</b> The history of communication since 1900 <b>Key knowledge:</b> the children will know about different methods of communication that go beyond living memory. Sequence artefacts.</p> <p><b>Skills:</b> 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)</p> <p><b>Vocabulary:</b> older, newer, significant, invention, global,</p>	<p><b>All about the Cottage Homes</b> A local history study</p> <p><b>Key knowledge:</b> to know when the cottage homes were built and their purpose.</p> <p><b>Skills:</b> 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.</p> <p><b>Vocabulary:</b> timeline, x years ago, evidence, change, decades</p>
3	<p><b>Stone Age onwards</b> <b>Key knowledge:</b> to know what changes took place in Britain from the Stone Age to the Iron Age. (late Neolithic hunter-gatherers and early farmers, for example Skara Brae. (Chronology) Sequence events and artefacts, recognise the difference between different periods. (Chronology)</p> <p><b>Skills:</b> Know some important historical events and their importance. (knowledge and understanding) Distinguish between different sources. (interpretation)</p>	<p><b>Egyptians</b> <b>Key knowledge:</b> 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)</p> <p><b>Skills:</b> 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.</p>	<p><b>Fabulous Fazakerley</b> <b>Key knowledge:</b> The children will know significant facts about Hartley's Village, Mr Hartley and the pertinent dates.</p> <p><b>Skills:</b> 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)</p>



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	<p>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)</p> <p><b>Vocabulary:</b> Archaeologist, hunter-gatherer stone age.</p>	<p>(communication)</p> <p><b>Vocabulary:</b> Before common era, AD/BC god, goddess, Ancient Egypt, Civilisation, Ruler, power, non-european, pharaoh,</p>	<p><b>Vocabulary:</b> decades, centuries, evidence, artefact, legacy,</p>
4	<p><b>Ancient Greece</b> <b>Key knowledge:</b> 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.</p> <p><b>Skills:</b> 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).</p> <p><b>Vocabulary:</b> AD, BC, ACE, BCE, millennia, eras period, archaeologist, god, goddess, chronology</p>	<p><b>Romans and Roman Britain</b> <b>Key knowledge:</b> 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.</p> <p><b>Skills:</b> 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).</p> <p><b>Vocabulary:</b> chronology, AD, BC, ACE, BCE, millennia, emperor, invasion, republic</p>	<p><b>Liverpool in the Victorian era – the rise of the docks</b> <b>Key knowledge:</b> 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.</p> <p><b>Skills:</b> 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)</p> <p><b>Vocabulary:</b> chronology, decades, Empire, Prime Minister, trade, trade route</p>
5	<p><b>Liverpool and the Slave Trade</b> <b>Key knowledge:</b> 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.</p> <p><b>Skills:</b> Compare accounts of events from different sources, choose and use different evidence to build</p>	<p><b>Shang Dynasty</b> <b>Key knowledge:</b> 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,)</p> <p><b>Skills:</b> Compare accounts of events from different</p>	<p><b>Anglo Saxons and the Scots (410-800AD)</b> <b>Key knowledge:</b> 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.</p> <p><b>Skills:</b> Compare accounts of events from different</p>



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



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