

# History Curriculum Map

	Autumn		Spring		Summer	
Year 1	<b>Changes within living memory</b> History of toys	<b>Linked skills</b> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...	<b>Changes within living memory</b> What has changed since my Grandparents were young?	<b>Linked Skills</b> Sequence events in their life. Use stories to encourage children to distinguish between fact and fiction.	<b>Significant event, places and people in their own locality</b> Seaside / Crosby beach	<b>Linked Skills</b> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play... Making models... Writing... Using ICT...
Year 2	<b>Events beyond living memory</b> The Great Fire of London	<b>Significant individuals</b> Intrepid Explorers: Christopher Columbus & Neil Armstrong	<b>Linked Skills</b> Chronological understanding Describing key events Identify differences between ways of life at different times Discuss pictures/ photographs of people/ events from the past Recognise why people did things Describe memories of key events in lives		<b>Significant event, places and people in their own locality</b> History of Liverpool	<b>Linked Skills</b> Geography: Communicate their knowledge through: Drawing pictures... Writing... Use a source – observe or handle sources to answer questions about the past on the basis of simple observations
Year 3	<b>Linked Skills</b> Science: Place the time studied on a timeline Compare with our life today	<b>Changes in Britain from the Stone Age to the Iron Age</b> Stone Age: Who first lived in Britain?	<b>Linked Skills</b> Geography: Use a range of sources to find out about a period Compare with our life today Identify reasons for and results of people's actions Begin to identify features on aerial/oblique photographs	<b>Linked Skills</b> Science: Find out about everyday lives of people in time studied Understand why people may have wanted to do something	<b>The Roman Empire and its impact on Britain</b> The Celts: Who was Boudica?	<b>The Roman Empire and its impact on Britain</b> Romans: What did the Romans do for us?
Year 4	<b>Linked Skills</b> Art: Landscapes. Liverpool Water Front – History of Liverpool Waterfront. Use terms related to the period and begin to date events. Begin to evaluate the usefulness of different sources.	<b>Britain's Settlement by Anglo-Saxons and Scots</b> The Anglo-Saxons	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> The Vikings	<b>A theme in British History beyond 1066</b> The Tudors	<b>Linked Skills</b> English: Plays/Diagloue – Shakespeare – Romeo & Juliet. Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text book and historical knowledge .	<b>Linked Skills</b> Science: Investigation – How big would your parachute be? Ask a variety of questions. Communicate their knowledge and understanding.

Year 5	<p><b>Linked Skills</b> English: Compare life in early and late “times studied” Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p><b>An aspect or theme of British history beyond 1066</b> The Great Fire of London: Why should gunpowder plot and treason never be forgotten?</p>	<p><b>Ancient Greece</b> Ancient Greece: Has Greece always been in the news? <i>Trip to the Museum</i></p>	<p><b>Linked Skills</b> English: Compare accounts of events from different sources – fact or fiction Use evidence to build up a picture of a past event Make comparisons between different times in the past</p>	<p><b>The achievements of the earliest civilizations</b> Ancient Egypt: How can we rediscover the wonder of Ancient Egypt?</p>	<p><b>Linked Skills</b> RE: Compare accounts of events from different sources – fact or fiction Use the library and internet for research with increasing confidence</p>
Year 6	<p><b>Local History</b> Victorians: How did the Victorians period shape childhood today?</p>	<p><b>Linked Skills</b> Trip to Croxteth Hall (COVID alternative-Victorian Christmas in school): Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Use a range of sources to find out about an aspect of time past</p>	<p><b>An aspect or theme of British history beyond 1066</b> Slavery: Why should the world be ashamed of slavery? <i>Trip to Liverpool Slavery Museum</i></p> <p><b>Linked Skills</b> PSHE: Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations- fact or fiction and opinion Be aware that different evidence will lead to different conclusions Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p>	<p><b>Linked Skills</b> Science: Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Select and organise information to produce structured work making appropriate use of dates and terms</p>	<p><b>Linked Skills</b> Science: Write/present an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (Darwin) Select and organise information to produce structured work making appropriate use of dates and terms RE: (Lourdes and Berndette) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>	