



Farnworth CE Primary School Curriculum Map History



EYFS	Understanding the World			Communication and Language		
	<p>Children in Reception</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. <p>Early Learning Goals</p> <p>Past and Present</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling. 			<p>Children in Reception</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Use new vocabulary through the day. -Ask questions to find out more and to check they understand what has been said to them. -Use new vocabulary in different contexts. -Describe some events in detail. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Early Learning Goals</p> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. -Make comments about what they have heard and ask questions to clarify their understanding. <p>Speaking</p> <ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses. 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Remembrance To learn about an event beyond living memory				Our school To explore changes within living memory To explain how learning has changed at Farnworth	

		<p>To know what a poppy looks like and why we wear them</p> <p>To know who we are remembering during remembrance</p> <p>To know some ways people mark remembrance day</p>		<p>To explore their own learning</p> <p>To identify similarities and differences between the school throughout different periods of time</p> <p>To identify what is old and new</p> <p>To ask and answer questions about artefacts and photographs</p>
Year 2		<p>John Lennon and LS Lowry</p> <p>To compare two significant individuals from the past</p> <p>To understand the term significant</p> <p>To gather information</p> <p>To construct timelines</p> <p>To be able to talk about the achievements of each individual locally and globally</p>		<p>The Titanic</p> <p>To learn about a significant historical event</p> <p>To know how the Titanic links to our local area</p> <p>To place objects and events in time order</p> <p>To explore the causes and effects of events surrounding the history of the Titanic</p> <p>To make comparisons using sources of evidence as support</p>
Year 3		<p>Changes in Britain stone age to iron age</p> <p>To learn about and compare the three eras of pre history</p> <p>To know the dates of each era and identify these on timelines</p> <p>To explore the similarities, differences and changes in way of life throughout pre history</p> <p>To explore the significance of Skara Brae and Stonehenge</p>		<p>Ancient Egypt</p> <p>To know the names of various ancient civilisations</p> <p>To use a timeline to identify different ancient civilisations</p> <p>To learn about the achievements of the Ancient Egyptian civilisation from artefacts, images and sources of information</p> <p>To know about ancient Egyptian beliefs and customs including mummification</p> <p>To consider the role of the child and home in the time of ancient Egypt</p> <p>To be able to say how Tutankhamun's discovery has provided evidence about pyramids</p> <p>To consider the importance of the river Nile and justify their arguments</p>

<p>Year 4</p>		<p>Farnworth, Widnes and Halton To study local history To establish the dates of the local church and our school To know about the three local bridges and compare their dates To understand the impact of these bridges to people in the locality over time To understand the term jubilee To discuss how local landmarks link to the jubilees of queens Victoria and Elizabeth II</p>		<p>The Roman Empire and its impact on Britain To know the dates of the Roman empire and Roman Britain To understand the term invasion To know the history of events leading up to the Roman invasion of Britain To appreciate the power and skill of the Roman army To use sources of evidence and artefacts to make statements about the ways the Romans impacted life in Britain To appreciate the impact, the Romans had locally, through the study of architecture in Chester To evaluate whether Boudicca was a hero or villain</p>
<p>Year 5</p>		<p>Britain's settlement by Anglo-Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor To know how the Anglo Saxons shaped Britain into 7 kingdoms To identify Anglo Saxon place names To understand how Christianity was shaped by Anglo Saxon settlement To know the date of the first Viking raid on Britain</p>		<p>The Ancient Maya To learn about a non-European society that provides contrast with British history To know the dates of the ancient Maya and relate these to Anglo Saxon Britain To think about the location of ancient Maya and how this helped to shape their way of life To use artefacts to make assumptions about the Maya achievements, customs and culture To compare homes and trade activity of the Anglo Saxons and ancient Maya To use the Chilam Balam text to establish the thoughts of the ancient Maya towards Christianity To put forward an argument as to how writing made the Maya powerful</p>

		<p>To use sources of evidence to argue why the Vikings chose to invade Britain</p> <p>To consider whether the Vikings could be thought of as traders</p> <p>To justify arguments about Alfred the Great</p>		
Year 6	<p>The impact of the slave trade through to WW2 locally</p> <p>To study of an aspect of British history beyond 1066</p> <p>To consider how local amenities, make our local area attractive currently</p> <p>To talk about changes to the local area referring to dates</p> <p>To learn about the slave trade relating to significant events and changes in the Liverpool area</p> <p>To use sources of evidence to learn about the viewpoints of local individuals on the slave trade</p> <p>To consider the cause and consequences of the industrial revolution on the local area</p> <p>To understand why Liverpool was a target during the Blitz</p>			<p>Ancient Greece</p> <p>To study Greek life, their achievements and their influence on the western world through the use of written sources and artefacts</p> <p>To learn about ancient Greek democracy</p> <p>To consider and justify whether the ancient Greeks have left a legacy in Britain</p>