

Key Stage 1 Curriculum Map

Year Group	Term	Curriculum Reference	Key Skills	Key Learning - how will we practise our key skills	Possible Cross Curricular Links
EYFS	Autumn Spring Summer	Understanding the World People and Communities The World	Chronology, knowledge & understanding - I can make some comments about things (features, people, events, themes) from the past. I can use some time words like 'now' 'then' 'old' 'new' 'past' Diversity - When I talk about my family and friends, I can say similarities and differences. Significance - I can describe special times for myself and my family. Continuity and change - I can show how things change over time. Communication - I can talk, draw and write to show my ideas.	History introduced through talk and play about past and present events and in relation to themselves and their family. Discuss similarities and differences and make comparisons of 'then' and 'now'. A sense of time using language in their learning - past, present and future tense.	Maths
EYFS	Summer	Understanding the World/Changes within Living Memory;	Chronology, knowledge & understanding - I can make some comments about things (features, people, events, themes) from the past. I can use some time words like 'now' 'then' 'old' 'new' 'past' Using and understanding sources of evidence - I can pick out information about the past from sources like pictures objects and stories.	Visit to Ellesmere Port Boat Museum to find out what it was like to live on the Canals over 100 years ago by looking at similarities and differences of life on a Canal.	Literacy

Key Stage 1 Curriculum Map

<p>Year 1</p>	<p>Autumn</p>	<p>Events Beyond Living Memory; The Great Fire of London.</p> <p>Guy Fawkes</p> <p>Remembrance</p>	<p>Chronology - I can sequence a few events, objects or pieces of information on a timeline.</p> <p>Cause & Consequence - I can make some comments about why people did things, why events happened and what happened as a result.</p> <p>Significance - I can point out people or events that are historically important and begin to say what was special about them.</p> <p>Communicating ideas in history - I can make labelled drawings, write simple sentences, speak and use ICT to show my ideas.</p>	<p>Develop an awareness of the past; by sequencing events beyond living memory on a timeline</p> <p>To understand key features of events - What was the Great Fire of London? Why did it happen? What made Guy Fawkes plot against Parliament? Was he successful? What happened to him? Who and what do we remember on Remembrance Sunday? Why are soldiers special?</p> <p>To understand the lives of significant individuals in the past; Who was Guy Fawkes? What he a good man or an evil man? Why is he important to us now?</p>	<p>Drama English Science Geography</p>
	<p>Spring</p>	<p>Significant events, people and places in own locality; What was it like to be a local Victorian child?</p>	<p>Knowledge and understanding of history - I can describe some features, events and themes from the past.</p> <p>Continuity and change - I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.</p>	<p>To identify differences and similarities between ways of life in different periods; Investigate some of the key features of Victorian Leigh. How am I different to a Victorian child? Am I the same in some ways? What was a day in their life like?</p>	<p>English Geography Drama ICT</p>

Key Stage 1 Curriculum Map

			<p>Diversity - I can begin to point out some similarities and differences between the ways of life of different people living at the time I am learning about.</p> <p>Understanding historical interpretation - I can name and talk about some types of things which tell us about the past.</p> <p>Communicating ideas in history - I can make labelled drawings, write simple sentences, speak and use ICT to show my ideas.</p>	<p>Did all Victorian children have this life? Was it different if you were rich or poor?</p> <p>To understand some of the ways we find out about the past; Discuss different ways we find out about the recent past - photographs, diaries, newspapers, maps. Use different sources to ask and answer questions; use different sources to ask and answer simple questions about Victorian children.</p>	
Summer	<p>Changes within living memory; Where did my grandparents go on Summer holidays?</p>	<p>Chronology, knowledge & understanding of history - I can use a range of time words eg before, after, then, now, later, past, old, new.</p> <p>Continuity and change - I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.</p>	<p>To know where people and events fit into a chronological framework; Where do my grandparents fit on the time line?</p> <p>To identify changes in living memory; What were holidays like then? How holidays have changed within the last 100 years.</p> <p>To understand some of the ways we</p>	<p>English Geography Drama ICT</p>	

Key Stage 1 Curriculum Map

			<p>Understanding historical interpretation - I can name and talk about some types of things which tell us about the past.</p> <p>Communicating ideas in history - I can make labelled drawings, write simple sentences, speak and use ICT to show my ideas.</p>	<p>find out about the past; Discuss different ways we find out about the recent past - photographs, diaries, newspapers, maps, objects. Use different sources to ask and answer questions; use different sources to ask and answer simple questions about holidays.</p> <p>to find similarities and differences between ways of life then and now; What was the same? What is different?</p>	
Year 2	Autumn	<p>Changes within Living Memory; The Swinging 60s!</p>	<p>Knowledge & Understanding of History - I can use some historical terms from the period I am learning about</p> <p>Diversity within a period - I can describe some similarities and differences between people, events and beliefs in the period I am studying</p> <p>Cause & Consequence - using a few sources I can find some reasons for and results of people's actions and events.</p> <p>Communication - I can present my learnings about the past using speaking, writing, drawing, ICT and drama.</p>	<p>To identify changes within living memory by comparing lifestyles, fashion, music and food and begin to understand why people followed these choices.</p> <p>To use key vocabulary and historical terms then, now, decade, use year names, recent, era</p>	Art Dance

Key Stage 1 Curriculum Map

Spring	<p>Significant events, people and places in own locality; Local mills and work in the Victorian times.</p>	<p>Chronology - I can place events, objects, themes and people from my history topic on a timeline.</p> <p>Continuity and Changes - I can point out some similarities and differences between aspects of life at different times in the past.</p> <p>Understanding historical interpretation - I can say which sources might be more useful than others to help me solve a task.</p> <p>Using & Understanding sources of evidence - I can use information from more than one source in my answers.</p> <p>Communication- I can present my learnings about the past using speaking, writing, drawing, ICT and drama.</p>	<p>To be able to talk about significant events and places in our locality by engaging in trip to Quarry Bank Mill (the Mill experience), using primary and secondary sources to understand how mills were significant locally.</p> <p>To know where people and events fit into a chronological framework by placing themes onto a timeline alongside other themes I have learnt about.</p>	Geography English
Summer	<p>Events Beyond Living Memory; Explorers</p>	<p>Knowledge & Understanding of history - I can include some details when I write or talk about features, events, people and themes from the past.</p> <p>I can use 'century', 'decade' 'BC' and 'AD'.</p> <p>Significance - I can talk about which people or events were historically important and begin to say why.</p> <p>Using and understanding sources of evidence - I can compare different sources about a person, event, object or change and point out some similarities and differences.</p>	<p>Develop an awareness of the past by studying different sources of evidence and deciding which would be most reliable.</p> <p>Understand key features of events by studying reasons for the Wright's success based on the story. How their first flight changed aviation? Look at how flight changed over time including Amy Johnson.</p> <p>Study changes in technology which allowed the first man to land on the moon.</p>	Drama English

Key Stage 1 Curriculum Map

			Communication- I can present my learnings about the past using speaking, writing, drawing, ICT and drama.		
--	--	--	--	--	--