



Fairlawn Primary School History Curriculum

Main aims of the history curriculum (knowledge):

- Know and understand British history as a coherent and chronological narrative
- Understand the impact of history on the nation today.
- Know and understand significant aspects of the history of the wider world
- Understand abstract terms such as empire, civilization, parliament and peasantry
- Understand historical concepts such as: continuity and change, cause and consequence, similarity, difference and significance. Use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Gain historical perspective by placing their knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Subject knowledge: anything in bold is statutory. Anything that is not in bold is non statutory.

Key Skills: Anything in bold is new learning for that year.



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<i>Year 1</i>	
<i>Topics</i>	<ul style="list-style-type: none">• <i>London: All Aboard</i>• <i>Jurassic Park</i>• <i>All around the world: Amazing Africa</i>• <i>Castles, Knights and Dragons.</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Identify similarities and differences between ways of life in different periods.</i>• <i>Ask and answer questions about the past.</i>• <i>Begin to understand chronology by placing objects and events in order.</i>• <i>Understand how we find out about the past.</i>• <i>Begin to use a range of vocabulary related to the past. (e.g. yesterday, a long time ago, before I was born.)</i>



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<i>Year 2</i>	
<i>Topics</i>	<ul style="list-style-type: none">• <i>London: Spectacular Skylines</i>• <i>Stones and Bones</i>• <i>All around the world: Egypt</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Develop understanding of chronology through the use of time lines.</i>• <i>Identify similarities and differences between ways of life in different periods.</i>• <i>Use a wide vocabulary of everyday historical terms. (e.g. BC/ BCE, AD/CE, century, decade)</i>• <i>Ask and answer questions about the past, choosing sources to help answer these questions.</i>• <i>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i>



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<i>Year 3</i>	
<i>Topics</i>	<ul style="list-style-type: none">• <i>Mythical Worlds</i>• <i>Londinium</i>• <i>All around the world: India</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Start to identify broad changes to society within and across the periods studied.</i>• <i>Begin to use appropriate historical terms to describe changes in history. (e.g. BC/ BCE, AD/CE, century, decade)</i>• <i>Start to address and devise historically valid questions about change, cause, similarity and difference.</i>• <i>Use a wide range of sources to begin to answer questions about the past.</i>• <i>Continue to understand some of the ways we find out about the past and identify different ways in which it is represented.</i>• <i>Begin to evaluate evidence and choose the most reliable sources.</i>



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<i>Year 4</i>	
<i>Topics</i>	<ul style="list-style-type: none">• <i>London: Tales of the Thames</i>• <i>Voyagers and Villains</i>• <i>Japan</i>• <i>All around the world: Central and South America</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Continue to identify broad changes to society within and across the periods they study.</i>• <i>Continue to use appropriate historical terms to describe changes in history. (e.g. BC/ BCE, AD/CE, century, decade)</i>• <i>Address and devise historically valid questions about change, cause, similarity and difference.</i>• <i>Use a wide range of sources to begin to answer questions about the past.</i>• <i>Continue to understand some of the ways we find out about the past and identify different ways in which it is represented.</i>• <i>Understand how and why contrasting arguments and interpretations of the past have been constructed. Use this information to evaluate evidence and choose the most reliable source.</i>

Year 5



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<i>Topics</i>	<ul style="list-style-type: none">• <i>London: Vile Victorians</i>• <i>Medical Marvels</i>• <i>All around the world: China</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Continue to identify broad changes to society within and across the periods they study.</i>• <i>Continue to use appropriate historical terms to describe changes in history. (e.g. BC/ BCE, AD/CE, century, decade)</i>• <i>Address and devise historically valid questions about change, cause, similarity and difference.</i>• <i>Use a wide range of sources to begin to answer questions about the past.</i>• <i>Continue to understand some of the ways we find out about the past and identify different ways in which it is represented.</i>• <i>Understand how and why contrasting arguments and interpretations of the past have been constructed. Use this information to evaluate evidence and choose the most reliable source</i>



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<i>Year 6</i>	
<i>Topics</i>	<ul style="list-style-type: none">• <i>London: Blitz Brits</i>• <i>All around the world: North America</i>
<i>Key Skills</i>	<ul style="list-style-type: none">• <i>Understand broad changes to society within and across the periods studied..</i>• <i>Identify connections, contrasts and trends over time.</i>• <i>Develop the appropriate use of historical terms to describe broader changes in history. (e.g. religious, political, social)</i>• <i>Regularly address and devise historically valid questions about change, cause, similarity and difference, and significance.</i>• <i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i>• <i>Understand some of the ways we find out about the past and identify different ways in which it is represented.</i>• <i>Understand how and why contrasting arguments and interpretations of the past have been constructed. Use this information to evaluate evidence and choose the most reliable source</i>