

History Progression of Knowledge and Skills

Intent (Aims)	<p>At Fairlawn, it is our intention to engage children in a lively exploration of the history of the people and events that have shaped our country and that of the nations that we have had strong connections with, as well as giving opportunities to explore some periods of history from the wider world. Our curriculum choices reflect the fact that we are a multicultural, London-based school. We take a London thread to the history learning across the school when it is relevant. For example, in Reception children learn about London landmarks, in Year 2 they study the Great Fire of London, in Year 3 the destruction of Londinium during Boudicca's Revolt and in Year 5 Victorian London. When we mark special anniversaries, such as Remembrance Day, and when learning about significant historical figures, we ensure that there is diversity in the cultural heritage of the people represented or studied. We believe that history enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. We also teach children to think critically about how the past has been represented and from whose perspective.</p>						
Pedagogy (How?)	<p>We teach history from the National Curriculum in half-termly blocks. Most year groups cover three history topics across the year, using the knowledge expectations outlined in the National Curriculum. In the early years, within the area of Understanding the World, teachers plan examples from real life and from stories to help children begin to develop a sense of past and present. The school's history curriculum map shows where abstract concepts, such as Empire and migration, are either being introduced, or are building on previous learning. It also identifies the core historical skills to be fostered during each topic, which have been sequenced and repeated to maximise learning for all children; it is important that the children develop progressive skills of a historian throughout their time at Fairlawn and do not just learn a series of facts about the past. Where possible, pupils are engaged in using contemporary sources of information to find evidence, weigh it up and reach their own conclusions. The Collins Connected History program is used as a good provider of contemporary sources where it has a relevant unit to match our curriculum.</p>						
Curriculum (What?)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of chronology	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Begin to develop a sense of past and present-through talking about birthdays, holidays, what families did at the weekend. 	<ul style="list-style-type: none"> sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases (such as old, new, past, present, before and after) 	<ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order four dates from earliest to latest on simple timelines; use words and phrases (such as newest, oldest, latest future, century, modern) to show the passing of time. 	<ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; 	<ul style="list-style-type: none"> understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) or BCE (before the common era) and ACE (after the common era). 	<ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; Be able to give examples of something that occurred before and after the unit being studied. 	<ul style="list-style-type: none"> accurately use dates and terms to describe historical events within the unit of study. understand how some historical events/periods occurred concurrently in different locations.
Historical enquiry		<ul style="list-style-type: none"> sort some objects/artefacts into new and old and then and now. observe or handle evidence to ask simple questions about the past; 	<ul style="list-style-type: none"> observe or handle evidence to find answers to simple questions about the past on the basis of simple observation use evidence to explain the key 	<ul style="list-style-type: none"> use a range of sources to find out about the past; gather more detail from sources such as maps to build up a clearer picture of the past; regularly address and sometimes 	<ul style="list-style-type: none"> begin to undertake their own research. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation 	<ul style="list-style-type: none"> use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed 	<ul style="list-style-type: none"> select relevant sections of information to address historically valid questions and construct detailed, informed responses;

			features of events;	devise own questions to find answers about the past;	of relevant historical information;	sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; <ul style="list-style-type: none"> consider the reliability of sources of information they are using to investigate the past; 	<ul style="list-style-type: none"> investigate their own lines of enquiry by posing historically valid questions to answer.
Historical Interpretation	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <p>For example, discuss whether characters and places in stories (e.g. knights and castles) are something we see today or we think were in the past.</p>	<ul style="list-style-type: none"> observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; 	<ul style="list-style-type: none"> explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. start to understand that there can be different versions of the same event from the past; 	<ul style="list-style-type: none"> look at two versions of the same event or story in history and identify differences (e.g. Boudicca's Revolt); begin to understand some of the ways in which historians and others investigate the past. 	<ul style="list-style-type: none"> investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. continue to develop their understanding of how historians and others investigate the past, including methods of dating a site, human remains or artefacts. 	<ul style="list-style-type: none"> find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; start to understand the difference between primary and secondary evidence and start to question its reliability; 	<ul style="list-style-type: none"> show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others; consider different ways of checking the accuracy of interpretations of the past;
Continuity and Change		<ul style="list-style-type: none"> begin to understand that some things change and some things stay nearly the same. 	<ul style="list-style-type: none"> begin to identify changes across periods of time through pictures, photographs and objects; 	<ul style="list-style-type: none"> identify key things that stayed the same between periods; 	<ul style="list-style-type: none"> start to understand that there are times in history when change happens suddenly. 	<ul style="list-style-type: none"> identify why some changes between different periods of time have had more significant 	<ul style="list-style-type: none"> understand that there are times in history when change happens suddenly and these moments

				<ul style="list-style-type: none"> • identify key things that changed between periods; • identify that there are reasons for continuities and changes across periods of time and explain some of these; 	<ul style="list-style-type: none"> • start to explain the impact of some changes that have happened throughout different periods of time; 	<p>consequences than others;</p> <ul style="list-style-type: none"> • start to categorise some types of changes into political, economic social and technological (e.g. in relation to Industrial Revolution); • understand and describe in some detail the main changes to an aspect of a period in history. 	<p>of change can be referred to as 'turning points' in history;</p> <ul style="list-style-type: none"> • explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity;
Cause and Consequence			<ul style="list-style-type: none"> • understand that a cause makes something happen and that historical events have causes; 	<ul style="list-style-type: none"> • understand that a cause is something directly linked to an event and not just something that happened before it; • understand that a consequence is something that happens as a result of something else. • start to understand that there are short and long-term causes of events; 	<ul style="list-style-type: none"> • explain a series of directly related events that happened in the lead up to a historical event; • begin to understand that historical events create changes that have consequences; • understand that historical events have consequences that sometimes last long after the event is over. 	<ul style="list-style-type: none"> • examine in more detail the short and long-term causes of an event being studied; • understand that some causes may be more significant than others and that some causes are less significant; • begin to understand that historians may not agree on the main causes of an event; 	<ul style="list-style-type: none"> • understand that one event can have multiple consequences that impact on many countries and civilisations; • understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War;

<p>Similarities and differences</p>		<ul style="list-style-type: none"> recognise some similarities and differences between the past and the present. 	<ul style="list-style-type: none"> start to understand that during the same period of time, life was different for people in the past, such as rich and poor, male and female; 	<ul style="list-style-type: none"> identify and give some examples of how life was similar and different in the past, comparing two time periods. 	<ul style="list-style-type: none"> explain and give varied examples of how life was similar and different in the past; 	<ul style="list-style-type: none"> identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs; 	<ul style="list-style-type: none"> explain and give examples to show that things may have been different from place to place at the same time; start to give reasons for these similarities and differences.
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<p>Historical significance</p>		<ul style="list-style-type: none"> talk about why a person was important; 	<ul style="list-style-type: none"> explain reasons why someone might be significant. talk about why the event was important and what happened. 	<ul style="list-style-type: none"> identify historically significant people and events from a period of history and give some detail about what they did or what happened. 	<ul style="list-style-type: none"> begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past; understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us; 	<ul style="list-style-type: none"> identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. understand that what we consider to be significant can change throughout different periods; start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally; 	<ul style="list-style-type: none"> identify a range of historically significant people and events from different periods of history and explain why they were significant; explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant;
<p>Vocabulary</p>	<p>past present now then old new</p>	<p>building the church city exploration government: parliament ruler: king war/ peace transport travel</p>	<p>battle, conflict discrimination: racism and sexism monument, nation/country remembrance religion ruler: pharaoh society technology trade</p>	<p>colony conquest empire entertainment farming invader/invasion kingdom settlement slave tribe</p>	<p>civilisation culture economy: money, tax, barter knowledge leisure migration power significant</p>	<p>decolonisation democracy economic enslavement era Industrial Revolution political social technological</p>	<p>colonisation pre-war/ post-war propaganda occupation (of territory) treaty</p>