

History Vision Statement



“Study the past and you would define the future” - Confucius.

Our school vision, "Dream, Believe, Achieve," celebrates aspiration. Our History curriculum is designed to teach children about the significant impact their local area and its people have had on the modern world. It also encourages them to celebrate and respect the cultural and relational differences between societies across the globe. Studying history helps children understand who they are and where they come from, while also fostering tolerance and respect for others. Additionally, it develops a critical mind, helping children recognize the complexity of society and understand that individuals can have both positive and negative impacts on the world.



*Tell me and I forget, teach me and I may remember,
involve me and I learn. - Benjamin Franklin*

EY/FS

Past and Present- lives of families and their roles in society.

Rationale:

Children will start their history education by exploring their personal past and understanding how it connects to their family. They will learn about the world around them and how it relates to their own experiences and family history. By engaging in discussions, listening to stories, singing songs, and participating in play, they will develop these skills.

Learning:

In Nursery:

Children will learn how to understand the world beginning to make sense of the world around them through stories, play and talking.

Children will begin to listen to family stories and share them with their peers and teachers. They will gain an understanding of their own life and their family's history- including who is in their family.

In Reception:

Children will further their understanding of the world around them and comment on images taken from the past. They are able to understand that it is not an image taken from today.

Children will be able to compare and contrast in stories and be able to understand characters and stories that come from the past e.g. Once, long ago in a faraway land...

In Year 1:

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson's Rocket and railways developed our area and internationally.

That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now. They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.

That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born. About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.

Key Vocabulary:

Now, then, family, job, Grandma/Nanna/Granny, Grandad/Grandpa, long ago.

Progression/ End Points:

Children can identify who are in their family.

Children can listen to stories about other families.

Children can devise role-play in family settings e.g. Mummies and Daddies.

Children can talk about the jobs that people in their family do.

Children identify images are from the past.

Children can retell parts of a story with elements from the past e.g. long, long ago.

Children can verbalise, using the past tense, something that has happened in the past e.g. I had a sandwich for my dinner.

Challenge:

Children can identify characters or well-known people from the past or who are much older e.g. The King, a family member no longer here.

Year 1

Ourselves. Guy Fawkes. Me and my toys. How did George Stephenson change the world?

Rationale:

Building on their Early Years Foundation Stage (EYFS) learning, which focused on their personal history, children will now expand their understanding by exploring broader historical contexts. This approach will enable them to see the tangible impact of history on their local area, providing concrete experiences they can relate to. For example, learning about George Stephenson’s achievements and the construction of the Stockton-Darlington railway will illustrate how significant individuals have influenced local, national, and international history. This also introduces children to the concept of historical evidence, helping them understand how specific items or ideas are connected to events or individuals.

Children will use their own experiences to study toys and homes through time, allowing them to compare and contrast the past and present while drawing on family experiences. They will begin to use artefacts to observe and gather information.

Additionally, children will connect their experiences of Bonfire Night with the story of Guy Fawkes, understanding how historical events continue to shape our traditions and behaviours even centuries later.

Black History Links:

Floella Benjamin- Children’s TV presenter.

Learning:

Prior Knowledge:

Children have learnt in EYFS that people have lived and events have happened in history and before we were born.

They have begun to use some historical vocabulary to show the simple passing of time.

Children have learnt that history might be being made by other people whilst they are at school.

Children have begun to explore their own history by thinking about some of their important life events.

Year 1:

How history in the wider locality can have huge impacts locally, nationally and internationally, looking at how Stephenson’s Rocket and railways developed our area and internationally.

That certain artefacts, clothing or objects can tell us about certain people or events and that they have a connection. Children will categorise artefacts between then and now.

They have been taught that things can change or stay the same throughout history, such as houses, clothes, toys and games.

That history can be made locally, nationally or internationally and that it extends beyond themselves and long before they were born.

Year 2:

About the life, events and achievements with Captain Cook which will be compared with Stephenson.

Children will compare the chronology of each, their local, national and international impact and the legacies of both. How to identify simple pieces of evidence as primary or secondary, explaining how they relate to a particular person or event.

That certain events in history have had significant loss or tragedy attached to them that impact more than just the event.

That local history can have a significant impact on international history.

About the achievements of significant people and events and that they have had an impact on the lives of people in the past and on their own lives now.

That exploration can be done in many different ways.

Key Vocabulary:

Using simple phrases and words to describe the passing of time -
e.g. 'past' 'before' 'now' 'then'
'Long ago' 'before I was born' 'changes to now'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'
Jack-in-a-box, doll house, wooden blocks, yo-yo, Bilbo catcher, diablo, marbles, engineer, steam engine, locomotive,
machine, track, railway, inventor, Locomotion.

Guy Fawkes, King James I, parliament, gunpowder, plot, Catholic, Protestant.

Progression/ End Points:

Autumn Term

Using simple phrases and words to describe the passing of time
e.g. 'past' 'before' 'now' 'then'
'Long ago' 'before I was born' 'changes to now'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'
Jack-in-a-box, doll house, wooden blocks, yo-yo, Bilbo catcher,
diablo, marbles, engineer, steam engine, locomotive,
machine, track, railway, inventor, Locomotion.

Guy Fawkes, King James I, parliament, gunpowder, plot,
Catholic, Protestant.

Spring Term

Pupils can explore how toys have changed over time.
Pupils can sort old and new toys.
Pupils can describe their favourite toy.
Pupils can play a range of games.

Summer Term

Pupils can identify features of railways.
Pupils can recognise the local significance of George Stephenson.
Pupils can understand how trains have developed over the years.

Challenge:

Children can explain our bonfire night celebrations with reference to the events of 1605.

Skills Gained:

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
Identifying that events have happened in the past and significant people from the	Identifying that changes have happened in history	Identifying that certain events and individuals have had major	Identifying why certain people/events are significant in history –	How did George Stephenson help to change our area?	Using simple phrases and words to describe the passing of time -	Analyse a variety of artefacts/objects to infer about an

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<p>past have helped shape the present locally – George Stephenson and the development of trains. Identifying that local history can affect national and international history. Identifying that events and people from the past may have occurred across a greater period of time than just themselves</p> <p>Identifying that events and changes have happened in order.</p> <p>Identifying that there are different periods of time in history – Georgians/Victorians/Tudors/ 20thC, linked to homes and toys.</p>	<p>that can impact on today – George Stephenson and the development of trains/ Guy Fawkes and Bonfire Night celebrations.</p>	<p>consequences in history – George Stephenson’s developments led to national railways etc. Identifying the growth of the local area due to the achievements of individuals.</p> <p>Identifying the effects of railways on the growth of Teesside.</p>	<p>achievements, impact etc.</p> <p>Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc.</p> <p>Identifying why the growth of seaside holidays has made parts of Teesside what it is today.</p>	<p>Guided enquiry using knowledge from topic.</p> <p>Understand that there are questions linked to history and our understanding of it.</p> <p>Being able to make a decision or choose a side in response to a question.</p>	<p>e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘Long ago’ ‘before I was born’ ‘changes to now’</p> <p>Using simple words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’</p>	<p>individual or event – a toy from the Victorian era.</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. Begin to identify social classes based on related artefacts and evidence</p> <p>Identify artefacts from ‘then’ and ‘now’</p>
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Year 2

The Great Fire of London. How brave was James Cook? Neil Armstrong – the history of space travel.

Rationale:

Children will deepen their understanding of significant local individuals by studying Captain Cook, examining his achievements and their local, national, and international impact. This topic will draw comparisons to their previous Year 1 learning about George Stephenson, highlighting how both individuals' innovations significantly influenced global development and local heritage. Children will also start to assess Captain Cook's significance through a small selection of inquiry materials.

Next, children will broaden their knowledge of British heroes whose contributions helped shape Great Britain and the world.

Captain Cook's voyages will tie into the Geography curriculum, specifically the study of Australia. Through this, children will learn about different modes of exploration, such as by boat or by rocket, enhancing their understanding of exploration methods.

Black History Links:

Katherine Johnson- NASA Mathematician.

Learning:

Prior Knowledge:

Children have learnt about the impact of significant individuals like George Stephenson and their impact on the local area. Children have also learnt about the growth of seaside resorts and the development of our area due to railways and seaside holidays.

Children have identified that our area has a great deal of local history and how local history can affect national and international history too.

Children have begun to explore how simple sources can be used to identify an individual or an event and that examination of these sources can yield more information.

Year 2:

How history in the wider locality can have huge impacts locally, nationally and internationally.
That sources of evidence can be categorised into primary and secondary sources. Simple distinctions between sources from the time and sources after the event will be made.

That their local area has had many significant individuals that have contributed to the national and international narrative of history.

About Captain Cook's explorations and innovations and the significance of them, learning about the ships he sailed on, the places he visited and the impact that he had on native cultures and people.

Year 3:

How primary and secondary sources are separated and what identifies each source as primary or secondary.

How to form a small-scale independent enquiry using pre-selected sources of evidence, building on the enquiry skills learned in Year 2.

About the achievements and struggles of life in Prehistoric Britain, looking at the Stone Age. This will include links to local history in terms of local Iron Age settlements.

About the Ancient Egyptians and their impact on the world. They will investigate:

- Achievements
- Housing Society
- Food
- Beliefs

Children will also learn about the Earliest Civilisations as an overview, then focus on Ancient Egypt as an in- depth study.

How Samuel Pepys' diary ensured that History is remembered and the effect the fire had on London and England has a whole.

About the first Moon landing a space exploration in general.

Key Vocabulary:

Using phrases and words to describe the passing of time -
e.g. 'past' 'before' 'now' 'then' 'present' 'period'
'Long ago' 'before I was born' 'changes to now' 'stayed the same'

Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer.'
Diary, fire hooks, baker, London, River Thames, Lord Mayor, Pudding Lane, St Paul's Cathedral, architect, discrimination, chronological, hospital, continent, discover, explorer, expedition, navigate, voyage, scurvy, Endeavour, cartographer.

Progression/ End Points:

Autumn Term

Pupils know what city the fire started in and can locate it on a map.
Pupils know where the fire started.
Pupils understand why the fire spread so quickly.
Pupils understand what an eyewitness account is and why they're useful.
Pupils can explain why the fire was difficult to put out.
Pupils understand some of the changes that happened to London after the fire.

Spring Term

Pupils can recognise the local significance of Captain Cook.
Pupils understand the impact of Captain Cook's discoveries.
Pupils can explain what life at sea was like.

Summer Term

Pupils can retell the story of the Moon landing.
They can name important characters in the story.
They can relate Armstrong's exploration to Cook's.
They can identify links between Captain Cook and Dr Nicholas Patrick

Challenge:

Children can explain how the Great Fire of London has influenced the construction of towns and cities across Britain.

Skills Gained:

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally –	Identifying that changes throughout history have had important consequences –, understanding of the world from Captain	Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the	Identifying why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact on the rest of the world, Neil	What was Captain Cook's biggest achievement? What was the impact of Samuel Pepys diary?	Understanding the difference between primary and secondary sources. Make reasoned interpretations about individuals and events	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period'

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<p>Captain Cook and his voyages, Samuel Pepys and his diary.</p> <p>Identifying how events in history can be remembered locally, nationally and internationally. Identifying and comparing periods of time – Captain Cook and Neil Armstrong.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning – ‘Captain Cook voyaged around the world because not much was known and new ships allowed them to.’</p>	<p>Cook, space exploration by Neil Armstrong. Identifying why some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc.</p> <p>Identifying why certain events in history are continually remembered nationally.</p>	<p>world, some of his maps are still used today, the effect Samuel Pepys diary had on ensuing homes were built safer.</p> <p>Identifying how certain events in history have been caused and their significance leads us to remember them still to this day.</p>	<p>Armstrong and space and Samuel Pepys.</p> <p>Identifying that certain individuals and events have had an impact locally, nationally and internationally.</p> <p>Identify why certain significant events and individuals are still remembered today.</p>	<p>What was the impact of Neil Armstrong walking on the Moon?</p> <p>Guided enquiry using knowledge from topic.</p> <p>Making semi-independent decisions and using evidence provided to justify.</p>	<p>by using a small selection of focused sources.</p>	<p>‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same.’</p> <p>Using words and phrases to describe events and people from the past – e.g. ‘rich’ ‘poor’ ‘local’ ‘national’ ‘important’ ‘significant’ ‘primary source’ ‘impact’ ‘explorer’ ‘pioneer.’</p>
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Year 3

Local History. Stone Age. Ancient Egypt.

Rationale:

Starting with the Stone Age in Year 3 is an excellent way to introduce children to the entirety of human history. This foundation allows them to understand humanity's first achievements and the growth of civilization. The knowledge gained from studying the Stone Age can be referenced in later topics such as the Egyptians, Greeks, Romans, and Maya, which either have similar starting points or existed around the same times.

By structuring the unit to compare advancements throughout the Stone Age and linking these to the Bronze and Iron Ages, children can observe the development of various aspects over time. Given that Ancient Egypt overlaps with the Bronze and Iron Ages, it is logical to teach it as the next historical topic. This approach helps students see the continuity and progression of human achievements across different eras.

Black History Links:

Cheddar Man- Oldest skeleton ever found in Britain.
Nefertiti- Egyptian Queen.

Learning:

Prior Knowledge:

Children have learnt about the impact of significant individuals like George Stephenson and Captain Cook in terms of local, national and international significance and why we learn about them today. They have considered the effects of these people on the local area and how we can still see their effects.

Children have conducted a small, semi-independent enquiry in Year 2, making a simple judgement and providing evidence for why they think that.

Children have begun to explore the differences between primary and secondary sources and begun to use more specific vocabulary for the passing of time.

Year 3:

Children will learn when the Palaeolithic, Mesolithic and Neolithic eras were. They will learn about what made these eras unique and the inventions that allowed human kind to progress.

They will be able to contrast the life of a hunter-gatherer with a farmer.

Children will finish the year with the Ancient Egyptians and their impact on the world.

They will investigate Egyptian:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Pharaohs
- Pyramids

Year 4:

About the Ancient Romans and their impact on the world including Roman Britain.

They will investigate Roman:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

About the Vikings and Anglo-Saxons and their impact on the world and the local area.

They will investigate:

- Achievements
- Housing
- Society
- Food
- Invading and settling
- Beliefs

Key Vocabulary:

Key vocabulary-

Using simple phrases and words to describe the passing of time -

e.g. 'past' 'before' 'now' 'then'

'Long ago' 'before I was born' 'changes to now.'

Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important.'

Archaeologists, artefact, Neolithic, Mesolithic, Palaeolithic, prehistoric, chronology, tribal, hunter-gatherer, civilization, settlement, sabre-tooth tiger, woolly mammoth, cave art, Stonehenge, Skara Brae, Egyptologist, pyramid, ante-chamber, mummification, sarcophagus, Pharaoh, papyrus, Tutankhamun, River Nile.

Progression/ End Points:

Autumn Term

Pupils understand some of the ways hunter- gatherers lived during the Mesolithic era.

Pupils can identify some of the tools used by hunter-gatherers.

Pupils can recognise the geographical features of a Mesolithic settlement.

Pupils can explain the advantages and disadvantages of farming rather than hunting and gathering.

Spring Term

Pupils can recognise some Pharaohs and place well-known Pharaohs in order of leadership.

Pupils are able to place the Egyptian period on a timeline.

Pupils are able to understand the impact Egyptians have had on modern society.

Summer Term

Pupils are able to name some Egyptian inventions.

Pupils to understand the impact the River Nile had on society.

Pupils are able to understand the impact of the discovery of Tutankhamun's tomb and place it within a timeline.

Challenge:

Pupils can express the massive leap in technological innovation from the first stone tools to the creation of Egypt's monuments.

Skills Gained:

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Building a coherent knowledge of the Stone, Bronze and Iron ages, Ancient Egypt by comparing throughout most lessons, focusing on: achievements, housing, society, food,</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages and Ancient Egypt by comparison of: housing, society, food, beliefs</p>	<p>Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life. Identifying the continuity and change throughout Ancient Egypt and the modern day</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identifying the importance of the Nile for the Ancient Egyptians – identifying the links</p>	<p>Small independent enquiry using pre-selected primary and secondary sources.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages.</p>

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beliefs.		making a comparison of: housing, society, food, beliefs.	between natural resources and humans (incl. early civilisations.)		events and people from the past – e.g. 'Impact' 'significant' 'continuity' 'change' 'prehistoric' 'artefact' 'BC/AD'.	
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Year 4

Romans. Anglo-Saxons. Vikings.

Rationale:

Building on their understanding of the Stone, Bronze, and Iron Ages, children should next learn about the significant impact the Romans had on Great Britain and the entire world. They should explore the influence of Viking invaders and settlers on Great Britain and the rest of Europe. This study will help them recognize how many aspects of modern life are still directly linked to the Roman, Anglo-Saxon, and Viking occupations of Great Britain. This progression will allow children to see the continuity and evolution of historical influences on contemporary society.

Black History Links:

Septimius Severus- Roman Emperor.
North African Roman Soldiers based in Britain.

Learning:

Prior Knowledge:

About Prehistoric Britain, man's achievements and the growth of civilisation from the Stone Age to the Iron Age and Ancient Egypt by studying:

- Achievement
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Stonehenge.

Year 4:

Pupils know who was in charge of the first invasion in 55BC.
Pupils can identify some features of a Celtic warrior.
Pupils understand why the Romans invaded Britain.
Pupils can put reasons for the Roman invasion in order of importance.
Pupils can identify some of the inventions the Romans brought to Britain and understand their importance.
They will investigate Roman, Anglo-Saxon and Viking:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs

Year 5:

About Ancient Greeks and their impact on the world and World War II. They will investigate:
Achievements Housing Society
Food Entertainment Beliefs Ancient cities Culture Warfare Religion
Legends and myths
Greek influence on the world e.g. democracy/ Olympics.
Amazing minds and inventions.
This will build on the early work of the Romans and Egyptians to provide context to both periods.

About the events leading to WWII
What it was like to be an evacuee.
How the role of women changed during the war.
How our local area was affected.

Key Vocabulary:

Use key vocabulary such as:

Duration, period, era, concurrent.

During this time, previously, compared to.

Centurion, emperor, aqueduct, Boudicca, gladiator, conquer, invade, senate, Roman baths, Colosseum, Julius Caesar, raids, longhouse, longship, Gods, Jorvik, shire, Jutes, Lindisfarne, legacy.

Progression/ End Points:						
Autumn Term		Spring Term			Summer Term	
<p>Pupils know who was in charge of the first invasion in 55BC.</p> <p>Pupils can identify some features of a Celtic warrior.</p> <p>Pupils understand why the Romans invaded Britain.</p> <p>Pupils can give reasons for the Roman invasion of Britain.</p> <p>Pupils can identify some of the inventions the Romans brought to Britain and understand their importance.</p> <p>Pupils can retell the story of Boudicca and give reasons for her rebellion.</p>		<p>Pupils recognise that Alfred was a great king who beat the Vikings.</p> <p>Pupils can recall some of the early life of Alfred and the problems he faced.</p> <p>Pupils can explain how Alfred managed to beat the Vikings and maintain control.</p> <p>Pupils can explain why St Bede is important, especially in our local area.</p>			<p>Pupils understand that the Anglo-Saxons came before the Vikings but occupied Britain concurrently.</p> <p>Pupils can describe Viking raids and invasions.</p> <p>Pupils can understand the importance of Lindisfarne.</p> <p>Pupils can describe the Lindisfarne attack.</p> <p>Pupils can retell some of the events from 1066.</p>	
Challenge:						
Pupils can reason whether the Roman invasion was a success or not.						
Skills Gained:						
Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Building a coherent knowledge of the Romans, Vikings and Anglo-Saxons by comparing throughout most lessons, focusing on:</p> <p>achievements, housing, society, food, entertainment, beliefs.</p>	<p>Identifying the continuity and changes throughout the Roman era, Viking and Anglo-Saxon times by comparison of:</p> <p>housing, society, food, entertainment, beliefs.</p>	<p>Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today.</p>	<p>Use primary sources about Boudicca to understand that that is one viewpoint and cannot be verified.</p> <p>Identify why Boudicca is such a significant individual for both British and Roman British history.</p> <p>Identify why interpretation of these sources is critical to our understanding of the past.</p>	<p>Small independent enquiry using pre-selected primary and secondary sources.</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past – e.g. 'Impact' 'significant' 'continuity' 'change' 'artefact' 'BC/AD'.</p>	<p>Identifying primary and secondary sources – artefacts, books, internet etc.</p> <p>Identifying why sources are limited for the Celts.</p>

Year 5

World War Two. Ancient Greece

Rationale:

Building on the civilizations covered in Years 3 and 4, children will study the Ancient Greeks, a European civilization that overlapped with the Ancient Egyptians and Romans. They will compare the Ancient Greeks with these other civilizations, identifying similarities and differences in achievements, housing, society, food, entertainment, and beliefs. This study will also help children understand how Ancient Greek civilization has shaped modern life.

In studying World War II, children will gain an understanding of the events that led to the war and its impact on the lives of ordinary people, especially in their local area. This will provide a comprehensive view of historical influences on both ancient and modern times.

Black History Links:

Billy Strachan- WWII pilot who paid his own fare to travel to Britain and enlist.
Volunteer workers from around the British Commonwealth.

Learning:

Prior Knowledge:

Children have studied human History from the Stone age to 1066, learning about Ancient Egypt, Roman Britain, the Anglo Saxons and the Vikings, focusing primarily upon:

- Achievements
- Housing
- Society
- Food
- Invading and settling
- Beliefs.

Year 5:

Children will learn about the Ancient Greeks and their impact on the world. They will investigate:

- Architecture
- Democracy
- Culture
- Pottery
- Beliefs
- Food
- Conflict.

This will build on the early work of the Romans and Egyptians to provide context to both periods.

The children will learn about the events which led to the outbreak of WWII.
They will gain an understanding of what it was like for women and children during the war and how our local area was affected.

Year 6:

Children will learn about the continuities and changes from Victorian Britain to the modern day through comparison of:

- housing,
- society,
- education
- entertainment

Children will also learn about historical debate and how evidence is required to provide a substantiated claim.

The importance of local heritage and its impact on the economic, social and political development of the area.

Comparing continuities and changes between the Ancient Maya through comparison of:

- housing,
- society,
- food,
- entertainment,
- beliefs

Key Vocabulary:

Use key vocabulary such as:

Empire, wealth, invention, philosophy, democracy, Spartans, Olympics, truce, Zeus, temple, theatre, hoplite (Greek foot soldier), Trireme (Greek warship), myth, legend, loincloth, chariot, war, propaganda, evacuee, Blitz, politics, Nazi.

Progression/ End Points:

Autumn Term	Spring Term	Summer Term
<p>World War II Pupils understand what it was like to be evacuated. Pupils can describe how the roles of women changed during WWII. Pupils can describe how the Blitz affected out local area.</p>	<p>Children will develop some understanding of how the Nazis rose to power. Pupils understand what propoganda was and how it was used by Britain & Germany. Pupils will develop a chronological understanding of the key events in WW II.</p>	<p>Ancient Greece Pupils understand the legacy of Greek culture e.g. art, Gods, architecture, Olympic Games, inventions, medicine, philosophy and literature. Pupils are able to gather some evidence from a range of sources and discuss its validity. Pupils are able to describe daily life of the Ancient Greeks. Pupils can identify the importance of democracy and human rights.</p>

Challenge:

Children can compare their lives with those of an evacuee and develop empathy for them.

Children understand how so much of our modern lives is influenced by people who have gone before us.

Skills Gained:

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Building a coherent knowledge of Ancient Greece, focusing on: achievements, housing, society, food, entertainment, beliefs. Position the events of World War II on a timeline.</p>	<p>Placing early civilisations into context – Ancient Greeks. Identifying the change in roles for women during WWII.</p>	<p>Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc. Identifying why WWII started and the affect it had on the British people.</p>	<p>Identifying the significance of WWII and why we still remember those we lost. Understanding the messages behind propoganda and how it influenced the population.</p>	<p>Were the Ancient Greeks all that important for us now? Independent enquiry on the impact of the Greeks on western civilisation. Independent selection of sources to provide evidence.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’ ‘the duration of...’ ‘continuing on from...’ Using words and phrases to describe</p>	<p>Using sources to interpret viewpoints, including bias. Identify why viewpoints differ and why bias might skew these viewpoints.</p>

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				Making independent decisions and using a range of evidence to justify.	events and people from the past – e.g. 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias.' 'propaganda.'	
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Year 6

The Victorians. Ancient Maya

Rationale:

Year 6 students will explore the Victorians and how their legacy continues to shape the contemporary world. The enduring influence of the Victorian era resonates in the local community, allowing children to draw connections to their daily experiences.

Studying the Mayans offers fantastic opportunities to link with the Vikings. While the Maya civilization began earlier, it coexisted with the Viking era for a significant period and shares many similar traits. This comparison provides insight into a non-European society, contrasting with the children’s own experiences and broadening their understanding of global history.

Black History Links:

Mary Seacole- Crimean nurse.
 Samuel Crowther- First African bishop of the Anglican church.
 William Cuffay- campaigned for working class voting rights.

Learning:

Prior Knowledge:

Children will learn about the Ancient Greeks and their impact on the world. They will investigate:

- Achievements
- Housing
- Society
- Food
- Entertainment
- Beliefs
- Ancient cities
- Culture
- Warfare
- Religion
- Legends and myths
- Greek influence on the world e.g. democracy/ Olympics.
- Amazing minds and inventions.

This will build on the early work of the Romans and Egyptians to provide context to both periods.

Year 6:

Comparing continuities and changes between the Ancient Maya and other civilizations through comparison of:

- housing,
- society,
- food,
- entertainment,
- beliefs.

Children will learn about life during the Victorian era, the changes that occurred and how they impact our lives to this day. They will compare life during the Victorian era with their own experiences.

Key Vocabulary:

Reign, empire, coronation, wealth, poverty, invention, industrial revolution, servant, workhouse, monarchy, punishment.

Cacao beans, ocelot, jaguar, warrior, stelae (stone sculpture), hieroglyph, Mesoamerica, maize, civilisation, sacrifices, tzolkin, astronomy, Palenque.

Progression/ End Points:

Autumn Term	Spring Term	Summer Term
<p>Victorians Pupils are able to put the Victorian period into Historical context. Pupils can describe Queen Victoria and her significance. Pupils can explain how the Industrial Revolution impacted our local area, Britain and the world. Pupils have an understanding of what it would be like to live in a workhouse. Pupils can compare their own lives with those of working Victorian children. Pupils can compare their own school experience with Victorian children. Pupils can describe how the railways changed the lives of people in our local area and nationally.</p>	<p>The Tudors Pupils are able to place key Tudor figures in order and evaluating their significance. Pupils can use some artistic artefacts to gain insight into the Tudor period and evaluate sources e.g. portraits for reliability. Pupils are able to explain the key figures in the War of the Roses. Pupils are able to describe the key events/ elements in Henry VIII life and investigate the significance they have on the present day. Pupils are able to compare and contrast between the rich and poor in Tudor society.</p>	<p>The Ancient Maya Pupils understand who the Maya were and where they were from. Pupils can describe why we study the Maya. Pupils are able to place the Maya on a timeline and a map. Pupils can understand some of the achievements of the Maya. Pupils can explain some aspects of how the Maya lived. Pupils can explain why the Maya civilisation lasted so long.</p>

Challenge:

Pupils are able to debate, with evidence, the most influential period that they have learnt throughout their time in school.

Skills Gained:

Constructing and Sequencing the past.	Continuity and Change.	Cause and Effect.	Significance and Interpretation.	Carrying out Historical enquiry.	Vocabulary and communication.	Using sources and evidence.
<p>Study the Maya through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for</p>	<p>Comparing continuities and changes between the Ancient Maya and everyday Britain.</p> <p>Comparing and contrasting The Tudors and The Victorians to present day.</p>	<p>Identify the key changes/ inventions of the Tudor and Victorian eras and their effect on the wider world.</p>	<p>Identifying the significance the Maya achievements had on the world.</p> <p>Identifying the significance of the rulers at the time and their impact on society.</p>	<p>Independently identifying important achievements from the Maya</p> <p>Critical thinking, reasoning, research and debate.</p>	<p>Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'chronology' 'context.'</p> <p>Using words and phrases to describe</p>	<p>Identify the effectiveness of sources as evidence.</p> <p>Use sources of evidence as the basis for an opinion.</p> <p>Begin to make references to evidence as justification.</p>

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<p>similarities/differences of the civilisation.</p> <p>Building a coherent knowledge of British history from those that they have been taught in previous years to including the Victorians.</p>	<p>Placing The Victorians and The Tudors into the wider context of Historical Vocabulary.</p>			<p>Independent selection of sources, arguments and evidence to justify opinion.</p> <p>Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate.</p>	<p>events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘progression.’</p>	
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