

Fairlawn



Fairlawn Primary School Historian Curriculum Overview V2 2024-25



Being Historians

Securing Progression in Disciplinary Knowledge.

Curriculum design and teaching should ensure that pupils progress in their disciplinary knowledge.

Pupils learn about how historians study the past and construct accounts through specific examples.

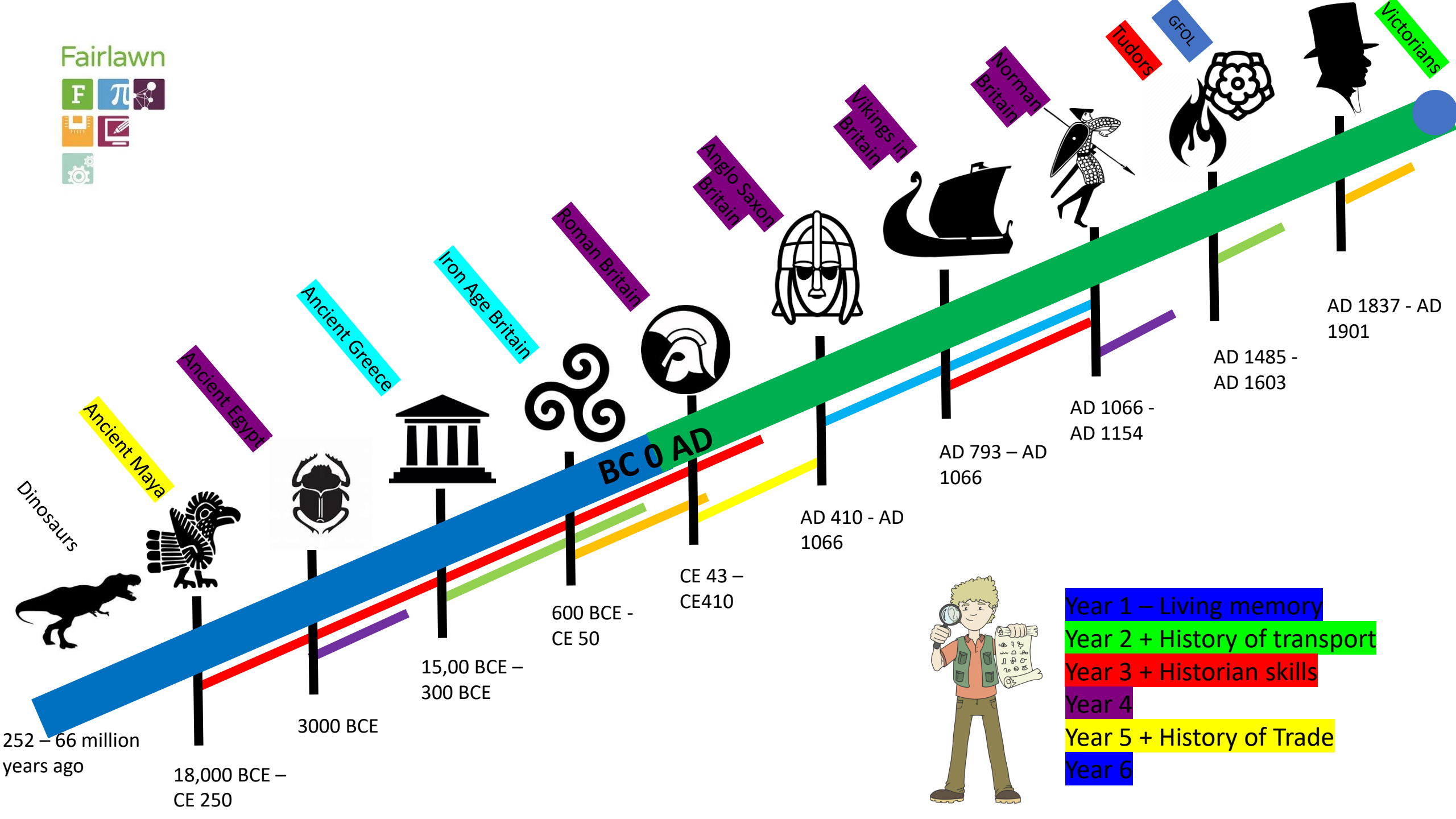
They need secure substantive knowledge about relevant historical contexts in order to make sense of this.

Generic or reductive approaches to teaching disciplinary knowledge are likely to encourage misconceptions for pupils

Disciplinary Concepts

cause
consequence
change and continuity
similarity and difference
historical significance
sources and evidence
historical interpretations





BC 0 AD

- Year 1 – Living memory
- Year 2 + History of transport
- Year 3 + Historian skills
- Year 4
- Year 5 + History of Trade
- Year 6



Historian Narrative

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World <u>Past and Present</u></p> <ul style="list-style-type: none"> - Talk about the lives of 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><u>Communication and Language</u> <u>Speaking</u></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 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling from their teacher. 	<p>Pupils learn about changes within living memory. How do we play now and in the past allows pupils to identify similarities and differences between the toys they play with and the toys their parents / grandparents played with. (Similarity and difference Change and continuity)</p> <p>Pupils learn about a significant event beyond living memory, the great fire of London</p> <p>Pupils learn about a significant local figure within living memory: 'Fleur Lombard' Pupils investigate how the role of people who help us has changed over time. (Similarity and difference Change and continuity)</p>	<p>Pupils learn about a significant local figure beyond living memory. Isambard Kingdom Brunel, Victorian era, over 100 years ago. Pupils understand the impact of Brunel's legacy on Britain. (Historical significance, consequence)</p> <p>Pupils understand that their local area has changed a lot over time. Pupils learn about changes in local buildings over time and reasons for these changes, (similarity and difference, change and continuity)</p> <p>Pupils learn about changes in transport over time and use historian skills to order forms of transport. (similarity and difference, change and continuity)</p>	<p>Pupils focus on the disciplinary skills of being a historian and understand how knowledge about the past is gained through primary and secondary sources. Pupils learn to evaluate sources of evidence critically. (Sources and evidence)</p> <p>Pupils conduct a local history study beyond living memory. They learn about John Cabot, the Tudor period and the age of exploration. (change and continuity, consequence)</p>	<p>Pupils learn about advanced non European civilizations with a focus on ancient Sumer and reflecting on why this civilization occurred here and why we live where we live. (Historical interpretations)</p> <p>Pupils learn about the history of invasion in Britain. Roman – Anglo Saxon – Viking Norman and the legacy of these invaders. (Change and continuity)</p>	<p>Pupils complete a local history study on the theme of trade in Bristol and it's impact and legacy, including the transatlantic slave trade.(Historical significance, change and continuity)</p> <p>Pupils learn about an ancient civilization that contrasts with Europe. Pupils learn about Ancient Maya and its belief system. (Historical significance, historical interpretations).</p>	<p>Pupils compare the developments from the Stone age to the end of the iron age with the technological advancements of the industrial revolution. (historical significance, change and continuity, cause)</p> <p>Pupils learn about Ancient Greek power struggles and politics (historical significance, change, continuity)</p>
<p>Theme: Significant people to me, significant events to me.</p> <p>Sequencing micro – chronologies my day, my week, my year.</p> <p>Learning the difference between past and now.</p>	<p>Theme: Changes within living memory, the near past. Less abstract.</p>	<p>Theme: Changes within local history. My city, tangible and visible. Significant individuals, changes within housing and transport.</p>	<p>Theme: Being a historian, introduces sources and critical evaluation. Local history study my city moving into the wider world – exploration!</p>	<p>Theme: Settlement and invasion. Why do people live where they do? Study of early advanced civilisations. How has the history of settlement in Britain changed and what impact do settlers bring?</p>	<p>Theme: trade and belief. More complex historical concepts. Pupils will examine changes withing trade in their local area and the wider world. Pupils will examine the more abstract concept of belief and representation.</p>	<p>Theme: Significance of invention pupils compare and contrast the significance of invention in 2 different historical periods.</p> <p>Democracy more complex historical concepts of: government, democracy, politics and their impact on the modern world through a study of Ancient Greece</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	I can talk about myself and my family using photos I know that I am special and unique	<ul style="list-style-type: none"> Changes within living memory Events beyond living memory Significant historical events, people and places in their own locality Historian Skills 	<ul style="list-style-type: none"> The lives of significant individuals Significant historical events, people and places in their own locality Historian Skills 	<ul style="list-style-type: none"> Historian Skills 	<ul style="list-style-type: none"> The achievements of the earliest civilizations Historian Skills 	<ul style="list-style-type: none"> A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Historian Skills 	<ul style="list-style-type: none"> A local history study
Term 2	<ul style="list-style-type: none"> I can talk about significant events in the past e.g. going to nursery, a special trip I can talk about significant events such as bonfire night and Remembrance day I can recognise similarities and differences between myself and others. 						
Term 3	<ul style="list-style-type: none"> I can talk about some of the past and present events in my life and in my family. I know some things are from the past and explore these in my play (role play objects – film camera, records) 			<ul style="list-style-type: none"> A local history study Historian Skills 		<ul style="list-style-type: none"> A non-European society that provides contrasts with British history : study of Mayan civilization c. AD 900 Historian Skills 	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Historian Skills
Term 4	I know that there are similarities and differences between families, communities, cultures and traditions e.g. sharing celebrations from home such as Eid, Christmas, birthdays (dependent on children's personal experiences)		<ul style="list-style-type: none"> Changes within living memory Events beyond living memory Significant historical events, people and places in their own locality Historian Skills 				
Term 5	<ul style="list-style-type: none"> I can talk about significant events in my life and know that things happened before I was born I can talk about some of the things I have observed and ask questions 				<ul style="list-style-type: none"> The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A local history study 		<ul style="list-style-type: none"> Historian Skills
Term 6	<ul style="list-style-type: none"> I can connect ideas and events together. I can talk about my experiences and answer how and why. I can talk about how my parents and grandparents lives are different today. 	<ul style="list-style-type: none"> Changes within living memory 	<ul style="list-style-type: none"> Events beyond living memory Historian Skills 				<ul style="list-style-type: none"> Ancient Greece Historian Skills