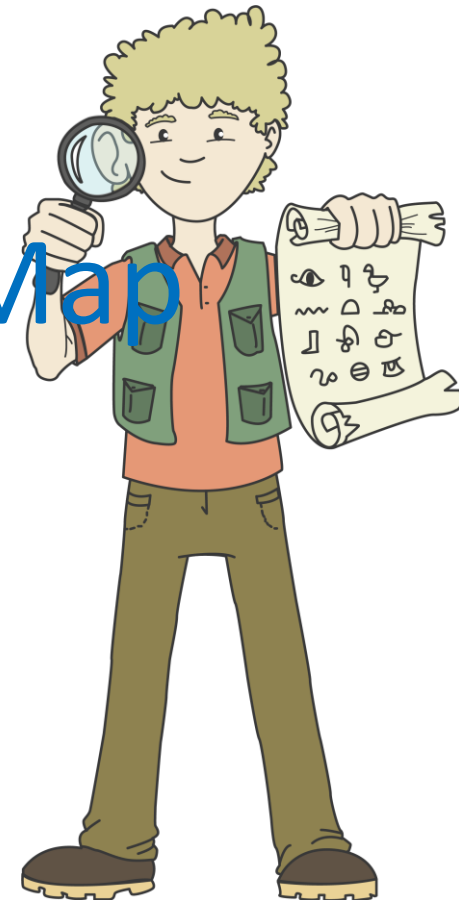


Fairlawn



Fairlawn Primary School Historian Curriculum Progression Map V3 2024-25



BCE O CE

EYFS

Micro chronology

Y1

Toys

Great Fire of London

Y2

Victorians
Brunel

History of transport

Y3

John Cabot

Sources of Evidence

Y4

Ancient Civilizations - Egypt

Romans - Normans

Y5

Ancient Maya

History of trade in Bristol

Y6

Stone Age – Bronze Age – Iron Age

Ancient Greece

EYFS Historian

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Intent: In EYFS we want pupils to know that the past has already happened and the present is now. Pupils will explore significant repeated events, personal and global, in their own lives such as festivals and celebrations. Pupils will discuss individuals who are significant to them and society, such as their family members or firefighters. Pupils will begin to develop an understanding of the past by creating micro-chronologies of their day, week and year.</p>						
Historian Knowledge	<ul style="list-style-type: none"> I can talk about myself and my family using photos I know that I am special and unique 	<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. 	<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"> 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"> 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"> 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.
Historian Skills				<ul style="list-style-type: none"> I can ask how and why questions about my immediate environment and others lives 		<ul style="list-style-type: none"> I am beginning to understand the passing of time e.g. using a daily visual timetable, days of the week chart, weekly events Celebration assembly. I can look at my Learning Diary and History timeline to recall and compare events across the year.
Early Learning Goal	<p><u>Understanding the World</u> <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. 					
Vocabulary	History, historian, now, next, old, new, today, yesterday, ago, present, past					

Year One Historian

KS1 NC	<p>What caused the Great Fire of London and what were the consequences? (cause and consequence)</p>	<p>How did children play in the past? (Change & Continuity)</p>
<p>Changes within living memory</p>		<p>Know the difference between living memory and the past Know that past is different to the present Know that most things change over time Know that some of the games my grandparents played/played with were different to my own Know what a number of older objects (toys) were used for Suggest reasons why toys in the past were different (materials, technology, trends, popularity)</p>
<p>Events beyond living memory</p>	<p>Know the causes of the GFoL 2/9/1666, how it started, how it progressed and how it was eventually put out (3 days later) Know the Impact of the fire on London – landmarks, homelessness, home building (materials) The development of fire service</p>	<p>I know some similarities and differences between ways of life now and long time ago. - toys Know that the Victorian period came before my grandparents were alive (1837 – 1901) and that it was the reign of queen Victoria.</p>
<p>The lives of significant individuals</p>		
<p>Significant historical events, people and places in their own locality</p>	<p>Know the name of a significant local person from the past and say why they were famous – Fleur Lombard</p>	
<p>Historian Skills</p>	<p>Sequence/retell the story of the GFoL Explain why the fire happened and what happened after Make comparisons between the past and now Use sources of information</p>	<p>Order a number of objects from the past using a simple pictorial timeline (2-3 objects) Use common words or phrases related to the passing of time: “people used to....but now.....” Use photographs from the past to compare toys to that of today Locate the Victorian period on a timeline between the GFoL and the present</p>
<p>Vocabulary</p>	<p>Sequence, order, events, past, then, old, old-fashioned, long ago, years ago, now First, next, after, then, finally , Cause, effect, impact, different, same</p>	<p>Change , order ,before , after , older , recent , timeline, living memory</p>

Year Two Historian

KS1 NC	What did Brunel do for Great Britain? (Historical Significance / consequence)	What could my classroom be made of? (Similarity and difference)	How will we get around in the future? (Change and continuity / similarities and differences)
Changes within living memory			
Events beyond living memory	<ul style="list-style-type: none"> I know The Victorians lived over one hundred and fifty years ago during the reign of Queen Victoria (1837 to 1901) 	<ul style="list-style-type: none"> I know how the local areas has changed from the way it used to be a long time ago. I know that buildings built in the past were often made out of bricks or stone I know that modern, recent or new buildings are mostly made from steel and glass. 	<ul style="list-style-type: none"> I know some of the changes in transport over time Horses Boats The wheel Motor cars Flight space I know that the present is a continuation from the past and ideas are often improvements from what has come before I know the future hasn't happened yet
The lives of significant individuals	<p>Know what the term 'significant' means and can name some significant British people from the past and their achievements. Know that some significant people change the world forever and this is called a legacy</p> <p>Know The Victorians lived over one hundred and fifty years ago during the reign of Queen Victoria (1837 to 1901)</p> <p>Know some of differences between Victorian and modern Bristol</p> <p>Know how Brunel's achievements changed the lives of Victorians in Bristol.</p>		
Significant historical events, people and places in their own locality		<ul style="list-style-type: none"> I know how the local areas has changed from the way it used to be a long time ago. Know that buildings in Bristol have been made from wood – stone – bricks – metal / glass 	
Historian Skills	<ul style="list-style-type: none"> I know we can order and sequence events in the past using a timeline I can complete a timeline of Brunel's life and achievements 	<ul style="list-style-type: none"> I know and use correctly common words related to the passing of time I can make connections between materials and the age of the building, i.e. buildings built in the past were often made out of bricks or stone; modern, recent or new buildings, from steel and glass. 	<ul style="list-style-type: none"> I can ask and answer questions about the past I can order modes of transport by age I know what we use today instead of a number of older given artefacts I know that chronological means events in the time order they happened.
Vocabulary	<ul style="list-style-type: none"> significant , legacy , reign , queen , rule , date 	<ul style="list-style-type: none"> Present , Past , Living Memory, Order , Before ,After , Older ,Recent , timeline 	transport , chronological, continue , continuation , future

Year Three Historian

KS2 NC	How can we find out about people in the past? (sources and evidence)		Why did people explore in the past? (Change and continuity / consequence)
<p>A local history study</p>			<ul style="list-style-type: none"> • I know the Age of Exploration was a period from the early 15th century and continuing into the early 17th century • I know that people used to travel for different reasons: adventure, knowledge, science, new lands, trade, treasure, and to gain territory for their country. • I know about a local period of history: Tudor explorer John Cabot. • I know that John Cabot was an Italian navigator who left Bristol on his ship called 'The Matthew' and discovered Newfoundland, North America. • I know that ships used to be the only way to travel abroad. Inventions in transport and navigation have made it easier to travel and explore. • I can describe John Cabot's journey to America and give reasons for his voyage. • I know that historically people recorded information about their lives through songs. • I know that the Tudor Period was between 1485 and 1603. This was when the Tudors were the ruling family in England.
<p>Historian Skills</p>	<p>Know what 'chronology' means. Know that CE means the years after Jesus was born in the Christian belief. I know that CE is another way to say AD Know that BC means any date that is before the year that Christians believe Jesus was born. Know that BCE (before common era) means the same as BC. Know how dates are written Know what a historical source is Know that we can learn information from the past from sources Know that primary sources are things made or written by people who were there AT the time. Secondary sources are things recorded after the time.</p>	<ul style="list-style-type: none"> • I can order and group into eras <ul style="list-style-type: none"> ➤ Artefacts ➤ Paintings ➤ Photographs ➤ Written sources ➤ Maps • I can note connections, trends and contrasts from the historical sources listed above. • I can observation, comparison and inference to inform decisions about chronology. • I can construct a timeline • NB Not just about sequencing – what can the sources tell us. 	<ul style="list-style-type: none"> • I can ask and answer questions about why people travelled in the past. • I can compare maps of the world in Tudor times with modern maps, using resources from the V&A and National Archives. • I can identify differences and offer explanations. • I can locate John Cabot's voyage on a class timeline that shows the Tudor period. • I can use sea shanties as a source of historical information
<p>Vocabulary</p>	<ul style="list-style-type: none"> • era , AD – Anno Domini , CE - Common Era , BC – Before Christ , BCE – Before Common Era , artefact , primary Source , secondary Source , historical Evidence, chronology 		<p>•age (the X age), explore, century, period, explore, invent, discover, monarchy</p>

Year Four Historian

KS2 NC	<p>How does a settlement become a civilization? (Historical significance)</p>	<p>How have invasions shaped Britain? (Historical significance / change and continuity)</p>
<p>The Roman Empire and its impact on Britain</p>		<p>Know that Great Britain was part of the Roman Empire from AD 43 to AD 410 Know some of the ways the Romans changed Britain. Know where there is evidence of the Roman occupation in the local area (Abonae, Kings Weston, Bath)</p>
<p>Britain’s settlement by Anglo-Saxons and Scots</p>		<p>Know the Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD Know that the Anglo-Saxons tried to bring law and order to Britain and divided it up into kingdoms Know the names and locations of Anglo-Saxon counties in England and this is evidence of their invasion</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>Know the Vikings were in Britain during the Early Middle Ages, the 8th to the 11th centuries Know where the Vikings originated from and can show this on a map Know some of ways in which the Vikings changed life in Britain I know that in 1066, England was invaded twice. I know that the Norman Conquest ended with the Battle of Hastings I know some of the ways Britain changed after the Norman conquest Know how to order Roman, Anglo-Saxon, Viking and Norman invasions of Britain chronologically using a timeline</p>
<p>A local history study</p>		<ul style="list-style-type: none"> I can discuss evidence for these time periods in the local area
<p>The achievements of the earliest civilizations</p>	<p>Know the names of some early civilisations: Ancient Sumer; Indus Valley; Ancient Egypt; Shang Dynasty Know what is meant by a civilisation and how they evolved and that in many ways these civilisations were similar - all evolved around rivers and the development of farming on fertile soils Know when these early civilisations existed and that they overlapped each other in terms of chronology but the Ancient Egyptians outlasted them all Know that Ancient Sumer civilisation developed around the Euphrates and Tigris rivers - the area of modern-day Iraq, referred to as Sumerians, were renowned for their innovation, including the development of the 60-minute clock system we use today as was writing and the recording of a number system Know that the Indus Valley civilization, developed around the Indus river in the area of modern-day Pakistan, were significant because they were one of the first in the world to introduce sanitation systems to their cities with a network of drains, less is known about this civilisation because of the difficulty deciphering their writing system Know the Shang Dynasty of Ancient China developed around the Yellow river in central China - now the People’s Republic of China (PRC) 中国 was significant because it was the first well-documented dynasty in China Ancient Egyptian civilisation (depth study) developed around the River Nile (today’s Egypt in north Africa). The history of the lands is usually broken into three kingdoms: Old, Middle and New and that they were ruled by a sequence of Pharaohs. Evidence about rich and powerful Ancient Egyptians comes from tombs and pyramids which remain today. Most people who lived in Ancient Egypt were farmers. Slavery existed in Ancient Egypt. Some women in Ancient Egypt had more rights than in many civilisations of similar times, including the right to own land and property, to trade and make contracts. Some pharaohs were female, including Cleopatra 埃及 the country’s riches eventually made it vulnerable to attack and caused many territories to be lost. The kingdoms eventually came to an end, after a period of Greek Rule, when the Romans ended the reigns of Marc Anthony and Cleopatra</p>	
<p>Historian Skills</p>	<ul style="list-style-type: none"> I can use a timeline to locate periods of history BC and AD I can look at two or more than two versions of the same event or story in history and identify differences. 	
<p>Vocabulary</p>	<p>Advanced, ancient, civilization, society, class, domesticate, settle, settlement, BC, AD, CE, BCE, decade, century, centuries</p>	<p>Medieval, middle ages, empire, law, invade / invasion / invader, conquest</p>

Year Five Historian

KS2 NC	Who is trading with whom? (Historical significance / change and continuity)	How can you show what you believe in? (Historical significance)
<p>A local history study A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ul style="list-style-type: none"> I know the history of trade within trade in Bristol I know that buying a selling things is called 'trade' I know that goods being traded have changed over time I know that trade is an important way for countries to make money and has been happening across the world for hundreds of years. I know that trade routes have changed over time: Silk road, spice route, transatlantic slave trade I know about some of the changes within trade in Bristol: slave trade, exports: cloth, coal, lead, animal hides. Imports: wine, grain, slate, timber, and olive oil 	
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900</p>		<p>Know where and when the Maya lived. (The main period of Mayan culture lasted from about 250 CE until about 900) The Mayan civilisation was centred in Mexico (central America) Know the Mayan belief system was rooted in nature and they had many gods. Know that Pottery/Clay work: clay tiles from both the Maya has been found and give us evidence of their beliefs.o Know why Mayan's were considered an advanced society in relation to that period of time in Europe: Written language, Maths ,Astronomy , Calendar, art</p>
<p>Historian Skills</p>	<ul style="list-style-type: none"> I can make connections, contrast and describe trends in the history of trade in Bristol. I can construct a timeline of trade in Bristol I can discuss the chronology of trade in Bristol I can find evidence for trade in Bristol from a range of sources: maps, artefacts, buildings, paintings. 	<ul style="list-style-type: none"> I can compare and contrast the way in which the Mayans represent their beliefs with people in the present day. I can locate ancient Maya on a timeline. I can find evidence for Mayan belief systems through a range of sources : pottery, clay work, architecture, carvings I can compare, contrast and make connections between Mayan religious iconography and a range of modern religious artefacts

Year Six Historian

KS2 NC	How are lives saved? (Historical significance)	Who were the greater engineers- Victorians or the Ancient Britons (Historical significance)	Linnaeus and Darwin – how are they connected? (Historical significance)	How have the ancient Greeks influenced the world? (Historical significance)
Changes in Britain from the Stone Age to the Iron Age		<p>Know when the stone age, iron age and bronze happened. Locate the stone age, bronze age and iron age in a timeline of periods studied so far. Explore Skara Brae to understand how stone age life is different to modern life. Know the main differences between the stone age, bronze age and iron age. Know what is meant by ‘hunter gatherer.’ Know how Britain changed between the beginning of the stone age and the iron age. Know why stone henge is a significant example of ancient engineering Know when the Victorian Period was, Know how Victorian Britain changed during the industrial revolution.</p>		
A local history study	I can talk about a local person who has made a significant contribution to medicine or saving lives.			
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066		<p>Know how Victorian Britain changed during the Industrial Revolution: population, city growth, factories, employment, transport Describe prehistoric and Victorian inventions Describe prehistoric inventions, fire, pottery, hand axes , tools, Agriculture, Wheels , architecture (hengess) Critically evaluate the impact and legacy of these inventions.</p>		
Ancient Greece				<p>Know who/what/when and where the ancient Greeks were Know the main characteristics of the Athenians and the Spartans Know about and can talk about the struggle between the Athenians and the Spartans Know about the influence the gods had on ancient Greece Know about the rights of different parts of Greek society Know about the power structures of ancient Greece Understand the importance of ‘debate’ in Greek society Understand the legacy of democracy left by ancient Greece</p>
Historian Skills		<p>Draw an accurate timeline with the stone age, iron age and bronze age, Victorian. Label Key events – Skara Brae, Stone Henge, the industrial revolution, Clifton Suspension Bridge, Compare the achievements of the stone age engineers (Stone Henge, evidence from Skara Brae) with those of Victorian engineers (Industrial revolution / Brunel/ the motor car) Discuss the significance and impact of these innovations.</p>	I can use my historian skills learnt so far to explain the importance of scientific discovery.	<p>I can use a variety of different sources to compare and contrast Ancient Greek Society and life today. I can locate ancient Greece in a timeline of periods I have studied so far. I can how to place Ancient Greece in a timeline and in a chronological framework.</p>

Historian Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>can ask how and why questions about my immediate environment and others lives</p> <p>I am beginning to understand the passing of time e.g. using a daily visual timetable, days of the week chart, weekly events Celebration assembly.</p> <p>I can look at my Learning Diary and History timeline to recall and compare events across the year.</p>	<p>I can use common words or phrases related to the passing of time</p> <p>I can ask and answer questions about people from the past</p> <p>I can use photographs from the past to compare uniform or clothing to that of today</p> <p>I can order a number of objects from the past using a simple pictorial timeline (2-3 objects)</p> <p>I can use common words or phrases related to the passing of time: "people used to....but now....."</p>	<p>I know we can order and sequence events in the past using a timeline</p> <p>I can complete a timeline of Brunel's life and achievements</p> <p>I know and use correctly common words related to the passing of time</p> <p>I can make connections between materials and the age of the building, i.e. buildings built in the past were often made out of bricks or stone; modern, recent or new buildings, from steel and glass.</p> <p>I can ask and answer questions about the past</p> <p>I can order modes of transport by age</p> <p>I know what we use today instead of a number of older given artefacts</p> <p>I know that chronological means events in the time order they happened.</p>	<p>I know that BC means any date that is before the year that Christians believe Jesus was born. I know that BCE (before common era) means the same as BC.</p> <p>I know that an artefact is an object that is made by a person, especially something of historical or cultural interest</p> <p>I know that primary sources are things made or written by people who were there AT the time. Secondary sources are things written AFTER the time.</p> <p>I know what 'chronology' means.</p> <p>I know how dates are written</p> <p>I know that we can learn information from the past from sources</p> <p>I can order and group into eras</p> <p>Artefacts Paintings Photographs Written sources Maps</p> <p>I can note connections, trends and contrasts from the historical sources listed above.</p> <p>I can observation, comparison and inference to inform decisions about chronology.</p> <p>I can construct a timeline</p> <p>NB Not just about sequencing – what can the sources tell us.</p> <p>I can ask and answer questions about why people travelled in the past.</p> <p>I can compare maps of the world in Tudor times with modern maps, using resources from the V&A and National Archives.</p> <p>I can identify differences and offer explanations.</p> <p>I can locate John Cabot's voyage on a class timeline that shows the Tudor period.</p> <p>I can use sea shanties as a source of historical information</p>	<p>I can use a timeline to locate periods of history BC and AD</p> <p>I can look at two or more than two versions of the same event or story in history and identify differences.</p>	<p>I can make connections, contrast and describe trends in the history of trade in Bristol.</p> <p>I can construct a timeline of trade in Bristol</p> <p>I can discuss the chronology of trade in Bristol</p> <p>I can find evidence for trade in Bristol from a range of sources: maps, artefacts, buildings, paintings.</p> <p>I can compare and contrast the way in which the Mayans represent their beliefs with people in the present day.</p> <p>I can locate ancient Maya on a timeline.</p> <p>I can find evidence for Mayan belief systems through a range of sources : pottery, clay work, architecture, carvings</p> <p>I can compare, contrast and make connections between Mayan religious iconography and a range of modern religious artefacts</p>	<p>I can draw an accurate timeline with different historical periods showing key historical events</p> <p>I can locate the stone age, bronze age and iron age in a timeline of periods I have studied so far.</p> <p>I can locate Victorian Britain in a timeline of periods studied so far, link to Brunel in Year 2</p> <p>I can critically compare the achievements of the earliest civilisations with those of the Victorians and the Industrial Revolution.</p> <p>I can use my historian skills learnt so far to explain the importance of scientific discovery.</p> <p>I can use a variety of different sources to compare and contrast Ancient Greek Society and life today.</p> <p>I can locate ancient Greece in a timeline of periods I have studied so far.</p> <p>I can how to place Ancient Greece in a timeline and in a chronological framework.</p>

Historian Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past Present, now, then	<p>Present, Past, now, living memory, famous, Similar / different, lifetime</p> <p>Change , order ,before , after , older , recent , timeline</p>	<p>significant , legacy , reign , queen , rule , date</p> <p>Present , Past , Living Memory, Order , Before ,After , Older ,Recent , timeline transport , chronological, continue , continuation , future</p>	<p>era , AD – Anno Domini , CE - Common Era , BC – Before Christ , BCE – Before Common Era , artefact , primary Source , secondary Source , historical Evidence, chronology age (the X age), explore, century, period, explore , invent, discover, monarchy</p>	<p>Advanced, ancient, civilization, society, class, domesticate, settle, settlement</p> <p>Medieval, middle ages, empire, law, invade / invasion / invader, conquest</p>	<p>Trade, trade route, goods, import, export, slave / slavery / enslaved person, economy Culture, belief, religion, pottery</p>	<p>Democracy, influence, debate, government, democratic, oligarch, aristocracy, tyranny, medicine, scientific, discovery, politics</p>