



# Fairview Community Primary School

## Key Skills & Knowledge Progression

### Map: History

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness**, **respect**, and **honesty** towards one another.

#### Rationale:

*"The more you know about the past, the better prepared you are for the future."* - Theodore Roosevelt.

Our vision is that the teaching of History at Fairview School will inspire children to be curious about the past and to ask and answer questions about how we used to live. By placing events chronologically, children will gradually build up a sense of how periods and events fit together, enabling them to see how society has evolved and developed over time. Through using different sources, the children can evaluate different perspectives and the validity of information. Each year, children will progressively develop their enquiry skills with explicit reference to **chronology, continuity and change, cause and consequence, similarity and difference and significance**. They will also develop specific vocabulary to enable them to refer to these skills. Children will use both primary and secondary sources throughout the curriculum and over time will develop a deep understanding of how these sources are used and evaluated.

	Nursery	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	Begin to make sense of their own life-story and family's history.	Recount changes that have occurred in their own lives.	Sequence significant events within living history.  Sequence events in the lives of key historical people such as Grace Darling.  Use phrases such as: before, after, past, presence, then, old, new, and long time ago and label timeline with these words.  Place events and artefacts on order on a timeline.	Sequence events using dates where appropriate, beyond living memory, leading up to a significant event in history – The Great Fire of London.  Sequence events in the life of a key historical person (Christopher Columbus, Neil Armstrong, Horatio Nelson)	Understand how Britain changed between the Stone Age and the Iron Age.  Sequence artefacts and appreciate the knowledge that we gain about the past from these artefacts.  Use and understand the terms BC and AD to describe chronology.  Create a chronology of key events studied in Year 3 and KS1	Place periods of history studied so far on a timeline of Britain from Stone Age to modern day.  Place events, artefacts and historical figures on a timeline using dates.  Understand the concept of change over time, representing this, along with evidence on a timeline.	Place periods of history on a timeline of Britain from Stone Age to modern day.  Place periods studied on a timeline of Britain and know when the Anglo-Saxons came to Britain.  Describe events from the past using specific dates.  Sequence events and draw these on timeline detailing significant events.  Understand how Britain changed between the end of the Roman occupation and 1066.	Place main events from a period of history explaining the order of events and what happened.  Order dates, artefacts, photographs, and recounts from periods of history studied in previous year groups in chronological order.  Know that Britain was invaded on more than one occasion.  Know how to use a timeline to identify when conflict started.  Be able to identify on a map the main countries

							<p>Be able to understand that Britain was divided into different kingdoms and how they lead to the creation of county boundaries.</p> <p>Able to identify where the Vikings came from on a map.</p>	associated with WW2.
<b>Range and Depth of Historical Knowledge</b>	<p>Show interest in different occupations.</p> <p>Talk about members of their immediate family and community.</p>	<p>Talk about members of their immediate family and community.</p> <p>to hunt for fossils in the sand tray/in clay/plaster – discuss why the dinosaurs are now extinct and how their world is different to ours.</p> <p>to look at information books to find out about the life cycles and discussing the different lifecycles of animals including us.</p> <p>Share baby photos that have been sent in from home – can we guess who they are? How have they changed?</p>	<p><u>Steam Engine</u></p> <p>To explore Rainham station today and the trains and people that use it. (home)</p> <p>To consider what I already know about steam engines.</p> <p>To explore Chatham Dockyard and the steam engines that are there today. (near)</p> <p>To be able to name significant figures in the creation of the steam engine. (far)</p> <p>To understand why steam engines were built.</p> <p>To understand the importance of the steam engine.</p> <p><u>Grace Darling</u></p> <p>To look at our coastline the RNLI bases in Kent. (home)</p>	<p><u>Exploration</u></p> <p>To consider modern day/local explorers e.g. forest school, a visit from the local territorial army.</p> <p>To ask questions about a famous person from the past. (Christopher Columbus – near)</p> <p>To know about the life and achievements of Columbus/Armstrong (far)</p> <p>Draw out characteristics of exploration and how they impact on the world we live in today.</p> <p>Compare aspects of life between CC and NA</p> <p><u>Great Fire</u></p> <p>To look at homes in Medway (home) and London (near) in the present day.</p>	<p><u>Stone Age to Iron Age</u></p> <p>To explore different time periods within the stone age. (to know there are 3 periods within)</p> <p>To compare houses from different eras including the Stone Age in Medway and London.</p> <p>To understand how life changed across the three time periods of the Stone Age.</p> <p>To begin to identify key beliefs making links to possible reasons for building Stonehenge.</p> <p>To know how the discovery of Bronze led to significant changes in society.</p> <p><u>Ancient Egypt</u></p> <p>To explore what evidence there is here of Ancient</p>	<p><u>Romans</u></p> <p>To place the Romans on a historical timeline.</p> <p>To understand the reasons Caesar failed to conquer Britain.</p> <p>To understand the reasons Claudius wanted to invade Britain.</p> <p>To know what Britain was like before the Romans invaded.</p> <p>Explain some of the reasons why the Romans left Britain.</p> <p>To understand the British resistance to Roman invasion - Who led the Iceni tribe against the Romans? Who were Romulus and Remus?</p> <p>To understand how the Roman Empire grew over time and the impact it had on Britain.</p>	<p><u>Ancient Greece</u></p> <p>To explore what evidence there is here of Ancient Greek influence in the UK, could focus on art/storytelling/food. If there is no evidence explore why.</p> <p>To be able to locate Ancient Greece – both in time and location.</p> <p>To understand the legacy of Ancient Greece in the modern world.</p> <p>To be able to describe the City State system and identify key features of two of these.</p> <p>To understand the role of Greek Gods in society.</p> <p>To be able to describe Ancient Greek life using artefacts.</p> <p>To investigate what life was like for</p>	<p><u>World War II</u></p> <p>To explore why Britain went to war in 1939.</p> <p>To understand why it was necessary for children to be evacuated.</p> <p>To explore what it was like for children who were evacuated.</p> <p>To explore how Britain was able to stand firm against the German threat.</p> <p>To explore what happened at Dunkirk.</p> <p>What happened during The Battle of Britain?</p> <p>To explore the role of men and women during WW2.</p> <p>To explore the treatment of Jewish people during World War 2.</p>

			<p>To explain why the RNLI are so important. (near)</p> <p>To use inference to find out information about a historical figure.</p> <p>To explain what Grace Darling did and why she's important. (far)</p> <p>To describe Grace Darling's most significant achievement.</p> <p>To explore how rescue services have changed over time.</p> <p>To understand the importance of the steam engine.</p> <p><u>Queen Elizabeth II</u></p> <p>To learn about a significant individual.</p> <p>To put key events in a timeline for the life of Queen Elizabeth II.</p> <p>To name Queen Elizabeth II's children.</p> <p>To complete a royal family tree.</p> <p>To know what is meant by a monarch.</p>	<p>Find out some of the ways in which London has changed over time. To compare London 2021 to London 1666.</p> <p>To compare life today to life in 1666.</p> <p>To know and understand why the Great Fire of London started.</p> <p>To identify the sequence of events in the Great Fire of London</p> <p>To understand how we know about the events of the Great Fire</p> <p>To find out what London was like after the Great Fire and look at where the people of London moved to after the fire (far).</p> <p>can find out how London was re-built after the Great Fire.</p> <p>To understand the impact The Great Fire of London had on our rescue services and on our housing.</p>	<p>Egypt influence in the UK, could focus on art/storytelling/food. If there is no evidence explore why. Or to compare housing/art/culture to the UK at this time.</p> <p>To be able to locate AE in time and place To mention at least 3 or 4 iconic features of AE Civilisation</p> <p>To locate the River Nile on a world map. To understand the importance of the Nile.</p> <p>To explore everyday life for men, women, and children. To make simple deductions and inferences about everyday life and customs.</p> <p>To sequence the stages of mummification. To explain the importance of the correct preparation for the afterlife</p> <p>To understand there were other major civilizations in the world at the same time as Ancient Egypt. To understand what</p>	<p>To understand how the Roman Army was organized.</p> <p>To know that Julius Caesar invaded Kent.</p>	<p>children in Ancient Greece.</p> <p>To explore what life was like in Ancient Athens.</p> <p>To find out what life was like for women in Ancient Greece.</p> <p>To explain why the Battle of Marathon was fought and can give reasons for defeat of Persia.</p> <p>To investigate the life of Alexander the Great.</p> <p>To organise information about famous Greek thinkers.</p> <p>To explain the characteristic features of Greek architecture.</p> <p><u>Anglo-Saxons and Viking</u></p> <p>To place the Anglo-Saxons on a timeline.</p> <p>To explore where the early Anglo-Saxons lived, and how we know.</p> <p>To find out about how Christianity changed the lives of the Anglo Saxons.</p> <p>To investigate Christian</p>	<p>To understand how The Enigma Machine was used during the war.</p> <p>A local history study e.g. Chatham dockyards</p> <p><u>Ancient Mayans</u> Culture and pastimes: Find out about everyday lives of people in the period of time studied and compare with modern life.</p> <p>Beliefs: Understand how religion played such an important part in daily life and how this impacted on society</p> <p>Society: Understand the different society structures and the job roles within these</p> <p>Inventions: Explain how key inventions positively impacted society during the time studied</p>
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<b>Interpretations of History</b>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>To know events in their own life</p> <p>To use words such as then and now, before and after.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Look at artefacts from the past and use them to ask questions about the past.</p> <p>Know what a number of older objects were used for and organise these artefacts by age.</p>	<p>Use artefacts to ask questions and find answers about the past (who, what, why, where, when).</p> <p>Know what artefacts in the past were used for.</p> <p>Use a wide range of sources including artefacts, pictures, stories,</p>	<p>Use a range of sources to find out about a period in history in order to gain a more accurate understanding.</p> <p>Recognise primary and secondary resources.</p>	<p>Use a range of sources to find out about a period in history.</p> <p>in order to gain a more accurate understanding.</p> <p>Suggest sources of evidence to help answer questions.</p>	<p>Confidently use the library and the internet for research.</p> <p>Give clear reasons why there may be different accounts of history.</p> <p>Select reliable sources of information to answer questions.</p>	<p>Bring knowledge gathering from several sources together in a fluent account.</p> <p>Select the most appropriate sources of evidence giving reasons for their choices.</p>

			<p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Know how to spot things from the past and things from the present day.</p>	<p>online sources to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Understand that some evidence is opinion or misinformation, and this affects interpretations of history.</p>	<p>Understand that some evidence is propaganda, and this affects interpretation of history.</p>
<b>Historical Enquiry</b>		<p>Use information to describe similarities and differences between the past and now.</p> <p>To know that we can talk to adults about the past.</p>	<p>Use information to describe similarities and differences between the past and now.</p> <p>Identify different ways to represent the past e.g. photos, stories, and adults talking about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p>	<p>Use simple tools to research to find information about the past.</p> <p>To know that we can talk to adults about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, paintings not as reliable as photographs.</p>	<p>Identify what people learnt from primary sources e.g. cave painting.</p> <p>Distinguish between different sources representing the same period of time.</p> <p>Suggest sources of evidence, from a selection provided, to help answer questions to present findings.</p> <p>Select and record information relevant to the study.</p>	<p>Use different sources to piece together understanding about key events or periods of time in history.</p> <p>Research and find answers to specific historical questions.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p>	<p>Use a range of different sources to piece together understanding about key events or periods of time in history.</p> <p>Evaluate the usefulness of different primary and secondary resources in understanding periods of time in history.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p>	<p>Compare accounts of events from different perspectives and question authenticity based on the origin of the source.</p> <p>Understand the term propaganda and how it can influence people's opinions of a real-life event.</p> <p>Be able to use historical sources to find similarities and differences between two or more periods studied.</p>
<b>Organisation and Communication</b>		<p>I can communicate my knowledge through: play Discussion</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures</p>	<p>I can communicate my knowledge through: Discussion Drawing pictures</p>	<p>I can recall, select, and organise historical information and use a range of</p>	<p>I can recall, select, and organise historical information and use a range of</p>	<p>I can recall, select, and organise historical information and use a range of</p>	<p>I can recall, select, and organise historical information and use a range of</p>

		Drawing pictures Drama/role play Making models Writing	Drama/role play Making models Writing Using ICT  Use words and phrases such as: Along time ago Recently When my parents/carers were children Years decade and centuries to describe the passing of time.	Drama/role play Making models Writing, letters in role, diary entries in first person. Using ICT  Use words and phrases such as: Along time ago Recently When my parents/carers were children Years decade and centuries to describe the passing of time.	media to present my understanding.  I can communicate through: Discussion, pictures, writing in role, art, modelling, and ICT.  Use appropriate historical vocabulary to communicate including: Dates Time periods Era Change Chronology	media to present my understanding.  I can communicate through: Discussion, pictures, writing in role, art, modelling, and ICT.  Use appropriate historical vocabulary to communicate including: Dates Time periods Era Change Chronology	media to present my understanding.  I can communicate through: Discussion, balanced argument, citing sources and justifying, illustrations, writing in role, art, modelling, and ICT.	media to present my understanding.  I can communicate through: Discussion, balanced argument, citing sources and justifying, illustrations, writing in role, art, modelling, and ICT.
<b>Key Vocabulary</b>	History, pasty, me, my family	History, pasty, me, my family	History, past, timeline, steam engine, Industrial Revolution, monarch, monarchy, King, Queen, United Kingdom.	History, past, timeline, Christopher Columbus, Neil Armstrong, explorers, exploration, Great Fire of London, Samuel Pepys, London.	Stone Age, settlement, tribe, agriculture, migration, prehistoric, technology.  Ancient, civilisation, Egypt, the Nile, irrigation, pharaoh, tomb, hieroglyphics.	Rome, pantheon, emperor, empire, gladiator, Colosseum, mythology, myth, amphitheatre, villa, slave, sewer, aqueduct, Pantheon.	Athens, mythology, acropolis, Olympics, Sparta, temple, Trojan War, democracy.  Invade, Danegold, kingdom, exile, longship, outlawed, raid, pillaged, pagan, Christianity	The Blitz, Dunkirk, allies, Nazi Party, propaganda, annex, evacuation, Jewish, concentration camps, The Battle of Britain.  civilisation, drought, gods, maize, Central America, society, inventions, ancient.

