At Fairfield Road, we believe history allows children to develop a critical understanding and curiosity of the past. It enables our children to develop an appreciation of different cultures, people's lives and the complexity of change.

Curriculum aims

By the end of EYFS, children at Fairfield Road will be able to show an awareness of the past, using common words and phrases relating to the passing of time. They will begin to organise events using basic chronology, recognising that things happened before they were born.

By the end of KS1, children at Fairfield Road will be able to display an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

By the end of KS2, children at Fairfield Road will be able to identify and talk about patterns in history; discuss changes over time; understand the reliability and bias of different sources; be provided with both an overview of time periods, people, and events, as well as studying some in-depth.

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Curriculum coverage	Understanding The World - Past & Present	Unit 1: My history Unit 2: Toys Unit 3: Explorers	Unit 1: Kings, Queens & Castles Unit 2: The Great Fire of London Unit 3: Technology	Unit 1: Stone Age to Iron Age Unit 2: Ancient Civilisations Unit 3: Local History - Manchester	Unit 1: Ancient Egyptians Unit 2: The Romans Unit 3: Anglo-Saxons	Unit 1: Ancient Greece Unit 2: Vikings Unit 3: Mayans	Unit 1: Local History- Suffragettes in Manchester Unit 2:World War II Unit 3: Crime & Punishment
Chronological understanding	I can talk about past and present events in their own lives ie. birthdays (N) I can talk about immediate past and future (R) I can order key events from my own life (R)	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. I can place explorative events on a timeline.	I can place events and some artefacts on a timeline. I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE. I can order 4 early civilisations on a timeline. I can place the Industrial Revolution on a time line. I can order events in the Industrial Revolution in	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE. I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). I can use dates accurately in describing events and people.	I can place events, artefacts and historical figures on a timeline using dates. I can use dates and terms accurately in describing events and people. I can use BCE and CE.	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

				chronological order.			
Evidence and Interpretation	With support, I can look at pictures from the past and talk about why they are different from today (N+R)	I can observe features from my past and talk about why they are different from today. I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?” With support, I can use evidence of explorers lives to ask questions about the past.	With support, I can observe or handle some evidence to ask questions about the past. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. I can interpret evidence and deduce what makes a civilisation successful I can observe evidence and explain what life was like as a child in the Industrial Revolution times.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. I can begin to discuss the reliability of sources. I can use sources of evidence to deduce information about the Saxons. I can discuss whether the evidence is reliable and explain why.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. I can use sources of evidence to deduce information about the past (Mayans and Vikings) I can use sources of information to form testable hypotheses about the past. I can discuss whether the evidence is reliable and explain why.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past. I can analyse a wide range of evidence in order to justify claims about the past. With support, I can refine lines of enquiry as appropriate.

Cause and Consequence	I can talk about why transport has changed over time (N) I can talk about why farmers use tractors nowadays instead of horse and carts (R)	I can discuss causes that have created change in my life so far. I can discuss causes that lead to toys changing. I can discuss the causes of exploring and what we found out from exploration.	I can begin to explain why monarchs built castles and what the consequences of these actions were. I can explain some reasons why certain technology was manufactured. I can explain the causes of the Great Fire of London and what the consequences were.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. I can explain why different civilisations settled by a river. I can name 4 reasons why the Industrial Revolution started in Manchester.	I can suggest causes and consequences of some of the main events within Ancient Egypt. I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. I can describe causes of invasion in Britain and what the consequences were.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. I can describe causes of invasion in Britain and what the consequences were. I can describe causes of events and their consequences in Ancient Maya.	I can explain who Emily Davidson was and describe the significance of her death. I can explain why the suffragettes chose different methods to achieve results. I can describe some of the causes and consequences of World War 2. I can describe the social causes of crime and punishment. I can describe the consequences of crimes.
Change and Continuity	I can talk about how transport has changed over time (N) I can talk about how household objects have changed over time (R)	I can say how my childhood has changed compared my parents and grandparents. I can say which toys have stayed the same and which toys have changed over time. I can describe changes over a period of time.	I can describe changes and historical events. I can describe how technology has changed and how it has continued over time. I can describe what changed after the Great Fire of London and how these	With support, I can begin to explain the concept of change over a long period of history. I can describe change in trade, writing and buildings in the early civilisations	I can begin to explain the concept of change over a long period of history. I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can explain the concept of change over time and represent this with evidence. I can explain what changed and what continued over time when the Vikings settled in Britain.	I can describe the rights of women in the 1800's and how this impacted their lives. I can explain how the suffragettes movement changed the lives of women. I can identify periods of rapid change in history and contrast them with times of

			changes have continued through to the 21st century.	I can describe how transport changed in Manchester during the Industrial Revolution.	I can explain what changed and what continued over time when the Anglo-Saxons settled in Britain.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	relatively little change. I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.
Similarity and Difference	I can compare emergency vehicles from the past and now and say what is similar and different (N) I can talk about similarities and differences between my grandparents life and mine now (R)	I can compare my childhood with my parents and grandparents using pictures and features in the local area. I can compare toys using pictures from the past and present. I can use pictures and stories to find out about the past and compare different explorations.	I can compare the similarities and differences between different castles. I can use pictures and film footage to find out about technology in the past compared to now. I can use artefacts and diary entries to compare similarities and differences.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. I can describe similarities and differences in art and religion between the early civilisations I can compare the daily lives of children today with children in	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt. I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the	I can describe the social, ethnic, cultural and religious diversity of the past. I can compare similarities and differences between Anglo-Saxon and Viking culture. I can compare the similarities and differences between civilisations and cultures.	I can explain the differences between the suffragists and the suffragettes. I can use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. I can compare similarities and differences in crime and punishments over time.

			I can identify some of the different ways the past has been represented.	the Industrial Revolution times.	reasons why the account may differ (Boudicca).		I can compare the main changes in a period of history with the present day.
Historical Significance	I can name the first man on the moon (R)	I can name a significant change in the local area from the past. I can name a significant toy from the past. I can name significant explorers from the past.	I can begin to talk about key events of a significant king/queen or castle. I can describe and begin to talk about key events of a significant person/time. I can describe significant people from the past and explain why they are important. I can name a monarch.	I can suggest suitable sources of evidence to find out about significant people/events. I can discuss the influence the Ancient Civilisations have on today. I can name 2 inventions from the Industrial Revolution.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought. I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support). I can describe the social and cultural significance of a past society.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). I can describe the characteristic features of the past, including ideas and beliefs. I can describe the social and cultural significance of a past society.	I can explain how the suffragettes are commemorated in Manchester. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. I can describe the social, ethnic, cultural or religious diversity of past society.

Vocabulary	before I was born, a long time ago, today, yesterday, then, now, past, present, future, picture, story, object, when, old, new, grandparent, timeline, same, different, change	after, before, birthday, celebrate, celebration, change, childhood, different, event, family, grandparent, history, living memory, long ago, memory, new, old, order, past, present, recent, same, timeline after, before, different, favourite, modern, new, now, old, past, present, same, then, today, timeline after, astronaut, before, change, continuity, different, exploration, explore, explorer, mountaineer, monument, now, oceanographer, past, present, same, significant, then	attack, Battle of Hastings, Balmoral Castle, before, Buckingham Palace, change, continuity, coronation, defend, different, drawbridge, king, monarch, monument, moat, now, past, present, present day, protect, queen, Queen Elizabeth II, reign, regal, significant, sceptre, similar, then, Windsor Castle, William the Conqueror after, before, different, evidence, modern, new, now, old, past, present, same, technology, then, today, timeline after, archaeologist, before, chronological order, Christopher Wren, diary, evidence, fire hook, Lord Mayor,	agriculture, alloy, archaeologist, artefacts, beaker, burial, construct, continuity, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, significant sacrifice, decipher, after, before, event, history, order, past, timeline, civilisation settlement chronological Sumer, Mesopotamia, reliable, surplus, trade, record, cuneiform, ziggurat nomadic, cradle, similarity, art, pottery, clay, bronze Civilisation dynasty location river valley irrigation achievements settlement trade transport climate	era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire archer, annex, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion,	Ancient, civilisation, city states, empire, legacies, democracy, myth, primary source, secondary source aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port	democracy, primary source, secondary source, society, Victorian Britain, political, suffrage, suffragettes, suffragists, protests, tactics, government, campaign, rights, movement, similarities, differences, slogan, militant, direct action, landmark, parliament, legislation, election, equality air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment

			modern-day, now, past, present, Samuel Pepys, significant, St Paul's Cathedral, then, timeline	emperor agriculture cuneiform empire industrialised, Industrial Revolution, history, chronological order, Manchester, timeline, AD, BC, map, location, North West, climate, population, innovation, inventions, coal mines, rivers, canals, textiles, mill, cotton, piecer, apprentice, working conditions, lodgings, looms, bobbins, machinery, railway, steam power, steam engine, steam-powered boats, carriages	rebel, Scandinavia, settlement, status, tribe		crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation