

The Fairfield Historian YR-Y6: Subject Leader Overview

Historical Concepts
Historical Vocabulary
Historical Questions
Stories & Sources

Year Group	Standardised Objectives
Year R	<p>ELG Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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 <p>ELG Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding <p>ELG Speaking</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate <p>ELG Comprehension</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
Year 1	<ul style="list-style-type: none"> • Describe and discuss historical events beyond living memory • Describe significant people from the past • Use timeline to develop chronological language eg <i>past, present, older, newer</i> • Develop understanding of changes within living memory eg toys, homes, transport • Develop understanding of local history eg <i>people, places, events</i> • Ask some questions about the past • Use historical vocabulary eg <i>past, present, long ago</i> • Use artefacts, pictures, stories and online sources to find out about the past • Be introduced to different representations of the past and discuss similarities and differences

Year 2	<ul style="list-style-type: none"> • Describe and understand the significance of historical events beyond living memory (nationally or globally) • Describe key people from the past who have contributed to national and international achievements and understand their significance • Place key dates/eras on a timeline to develop chronological language and to identify similarities and differences between ways of life in different periods • Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i> • Know about local historical events, people and places • Ask wide range of questions about the past using parts of stories and sources • Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i> • Use range of artefacts, pictures, stories, online sources and databases to answer historical questions • Understand different representations of the past by drawing comparisons
Year 3	<ul style="list-style-type: none"> • Compare different eras considering similarities and differences • Order key dates on a timeline to demonstrate chronology of British history • Examine in depth an aspect of local history from a period beyond 1066 • Understand what types of question are historically valid and identify how to find the answer • Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i> • Begin to understand how knowledge of the past is constructed from a range of sources • Develop understanding of how and why the past is represented in different ways • Select from a range of sources to answer a historical question
Year 4	<ul style="list-style-type: none"> • Understand how Britain has influenced and been influenced by the wider world • Extend chronological understanding by exploring a theme over time eg leisure and entertainment • Order key dates on a timeline to demonstrate chronology of British and world history • Regularly generate and answer a range of historically- valid questions about similarities and differences • Develop and apply a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i> • Understand how knowledge of the past is constructed from a range of sources • Understand how and why the past is represented in different ways and explain this • Select and organise relevant information from a wider range of sources to answer a historical question

Year 5	<ul style="list-style-type: none"> • Explore trends looking at continuity/change and similarity/difference/significance • Examine different aspects of history eg <i>social, political and religious</i> • Gain historical perspective by making connections between local, national and international history • Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i> • Address and devise a wide range of historically-valid questions about change and cause • Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i> • Understand how knowledge of the past is constructed from a range of sources • Understand how evidence is used rigorously to make historical claims • Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments • Construct informed responses that involve thoughtful selection and organisation of relevant historical information
Year 6	<ul style="list-style-type: none"> • Establish clear narratives within and across period by using secure chronological understanding • Analyse trends looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts • Examine different aspects of social history eg social, cultural, political and religious, in different contexts • Gain historical perspective by making connections between local, national and international history • Address and devise a wide range of historically-valid questions about change, cause, impact and significance • Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Develop perspective and judgement by weighing evidence and sifting arguments • Explain why contrasting arguments and interpretations of the past exist