



History

Fulfen Primary School adopts best practice from a range of research, resources and educational thinking to improve outcomes for all our children.

We have built our history curriculum around ten knowledge categories, which help our students make links and connect their understanding through the breadth of the curriculum to embed learning in their long-term memory and make their learning meaningful:



These knowledge categories thread through the four threshold concepts, which underpin our teaching. Children will:

- Investigate and interpret the past – This concept involves recognising that our understanding of the past comes from an interpretation of the available evidence;
- Build an overview of world history – This concept involves an appreciation of the characteristic features of the past and that these features are similar and different across time periods, and an understanding that life is different for different sections of society;
- Understand chronology – This concept involves an understanding of how to chart the passing of time and how some aspects of history happened at similar times in different places; and
- Communicate historically – This concept involves using historical vocabulary and techniques to convey information about the past.

A range of topics are covered to expose pupils, not only to culture but also to situations in which they might not have previous experiences of and this is of paramount importance to their ongoing successes to build on what they understand and know already about who they are and where they come from. Through our creative and engaging curriculum, all children, including those with SEN, will accumulate skills to become life-long learners and become critical thinkers when weighing up evidence about the history of Britain and the wider world.

Our passionate and critical-thinking historians will acquire the skills to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Pupils demonstrate their progress by completing tasks or answering questions of increasing depth, from basic, through advancing to deep. Tasks will be completed through a variety of mediums including written work and multimedia presentations.

CURRICULUM MAP

	Autumn	Spring	Summer
Pre-School	<p style="text-align: center;"><u>Ourselfs</u></p> <p style="text-align: center;">How I've grown and changed</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>Celebrations</u></p> <p style="text-align: center;">Festivals</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><u>Happily Ever After</u></p> <p style="text-align: center;">Stories from the past</p> <div style="text-align: center;">  </div> <p style="text-align: center;"><u>People Who Help Us</u></p> <p style="text-align: center;">Comparing people</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><u>Holidays</u></p> <p style="text-align: center;">Beach Life</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>
Reception	<p style="text-align: center;"><u>Marvellous Me</u></p> <p style="text-align: center;">Changes in my life</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;"><u>Let's Celebrate</u></p> <p style="text-align: center;">Celebrations</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><u>It's a Wonderful World</u></p> <p style="text-align: center;">Comparing places</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p style="text-align: center;"><u>Once Upon a Time</u></p> <p style="text-align: center;">Castles</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><u>Commotion in the Ocean</u></p> <p style="text-align: center;">Life under the Sea</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>

<p>Year 1 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>Nurses - a comparison</u></p> <p style="text-align: center;">Florence Nightingale and Mary Seacole</p> <div style="display: flex; justify-content: space-around;"> <div style="display: flex; gap: 5px;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">🕒</div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">Main Events</div> </div> <div style="display: flex; gap: 5px;"> <div style="background-color: #00a68a; color: white; padding: 5px; border-radius: 5px;">🏛️</div> <div style="background-color: #00a68a; color: white; padding: 5px; border-radius: 5px;">Society</div> </div> <div style="display: flex; gap: 5px;"> <div style="background-color: #00b050; color: white; padding: 5px; border-radius: 5px;">🌍</div> <div style="background-color: #00b050; color: white; padding: 5px; border-radius: 5px;">Location</div> </div> <div style="display: flex; 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<p>Year 2 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>Guy Fawkes & Rosa Parks (extra black history unit)</u></p> <p style="text-align: center;">Rosa Parks (2 weeks)</p> <div style="display: flex; justify-content: space-around;"> <div style="display: flex; gap: 5px;"> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">🕒</div> <div style="background-color: #0056b3; color: white; padding: 5px; border-radius: 5px;">Main Events</div> </div> <div style="display: flex; gap: 5px;"> <div style="background-color: #00a68a; color: white; padding: 5px; border-radius: 5px;">🏛️</div> <div style="background-color: #00a68a; color: white; padding: 5px; border-radius: 5px;">Society</div> </div> <div style="display: flex; gap: 5px;"> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">🏛️</div> <div style="background-color: #e31a1c; color: white; padding: 5px; border-radius: 5px;">Artefacts</div> </div> <div style="display: flex; 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<p>Year 3 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>Stone Age</u></p> <p style="text-align: center;"><i>The Stone Age</i></p> <p>Settlements Location Food & Farming Artefacts</p> <p style="text-align: center;">Stone Age Tools & Weapons</p> <p>Location Food & Farming Conflict Artefacts</p> <p style="text-align: center;">Stone Age Hunter-gatherers</p> <p>Settlements Location Food & Farming</p> <p style="text-align: center;">Stone Age -clues from the past</p> <p>Beliefs Location Main Events Artefacts</p>	<p style="text-align: center;"><u>Iron Age</u> <u>(& changes in Britain from the Stone Age)</u></p> <p style="text-align: center;">The Iron Age</p> <p>Settlements Beliefs Travel & Exploration Conflict</p> <p style="text-align: center;">Iron Age Tools and Weapons</p> <p>Main Events Food & Farming Conflict Society</p> <p style="text-align: center;">Iron Age Forts and Farming</p> <p>Settlements Food & Farming Society</p>	<p style="text-align: center;"><u>The Roman Impact on Britain</u></p> <p style="text-align: center;">The Roman Empire</p> <p>Culture & Pastimes Main Events Conflict Society</p> <p style="text-align: center;">Romans around the World</p> <p>Beliefs Location Main Events Travel & Exploration</p> <p style="text-align: center;">Roman Britain</p> <p>Settlements Location Conflict Artefacts</p> <p style="text-align: center;">Roman clues from the past</p> <p>Culture & Pastimes Society Artefacts</p>
<p>Year 4 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>Britain's settlement by Anglo Saxons and Scots</u></p> <p style="text-align: center;">Anglo-Saxons</p> <p>Beliefs Location Main Events Conflict</p> <p style="text-align: center;">Anglo-Saxon Kingdoms & Conquests</p> <p>Location Main Events Conflict</p> <p style="text-align: center;">Anglo-Saxon Beliefs and Burials</p> <p>Beliefs Culture & Pastimes Artefacts</p>	<p style="text-align: center;"><u>Local History Study – Coal Mining</u></p> <p>Beliefs Culture & Pastimes Location Society</p> <p>Artefacts Main Events</p>	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p style="text-align: center;">Ancient Egypt</p> <p>Beliefs Location Artefacts Food & Farming</p> <p style="text-align: center;">Ancient Egyptian clues from the past</p> <p>Main Events Conflict Artefacts Culture & Pastimes</p> <p style="text-align: center;">Ancient Egyptian pyramids and obelisks</p> <p>Location Settlements Main Events Society</p> <p style="text-align: center;">Egyptian beliefs and burials</p> <p>Beliefs Culture & Pastimes Artefacts</p>

<p>Year 5 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>The Vikings</u></p> <p style="text-align: center;">The Vikings</p>  <p style="text-align: center;">Viking Sailors and Raiders</p>  <p style="text-align: center;">Viking kingdoms and conquests</p> 	<p style="text-align: center;"><u>Ancient Greeks</u></p> <p style="text-align: center;">Ancient Greece</p>  <p style="text-align: center;">Ancient Greeks – Influence and Impact</p>  <p style="text-align: center;">Ancient Greeks – Myths & Legends</p>  <p style="text-align: center;">Ancient Greeks – clues from the Past</p> 	<p style="text-align: center;"><u>Mayan civilization</u></p> <p style="text-align: center;">The Maya</p>  <p style="text-align: center;">The Mays – Builders & Growers</p>  <p style="text-align: center;">The Maya – clues from the past</p> 
<p>Year 6 Topics & Knowledge Categories</p>	<p style="text-align: center;"><u>Victorians</u></p> <p style="text-align: center;">The Victorian Era</p>  <p style="text-align: center;">The Victorians – innovation and industry</p>  <p style="text-align: center;">The Victorians – exploration and empire</p> 	<p style="text-align: center;"><u>Project</u></p> <p style="text-align: center;">Overview of a theme across time (e.g. communication, transport, art & culture that extends knowledge beyond 1066 to present day)**</p>  <p style="text-align: center;">**additional topic (must be covered) – select own knowledge categories</p>	<p style="text-align: center;"><u>World War II</u></p> <p style="text-align: center;">The Second World War</p>  <p style="text-align: center;">The Second World War - weapons</p>  <p style="text-align: center;">The Second World War - Impact</p> 

Foundation Stage Progression Map

Our Foundation stage team aims to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning.

<u>Knowledge</u>	<u>Skills</u>	<u>Vocabulary</u>
<p>Passing of time:</p> <ul style="list-style-type: none"> • Time is measured in units. • Time has a pattern (days of the week, months of the year) • About annual events (birthday, Christmas) • How time and events can be sequenced in chronological order from earliest to latest. • Things were different in the past. • The vocabulary that describes time <p>Historical figures & events:</p> <ul style="list-style-type: none"> • How to use information to find out about events and people in the past. • About significant events and people in the past. • Historical events and people have a significant place in our history. <p>Sense of Identity: My place in history.</p> <ul style="list-style-type: none"> • There is a past before I was born. • Things were different in the past to how they are now. • About significant events in my life. 	<ul style="list-style-type: none"> • Compare similarities and differences. • Record findings. • Examine evidence and draw conclusions. • Remember. • Observe. • Explore. • Ask questions. • Enquire. • Explain. • Describe. • Sequence. • Use historical vocabulary. 	<p style="text-align: center;">past present future modern long ago yesterday tomorrow today days months years first next then after before</p>

This lays the foundation for children to progress into Key Stage 1 and beyond. For a full breakdown of the curriculum design in the Foundation Stage, click [here](#).

THRESHOLD CONCEPTS

Each threshold concept (including historical vocabulary) is repeated for two years to ensure it is embedded and improved upon.

Threshold Concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Vocabulary																		
KS1 Skills/ Knowledge/ Concepts	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Y1 Vocabulary for chronology</p> <p>Long ago Yesterday Then, when, now, last Next before/after First/second Days, months</p> <p>Y2 Vocabulary for chronology</p> <p>Years (dating system) BC/AD CE/BCE Century, period, later Earlier, since Long (after, before) At the same time (as)</p> <p>KS1 Historical Vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td>Observe</td> <td>Year</td> </tr> <tr> <td>Artefact</td> <td>Decade</td> </tr> <tr> <td>Represent</td> <td>Century</td> </tr> <tr> <td>Past</td> <td>Nation</td> </tr> <tr> <td>Present</td> <td>Civilisation</td> </tr> <tr> <td>Future</td> <td>Monarchy</td> </tr> <tr> <td>Recount</td> <td>Parliament</td> </tr> <tr> <td>Appropriate</td> <td>Law</td> </tr> <tr> <td>Recent</td> <td>democracy</td> </tr> </table>	Observe	Year	Artefact	Decade	Represent	Century	Past	Nation	Present	Civilisation	Future	Monarchy	Recount	Parliament	Appropriate	Law	Recent	democracy
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Recent	democracy																						

Threshold Concepts	Investigate and interpret the past	Build an overview of world history	Understand chronology	Communicate historically	Historical Vocabulary
<p>LKS2 Skills/ Knowledge/ Concepts</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Source Evidence Historical source Primary source Account Secondary source Cause Consequence Enquiry Historical enquiry Locality Overview Ancient Medieval Culture BCE CE Social Ethnic Society Change Concept Represent</p>

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<p>UKS2 Skills/ Knowledge/ Concepts</p>	<p>Demonstrate historical perspective by explaining contrasts and trends in the short and long term.</p> <p>Use precise dates and explain why some are significant (eg transport delay, seasonality).</p>	<p>Sequence and structure complex subjects and themes.</p> <p>Start to suggest reasons for connections over time and across places and cultures.</p> <p>Comment on impact and legacy.</p>	<p>Select, organise and use information from more than once source to construct an informed response and/or opinion.</p> <p>Explain the usefulness and reliability of different sources.</p> <p>To understand how the past is constructed.</p> <p>Start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinion.</p> <p>Accurately summarise other people's opinion about the past.</p>	<p>Ask and answer historically valid questions (eg about significance, or the basis of people's opinions).</p>	<p>Suitable Hypothesis Testable Reliable Culture Racial Diverse Characteristic features Analyse Justify Propaganda Bias culture</p>