



Fairfield Primary School – History Curriculum

Fairfield Primary School deliver a curriculum that has been designed to allow pupils to become increasingly proficient in developing progressive, lifelong learning skills. The intention of our curriculum is that, following their primary school journey, all Year 6 pupils will have the following skills and attributes;

Pupils will:

- Be inspired to have a love of learning. They will be reflective learners with enquiring minds.
- Communicate effectively through spoken and written forms using rich and varied vocabulary.
- Be able to make links between previous learning and new knowledge and skills.
- Be respectful and resilient learners with the confidence to speak out for what is right.
- Think creatively to solve problems independently and collaboratively.
- Have the ability to lead and recognise their personal strengths and weaknesses.
- Be responsible and reflective citizens with an understanding of how to keep themselves and others safe.
- Be able to make active and healthy lifestyle choices.
- Use the local, natural environment to enhance their learning.
- Have an awareness of global and national issues.
- Have an appreciation and understanding of our diverse and creative world.
- Have skills to access their next phase of education and an increasingly diverse world of knowledge.

In order to facilitate the above, we believe that topics should be based upon a schema. Schema theory states that all knowledge is organised into units. A schema is, therefore, a conceptual system for understanding knowledge. A subject schema is a way of organising knowledge in a meaningful way; it is an appreciation of how facts are connected and the ways in which they are connected. A schema is distinct from information, which is just isolated facts that have no organisational basis or links.

The History Schema

These are the big ideas that underpin the subject (schema).

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 local and 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.

Communicate historically – This concept involves using historical vocabulary and techniques to convey information about the past.

Each 'Big Idea' has its own facets of knowledge attached and they're described below:

Investigate and Interpret the past	Artefacts	<ul style="list-style-type: none"> • tools • ornaments • household items • coins • diaries • historical accounts • newspaper reports.
	Local History Links	Where possible, local history will be implemented into study to allow children a deeper understanding of their local area and the impact historical events have had.
	Innovations which influenced the modern world.	Where possible, teaching will link innovations and creations from the time period which have influence the modern world and the way in which we live today.
Build and overview of local and World History	Food & Farming	<ul style="list-style-type: none"> • main food groups (e.g. grains, fish) • popular foods and dishes • methods of collection (e.g. hunter-gatherers, farming) • important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation) • use of animals • trade in foods and spices.
	Beliefs	<ul style="list-style-type: none"> • pagan practices • organised religions • key events (e.g. sacrifice) • ideologies • symbols.
	Settlements	<ul style="list-style-type: none"> • homes (including the types of materials used and construction techniques) • sanitation • heating • public facilities (e.g. libraries, bath houses) • monuments and memorials • gathering places (e.g. citadels, amphitheatres, town squares) • the nature of a settlement (e.g. villages, towns, cities) • defences • important features (e.g. proximity to a river or sea port).
	Culture & Pastimes	<ul style="list-style-type: none"> • artworks • artists and artisans • jewellery • architecture and architects • games • sports • plays and theatre • music and instruments • great thinkers and big ideas (e.g. the Enlightenment) • stories and books.
	Travel & Transportation	<ul style="list-style-type: none"> • types of transport and how they were powered (e.g. foot and animals) • technological advancements and their pioneers • breakthrough events (e.g. the Moon landings) • reasons for travel (e.g. to explore, conquer, trade, survive)

		<ul style="list-style-type: none"> • trade routes • holidays and how they have changed because of transport.
	Conflict	<ul style="list-style-type: none"> • historic events • reasons for conflict (e.g. invasions) • weapons • defences • resistance • tactics • types of conflict (e.g. battles, wars) • resolutions to conflicts.
	Society	<ul style="list-style-type: none"> • life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural) • education • crime and punishment • health and medicine • clothing • social organisation (e.g. nation states, systems of government).
	Location	<ul style="list-style-type: none"> • modern geographical locations (e.g. Iran) • historical geographical locations (e.g. Mesopotamia) • multiple locations, including the associated terminology (e.g. empire, commonwealth, union) • movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).
Understanding Chronology	Main Events	<ul style="list-style-type: none"> • key 'stories' and events • dates and durations • key figures • the changes (or continuity) brought about by events (including achievements and legacies) • significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).
Communicating Historically	Vocabulary	Each unit of work has specific vocabulary that children will understand and use throughout.

Areas of study at Fairfield Primary School

Significant people from history studied:	William Shakespeare Queen Victoria Queen Elizabeth II Neil Armstrong Rosa Parks Nelson Mandela William Wordsworth
Significant historical events studied	Battle of Hastings The Gunpowder Plot The Titanic World War II
Significant historical eras studied	Comparing old with new The Stone Age Ancient Egypt

	Ancient Greece Anglo Saxon Roman Empire Georgian Mayan Tudor Viking
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Mental Health in the Curriculum

Within our history curriculum we promote a culture of open conversation so everyone is able to talk about wellbeing and mental health, with staff able to ensure support is available where necessary. The child's voice is at the centre of all learning experiences, especially those pertaining to mental health and wellbeing.

Mental health and wellbeing is supported by ensuring children have regular opportunities to take part in learning beyond the classroom, for example through visits to historical sites.

Differences between life in the past and life today, especially 'triggering' topics are explored at an age-appropriate level. Teachers plan carefully to ensure information given is factually correct, non-judgemental and will not lead to misconceptions that could cause concern to mental health or wellbeing.