

## Mayfield Progression of Skills in History

<b>Year group</b>  <b>Topics</b>	<u>Year 1</u>  All about me (space)  Winter wonderland  Amazing animals (dinosaurs)  We are scientists  Ship mates (pirates)  All aboard (transport – first flight)	<u>Year 2</u>  Toys  Frozen Planet (Scott, Shackleton..)  Great Fire of London (Samuel Pepys)  Once upon a time..  Castles	<u>Year 3</u>  Stone Age to Iron Age  Ancient Egyptians  Cambridge-the story of the river from a ford to Magdellan bridge	<u>Year 4</u>  What a disaster  Romans  Europe  The House of wisdom – Islamic golden era, Baghdad  Education for all – (including Victorians)	<u>Year 5</u>  Anglo Saxons  WWI  Local Geography  Going to America  Tudors  My Picture	<u>Year 6</u>  Ancient Greece  Vikings  Invaders : The Battle of Britain  Welcome to the jungle : The Maya culture
<b>Links to NC</b>	‘Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.’  ‘changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life’  ‘events beyond living memory that are significant nationally or globally [for example, First aeroplane flight )  ‘ask and answer questions’	‘changes within living memory’  ‘events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,’  ‘significant historical events, people and places in their own locality’  ‘the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods’  ‘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.’	‘Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history’  ‘changes in Britain from the Stone Age to the Iron Age’  ‘the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China’	‘They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.’  ‘the Roman Empire and its impact on Britain’  -British resistance, for example, Boudica  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	‘They should understand how our knowledge of the past is constructed from a range of sources.’  ‘Britain’s settlement by Anglo-Saxons and Scots’  -Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture  ‘a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 –the changing power of monarchs’  ‘a local history study’	‘They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.’ ‘the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor’  ‘Ancient Greece – a study of Greek life and achievements and their influence on the western world’  a significant turning point in British history, for example, the first railways or the Battle of Britain  a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

<p>Key Vocab</p> <p>Passing of time</p> <p>Develop critical thinking</p>	<p>Past present older newer</p> <p>then now</p> <p>‘when I was a baby/toddler..’</p> <p>a long time ago, many years ago, 1/2 years ago</p>	<p>Past present older newer</p> <p>then now timeline</p> <p>decades centuries</p> <p>a year/ many years ago</p> <p>over a hundred years ago, a few centuries ago</p>	<p>Dates time period era</p> <p>Chronology/chronological civilisation</p> <p>decades centuries</p> <p>over a hundred years ago, a few centuries ago</p>	<p>BC AD era</p> <p>chronological change</p> <p>evidence war peace civilisation empire</p> <p>decades centuries</p> <p>over a hundred years ago, a few centuries ago</p>	<p>BC AD era</p> <p>artefact</p> <p>chronological change</p> <p>evidence legacy continuity monarchy democracy propaganda parliament</p> <p>decades centuries</p>	<p>BC AD era</p> <p>artefact</p> <p>chronological change</p> <p>primary and secondary evidence</p> <p>bias</p> <p>legacy continuity monarchy democracy propaganda parliament</p> <p>decades centuries</p>
<p>MLO's</p> <p>Chronological understanding</p>	<p>To use role play and pictures to tell stories of events in the past including recounting changes that have occurred in their own lives.</p>	<p>To place events and artefacts in order on a timeline, labelling the timeline using words or phrases – past, present, older, newer.</p>	<p>To represent the concept of change over time on a timeline, demonstrating understanding of where periods/events/people they have studied fits in chronology.</p>	<p>To place events, artefacts and historical figures on a timeline using dates including AD and BC. Place periods of history in order on a timeline.</p>	<p>To understand where the period/events, people they have studied fits in the wider chronology of British and world history. Represent this on a timeline.</p>	<p>To understand concepts of continuity and change over time between events in history, representing them along with evidence on a timeline. Understand how difference in time affected people's and country's experiences</p>
<p>Historical enquiry</p>	<p>To use pictures and stories to ask questions such as what was it like for people? What happened? How long ago?</p>	<p>To observe and handle evidence to ask questions and use the evidence to answer questions about the past.</p>	<p>To suggest suitable sources of evidence for historical enquiries and use this evidence to ask and answer questions about the past.</p>	<p>To use and understand the need for more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p>	<p>To ask and answer questions relating to the significance of key events in history and explore key trends in a period in history.</p>	<p>To use evidence to form testable hypotheses and refine lines of enquiry as appropriate based on several contrasting sources of evidence.</p>
<p>Range and depth of knowledge</p>	<p>To describe a historical event, including events within living memory.</p>	<p>To understand what a nation is and describe significant people from the past and their relevance to a nation's history.</p>	<p>To describe changes that have happened in the locality of the school throughout history. Can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>To describe connections, contrasts and simple trends in a period of history. They can describe the social, ethnic, cultural or religious diversity of a past society.</p>	<p>To describe the social, ethical and cultural or religious diversity of past society and describe main changes in a period of history.</p>	<p>To describe the characteristic features of the past including ideas beliefs, attitudes and experiences of men, women and children. Link these features to build an o</p>

<b>Interpreting history</b>	To recognise that there are reasons why people in the past acted as they did.	To identify similarities and differences between ways of life in different periods.	To compare some of the times studied with those of others areas of interest around the world and identify key changes within a period of history.	To suggest cause and consequences of some of the main vents and changes in history. To understand how different sources give us a different view of the past.	To describe how useful a source is, understanding that no single source of evidence gives the full answer to questions about the past. Show awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	To identify periods of rapid change in history and contrast them with times of relatively little change. Select suitable sources of evidence giving reasons fo
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<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>Communicate their <b>knowledge</b> through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing. ICT</li> </ul>			<ul style="list-style-type: none"> <li>Recall, select and organise historical information</li> <li>Communicate their <b>knowledge and understanding.</b></li> </ul>		
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<b>Books</b>	When I was Young – Lauren Anholt	Vlad the Flea (Great Fire London)	Boy with the Bronze Axe. Stone Age Boy	Son of Rebellion - Sally Harris Mininus	Anglo Saxon Boy	Horrible Histories
<b>Fiction</b>			The Bridge	Sherharazade	The best Christmas present in the world (Christmas truce)	DK Find Out
<b>School Trips</b>	The Shuttleworth collection – Transport)	Fitzwilliam Museum (armoury)  Hedingham Castle Castle Hill Cambridge	Fitzwilliam museum (Egyptians)	Street Child Razia’s Ray of Hope  Verelanium	Treason  Histon Road Cemetery  Kentwell Hall (Tudors) Cambridge Tudor architecture walk	Orchard and Usbourne Greek and Norse Myths  Duxford (WWII)

**Vision for History:**

Children leave Mayfield with a coherent knowledge and understanding of Britain’s past and the wider world. They are curious and questioning. They are able to make connections with what they have learnt previously and what they are learning now. They are developing a mental timeline – linking their knowledge and understanding of different time periods to see where everything fits chronologically. They have developed their critical thinking to be able to question reliability and bias of primary and secondary sources.