

Mayfield Progression of Skills in History

EYFS Understanding the World - guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

ELG: Past and Present : Children at the expected level of development will:

- 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Key vocab - Then and now, the past and present, similarities, differences

Topics

All about us – Explore and talk about previous experiences - summer holidays, pre-school/nursery. How have they have changed from a baby? Families – roles in society differences/similarities.

Celebrations – Developing an awareness of celebrations and the people who celebrate them (Diwali, Nativity, Thanksgiving, Guy Fawkes, Hanukkah, Birthdays) links to past/present

Storytelling – Books that explore past/present. Encourage discussion about children's experiences similarities/differences in past and now using stories/books.

The World (spring 2/summer1) – Learn about explorers past and present. Different peoples roles/jobs in society. (people who help us) Artefacts/images – to identify similarities and differences.

Past and Present - Explore artefacts from the past/present. Looking at images from the past/present. Inventions. Technology. Dinosaurs Children to discuss their past – similarities/differences

| | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| Topics | Our World Winter wonderland Amazing animals We are scientists Ship mates Here we go! (transport) | Toys Frozen Planet (Scott,Shackleton..) Great Fire of London Once upon a time.. Castles and Dragons From Cambridge to Kenya | Cambridge Cambridge through time (local history) Ancient Egyptians Changes in Britain from Stone Age to Iron Age | What a disaster! Romans Portals Europe The House of wisdom – (Islamic golden era) Education for all | Dragon slayer –(Anglo Saxons) WW1 Sustainable Britain Going to America Tudor Explorers Out of this World | Ancient Greece Vikings WW2 Welcome to the jungle! The Mayans |

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| <p>Links to NC</p> | <p>‘Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. ‘</p> <p>‘changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life’</p> <p>‘events beyond living memory that are significant nationally or globally [for example, First aeroplane flight)</p> <p>‘ask and answer questions’</p> | <p>‘changes within living memory’</p> <p>‘events beyond living memory that are significant nationally or globally [for example, the Great Fire of London,’</p> <p>‘significant historical events, people and places in their own locality’</p> <p>‘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’</p> <p>‘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.’</p> <p>a local history study’</p> | <p>‘Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history’</p> <p>‘changes in Britain from the Stone Age to the Iron Age’</p> <p>‘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’</p> | <p>‘They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.’</p> <p>‘the Roman Empire and its impact on Britain’</p> <p>-British resistance, for example, Boudica</p> <p>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> | <p>‘They should understand how our knowledge of the past is constructed from a range of sources.’</p> <p>‘Britain’s settlement by Anglo-Saxons and Scots’</p> <p>-Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture</p> <p>‘a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - eg the changing power of monarchs’</p> <p>‘a local history study’</p> | <p>‘They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.’</p> <p>‘the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor’</p> <p>‘Ancient Greece – a study of Greek life and achievements and their influence on the western world’</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p> <p>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> |
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| <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>over a hundred years ago</p> <p>same, similarities different</p> | <p>Past present older newer</p> <p>Timeline, chronological order</p> <p>power King, Queen</p> <p>battle conquer, invasion</p> <p>Then now</p> <p>Beyond living memory, within living memory</p> <p>centuries a year/ many years ago over a hundred years ago, a few centuries ago millennium</p> <p>similarities differences</p> | <p>Dates time period BC AD CE, BCE</p> <p>Chronology/chronological timeline civilisation empire</p> <p>decades centuries</p> <p>over a hundred years ago, millennium millions of years ago</p> <p>similarities differences</p> | <p>BC AD CE, BCE artefact</p> <p>chronological war peace civilisation empire invasion</p> <p>decades centuries</p> <p>over a hundred years ago, a few centuries ago millennium thousands of years ago</p> <p>evidence legacy change continuity</p> | <p>BC AD CE, BCE artefact</p> <p>chronological power dynasty monarchy democracy invasion empire</p> <p>decades centuries</p> <p>over a hundred years ago, a few centuries ago millennium</p> <p>evidence legacy change continuity</p> | <p>BC AD CE, BCE artefact</p> <p>chronological legacy continuity monarchy democracy war invasion propaganda parliament</p> <p>decades centuries</p> <p>over a hundred years ago, a few centuries ago millennium thousands of years ago</p> <p>primary and secondary evidence bias</p> |
| <p>MLO's</p> <p>Mayfield learning objectives</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> |

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| Range and depth of knowledge | To describe a historical event, including events within living memory. | To understand what a nation is and describe significant people from the past and their relevance to a nation's history. | 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 | 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. | To describe the social, ethical and cultural or religious diversity of past society and describe main changes in a period of history. | 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 |
| Interpreting history | 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 |
| Organisation and communication | <ul style="list-style-type: none"> Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing. ICT | | | <ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. | | |

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.