Mayfield Progression in History

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Historical Intent:

History is taught in a chronological context with a focus on subject **disciplinary** and **substantive** knowledge through the recurring historical concepts of:

Historical Enquiry: Cause and Consequence	Historical Enquiry: Similarities and Differences	Historical Enquiry: Significant People and Events:	Historical Enquiry: Continuity and Change	Historical interpretation – validity of evidence	Chronology

We want children to think and behave like an Historian. We want children to develop an enquiry based approach to learning that will help them to make connections between and within subjects and periods in history so that they remember key concepts and **vocabulary** that help them to make sense of history. Children will be able to discuss the area of history in some depth. Children will have an understanding that other civilisations have contributed positively to Great Britain and left a legacy that has shaped our current lives and ways of working, learning from the past to inform our present and future and by doing so, developing our understanding of the importance of British Values.

Implementation: Children are taught how to be a good historian using and applying **disciplinary knowledge**: thinking and behaving like a historian through the use of rich narratives, handling original and/or reproduced artefacts, visits to historical places and first and second-hand accounts. Children will build up and extend their **substantive knowledge** of historical events through ***an enquiry based approach to learning***, they will be supported to **make connections** between historical concepts, other subjects and periods in history. There is a focus on **recurring concepts and vocabulary** to help children to retain that knowledge, make connections between past learning and help them to make sense of future learning. **Reading is central to provision.**

Impact: Children express what they know, remember and can do in a range of creative ways that showcases the substantive knowledge they have gained over a unit. They will be able to articulate what a historian does and how they behave. They will know that historians cannot be certain and that the validity of evidence needs always to be considered when seeking answers.

EYFS END POINTS							
1. Historical enquiry – Using evidence/ Communicating ideas	**Continuity and change** in and between periods	**Cause and consequence**	**Similarity/ Difference** within a period/ situation (social diversity including beliefs and attitudes)	**Significance** of events/people	**2. Chronological** knowledge/ understanding (including characteristic features of periods)	**3. Historical terms** eg empire, peasant	**4. Interpretations of history**
Ask questions about the past and make observations of changes. Understand we can find out about the past through books and photographs. Talk about pictures from stories that are set in the past, noticing what is different.	Understand the past through settings, characters and events encountered in books read in class and storytelling.		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Talk about the lives of the people around them and their roles in society.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	**Transport:** Past, present, future, steam train, steam boat, penny farthing, electric car **Family History:** Grandma, Grandpa, Grandparents, family **Story language:** *Long, long ago* *Once upon a time* **Little Red Hen** – *mill, scythe, cart*	

KS1 END POINTS							
1. Historical enquiry – Using evidence/ Communicating ideas	**Continuity and change** in and between periods	**Cause and consequence**	**Similarity/ Difference** within a period/ situation (social diversity including beliefs and attitudes)	**Significance** of events/people	**2. Chronological** knowledge/ understanding (including characteristic features of periods)	**3. Historical terms** eg empire, peasant	**4. Interpretations of history**
• Ask and answer questions (see following 4 concepts) • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of following 4 concepts)	• Identify similarities/ differences between ways of life at different time	• Recognise why people did things, why events happened and what happened as a result	• Make simple observations about different types of people, events, beliefs within a society	• Talk about who was important eg in a simple historical account	• Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/ events studied fit into a chronological framework • identify similarities / differences between periods	• Use a wide vocabulary of everyday historical terms	• identify different ways in which the past is represented

LKS2 END POINTS							
1. Historical enquiry – Using evidence/ Communicating ideas	**Continuity and change** in and between periods	**Cause and consequence**	**Similarity/Difference** within a period/ situation (social diversity including beliefs and attitudes)	**Significance** of events/people	**2. Chronological** knowledge/ understanding (including characteristic features of periods)	**3. Historical terms** eg empire, peasant	**4. Interpretations of history**
• Regularly address and sometimes devise historically valid questions (see following 4 concepts) • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by … • Selecting and organising relevant historical information	• Identify similarities/ differences between ways of life at different times.	• Recognise why people did things, why events happened and what happened as a result.	• Make simple observations about different types of people, events, and beliefs within a society.	• Talk about who was important eg in a simple historical account.	• Continue to develop chronologically secure knowledge of history. • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time	• Develop the appropriate use of historical terms.	• Understand that different versions of the past may exist, giving some reasons for this.

UKS2 END POINTS							
1. Historical enquiry – Using evidence/ Communicating ideas	**Continuity and change** in and between periods	**Cause and consequence**	**Similarity/Difference** within a period/ situation (social diversity including beliefs and attitudes)	**Significance** of events/people	**2. Chronological** knowledge/ understanding (including characteristic features of periods)	**3. Historical terms** eg empire, peasant	**4. Interpretations of history**
• Pursue historically valid enquiries (see following 4 concepts) including some they have framed • Understand how different types of sources are used rigorously to make historical claims • Create relevant, structured and evidentially supported accounts	• identify and explain change and continuity within and across period	• Analyse/explain reasons for, and results of, historical events, situations, change	• Understand and explain/ analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies	• Consider/explain the significance of events, people and developments in their context and in the present day	• Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning • Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time	• Use historical terms and concepts in increasingly sophisticated ways	• Discern how and why contrasting arguments and interpretations of the past have been constructed.

The following table shows the Progression of Historical Concepts, (Disciplinary Knowledge), Knowledge (recurring Historical themes) and Historical Skills

			EYs	Y1	Y2	Y3	Y4	Y5	Y6
Each year group will develop and extend the **Historical Skills** of: **Enquiry** – Each unit of learning is underpinned by an **enquiry based approach to learning** – BIG Questions that are explored through: **Using and analysing evidence** – Every year group uses a range of primary and secondary sources to interrogate, analyse and help to draw hypotheses and conclusions and then to **Present and Communicate** their findings. Every year group articulates and presents their understanding of the history unit in a range of ways including verbal, written and recorded.									
HISTORICAL CONCEPTS - DISCIPLINARY KNOWLEDGE	**HISTORICAL ENQUIRY**	*Cause and consequence*	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for and results of, historical events, situations and changes	Identify and give reasons for and results of, historical events, situations and changes	Identify and give reasons for and results of, historical events, situations and changes	Identify and give reasons for and results of, historical events, situations and changes
		Similarities and Differences	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious	Describe social, cultural, religious	Describe social, cultural, religious	Describe social, cultural, religious
		Significant people and events	Talk about the lives of the people around them and their roles in society.	Talk about who was important	Talk about who was important and give reasons why	Identify historically significant people and events in situations	Identify historically significant people and events in situations	Identify historically significant people and events in situations	Identify historically significant people and events in situations
		Continuity and Change	Develop understanding of changes over time. E.g. Transport topic – penny farthing compared to bikes	Identify similarities and differences between ways of life at different times	Identify similarities and differences between ways of life at different times	Describe/make links between main events, situations and changes within and across different periods/ societies	Describe/make links between main events, situations and changes within and across different periods/ societies	Describe/make links between main events, situations and changes within and across different periods/ societies	Describe/make links between main events, situations and changes within and across different periods/ societies

	Historical interpretation - Validity of evidence	Identify different ways in which the past is represented.	Identify different ways in which the past is represented	Identify different ways in which the past is represented	Understand that different versions of the past may exist giving some reasons for this	Understand that different versions of the past may exist giving some reasons for this	Understand that different versions of the past may exist giving some reasons for this	Understand that different versions of the past may exist giving some reasons for this
	Historical terms	Use basic historical terms linked to topics taught.	Use a wide vocabulary of everyday historical terms	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms	Develop the appropriate use of historical terms
	Chronology	Develop an awareness of the past. Use everyday language related to time. Talk about past and present events in their own lives and in the lives of family members and know where these fit into a simple chronological framework Identify similarities/differences between periods	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studies Note connections, contrasts and trends over time	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studies Note connections, contrasts and trends over time	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studies Note connections, contrasts and trends over time	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studies Note connections, contrasts and trends over time
RECURRING HISTORICAL THEMES WILL DEEPEN UNDERSTANDING	**LEGACY**		Queen Elizabeth – strong female role model – women as 'good' rulers Longest serving monarch Traditional and current playground games	Significant people: Greater racial, gender & Disability equality GFoL: Christopher Wren – rebuilding of London – improved living conditions	Stone Age – Iron Age Metal tools Rome's impact on Britain Roads, written language, Roman numerals, sewerage	Egyptians- Built pyramids. Giza is one of the 7 wonders of the world.	The Windrush Ancient Greece – Language, Art, Alphabet (vowels and consonants), prefix/suffix. Architecture, Arts, Democracy Olympic games	Local Study Community destroyed and rebuilt Legacy on individual person

	RULE		Queen Elizabeth II Queen Elizabeth I	GFoL: The Stuarts King Charles II	Rome: - Senate ruled pre 27BCE - Emperor Claudius - Boudicca Queen of Iceni - Rome ruled Britain	Egyptians: - Alexander the Great - Pharaoh - Akenhaten - Ramesses II - Hatshepsut - Ptolemy AS and Vikings: - King Raedwald - Anglo Saxons ruled Britain - Separate kingdoms ruled	Benin - Dynasty - 5 Oba's of Golden Age - Ogiso's pre 1170CE Ancient Greece - - Alexander the Great - Rulers of city states in various forms e.g. democracy, tyrant, leader	
	COMMUNITY	Talk about members of their immediate family and community To know the names of who is in my immediate and extended family. To know what relationship they have to me. Talk about the lives of the people around them and their roles in society (e.g people who help us topic).	Compare community life between QEI and QEII. Toys / games tell us about community life. Eg hopscotch vs online	Significant People: Community comes together to solve injustice. - Divided communities eg. race, gender, disabilities GFoL: Destroyed a community -Rebuild a community better than before.	Stone Age-Iron Age: Family groups, settlements, farming, harvesting and hunting - Effective tools - Hillforts, Rome: - Celtic tribes under Roman rule - Community of Empire use Britain's resources. - Made towns Londinium Colchester - Sewage, aqueducts, roads - Class system	AS and Vikings - Community meetings - Difference between Viking and AS communities -Self-sufficient communities Egyptians: Class system - Farming	Benin - Farming - Trading - Guild system - Earthworks to combine communities after expansion Ancient Greece - Compare communities in Ancient Greece e.g. Athens and Sparta Compare community to now Schools	Hanwell prepared for war Hanwell experienced war Rations Evacuation
	GOVERNMENT				Stone Age – Iron Age: Tribe leaders made decisions for community Rome: Senate elected by	Pharaohs	Benin - Uzama (elders who made decisions in Benin) Ancient Greece: Tyranny Oligarchy	Propaganda

					people. Made decisions for community and empire		Democracy Voting	
	CONFLICT			Significant People: Peaceful demonstrations Breaking the law – when there are inequalities	Stone Age – Iron age: Between different tribes over hillforts Romans invaded Britain Boudicca revolt	Viking raids to Britain.	Benin conquering smaller settlements Benin conquering large tribe Ishan Ancient Greece: Spartans Hoplites Alexander the Great conquest Olympics games preparation for battle	Air raids Intelligence (looking for spies) Blockades

Mayfield History Matrix – History Unit Coverage using Enquiry Led Approach

Year	Autumn	Autumn	Spring	Spring	Summer	Summer
EYFS	The teaching of history is focused on children's current experiences set in a chronological context. It is expanded through stories (e.g traditional tales) and curriculum topics (e.g transport) comparing differences between the past and present.					
Nursery	Talk about members of their immediate family and community. Talk about the lives of the people around them. (e.g Grandparents) To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describe special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ **Bonfire Night** Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences- **Diwali/ Christmas**		To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describes special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ Chinese New Year.	Compare and contrast characters from stories including figures from the past. Recall some important narratives, characters and figures from the past encountered in books read in class. Traditional tales – comparing transport, characters and settings from the past.	To observe changes over time in relation to growth (e.g life cycles of plants, animals and humans). To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describes special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ Eid	
Reception	Talk about members of their immediate family and community. Talk about the lives of the people around them. (e.g Grandparents) Understand people around them have different roles in our society. (e.g head-teacher, doctor) To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describe special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ **Bonfire Night** Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences- **Diwali/ Christmas** To compare and contrast the past and present through stories (e.g The Little Red Hen/ farm setting – scythe to combine harvester, windmill to factory).		To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describes special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ Chinese New Year. To notices changes in their local environment between the present and the past (e.g discussion about old post-boxes – changing colour).	Compare and contrast characters from stories including figures from the past. Recall some important narratives, characters and figures from the past encountered in books read in class. The Great Explorer (book)– link to Roald Amundsen	To enjoy joining in with family customs and routines. Recognise people have different beliefs. Describes special times / celebrations/ events for family or friends e.g. Birthdays/ festivals/ Eid	Compare and contrast characters/ objects from stories including figures from the past. *Transport topic:* Penny Farthing to a modern bicycle. Old fashioned car to an electric car (Mr Gumpy's car) Steam train/Steam boat

Y1	Moving outward from children's immediate experience to a focus on Queen Elizabeth II and Queen Elizabeth I. Explore the relatively recent past with the study of toys – exploring first-hand accounts from parents & grandparents' toys and comparing them to the toys the children play with now. Set in a chronological context			
		How can we find out about Queens from today and in the past? How was life different for children during the reign of a queen from the past to now?	How have toys changed over time and how has this affected how children play?	
Y2	Provides the foundations for future learning. Focussing on people of significance who have fought for equality in the areas of race, gender and disability. Set in a chronological context			
	Who was to blame for the Great Fire of London?	How have significant individuals contributed to equality for people today?		
Y3	Moving chronologically from Prehistoric Britain through to the Romans Set in a chronological context			
	What is new about the New Stone Age (Neolithic)? Stone Age, Bronze Age, Iron Age: which would you rather live in?	What impact did the Roman invasion have on Britain?		
Y4	Building on the knowledge gained about the Romans, children gain new knowledge about the Anglo Saxons. Year 4 start with an ancient civilization – Egypt. Set in a chronological context			
	What was Britain like when the Anglo-Saxons settled? Was life better as an Anglo-Saxon or as a Viking?		What impact did the Pharaohs of Egypt have on Egyptian Life?	

Y5	Builds on core vocabulary and knowledge from pervious learning and new knowledge learnt about Benin, the Windrush and Ancient Greece. The 20th century appears in the year in preparation for History teaching in High school (KS3/4 Challenges for Britain, Europe and the wider world 1901 to the present day). Broadly set in a chronological context			
	What was the main reason for Benin's dominance in West Africa from 900-1440CE? Who was the most important Oba during Benin's Golden Age?	Who were the Windrush Generation and what impact did the Windrush Foundation have on society?		How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?
Y6	Knowledge is gained about WWII in the context of a local study (Hanwell boy's memoirs during WWII) and prepares children well for their High School studies (KS3/4) on challenges for Britain, Europe and the wider world 1901 to the present day. Set in a chronological context			
	How did Hanwell residents prepare for war? What was the reality of war like for Hanwell residents?			

Recurring Historical Vocabulary/Concepts across year groups & Links with History Units.												
Concept	**Year 1**		**Year 2**		**Year 3**		**Year 4**		**Year 5**			**Year 6**
	Queen	**Toys**	**Significant people - Equality**	**Great Fire of London**	**Stone Age- Iron Age**	**Rome's impact Br**	**Saxons & Vikings**	**Ancient Egypt**	**Benin**	**The Windrush**	**Ancient Greece**	**Local study**
LEGACY	Legacy	Legacy	Legacy	Legacy	legacy	Legacy	Legacy	Legacy	Legacy	Legacy	Legacy	Legacy
RULE /RULER Empire	Monarch, Monarchy King, Queen Reign			Monarch King, Queen Reign		Emperor reign	Leader King, Queen reign	Pharaoh reign	Oba, Ogiso Reign Uzama		Oligarch Hierarchy Tyrant?	
COMMUNITY Civilization	Civilian		Equality	Civilian	Civilization Settlement Agriculture Trade	Empire Civilization Civilian Beliefs Religion Tribe Equality	Civilization Settlement Beliefs Agriculture Trade	Civilization Settlement Beliefs Religion Equality Trade	Kingdom Civilization Beliefs Agriculture Trade	Impact of tecnlogy on people and communities	Hierarchy Civilization Beliefs Religion Equality	Impact
GOVERNMENT				Parliament Government		Democracy Government Elected					Senate Democracy Tyranny Government	
CONFLICT					trade	Invasion, invade, conquest, conquer Rebellion Resistance Surrender Military Warrior defeat Diplomacy	Invasion, invade, Resistance surrender Military Warrior trade	trade	trade		Invasion, invade, Tyrant, tyranny	Propoganda

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Core Vocabulary		
Recurring Subject Specific Concepts and Vocabulary in History		**Recurring Key Disciplinary Vocabulary**
LEGACY **COMMUNITY** Civilization Church Civilian Agriculture/Farming Settlement Trade/Occupation Diplomacy Beliefs Religion Tribe Equality Kingdom Border **CONFLICT** Trade Transport Invasion/invade Military Conquest/conquer Rebellion Resistance Surrender Warrior Tyranny/Tyrant Propaganda Defeat Exile Alliance Exploration	**RULE/RULER** Monarchy/Monarch King Queen Royal Reign Emperor Leader Pharoah Oba, Ogiso Uzama Oligarch Tyrant Empire Hierarchy **GOVERNMENT** Parliament Democracy Election Elected Senate Tyranny Tyrant Dictator	**Archaeologist** Continuity Change Significance Cause Consequence Evidence Chronology Investigate Interpret Era Eye-witness Connections Contrast Secondary sources Similarity and difference Interrogate Connections Enquire Question Hierarchy Reliability Validity Influence Artefact BCE/CE (Before Common Era/Common Era) Explore Primary sources Trends Analyse Source Time period Compare

RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Water and Steam museum - Transport	Gunnersbury Museum - Toys	Gunnersbury Museum – Great Fire of London	Gunnersbury Museum – Anglo Saxons	British Museum – Egyptians Petrie Museum of Egyptian Archaeology	British Museum – Ancient Greeks	Local history walk