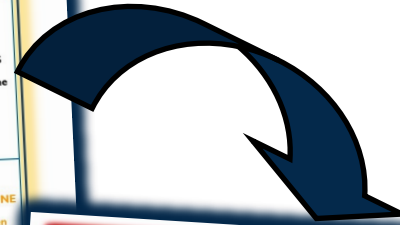


Study the National Curriculum and create themes.

THIS IS OUR CURRICULUM THEME DOCUMENT FOR THE WHOLE SCHOOL

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Mayfield Primary School

Curriculum Themes, Big Questions & I Wonder Statements

	EARLY YEARS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN	I WONDER... ...if my family is like yours. ...what changes in Autumn. ...where light can appear from. ...why people give gifts.	TOY STORY What makes a great toy?	ANIMAL KINGDOM What gives an animal its strength?	A ROMAN INVASION Did the Romans improve our way of life?	VIKING ARRIVAL Invasion is wrong! Is this correct?	GODS AND LEGENDS What can we learn from the Ancient Greeks lives and beliefs?	WE ALL STAND TOGETHER Was WW2 our greatest hour?
SPRING	I WONDER... ...how other people celebrate. ...what changes in Winter. ...if Jesus ate Easter eggs. ...if my plant will grow. ...what changes in Spring.	ST ANNES IN BLOOM Is my home a place for plants and animals?	EARTH: 2021 What does Earth look like from the Moon?	TIME FOR THE ANGLO-SAXONS I preferred the Romans! What do you think?	NEW EUROPE - JOURNEY TO WERNE What is similar and what is different about places in Europe and our twin town - Werne!	AMAZON ADVENTURE Why should we save the World?	OLYMPIC HEROES Which qualities define our heroes?
SUMMER	I WONDER... ...if all babies look like their parents. ...what changes in Summer. ...if everyone lives near the sea.	TRAVELS & TALES Why is it important to explore and challenge?	SAND IN MY SHOES What is it like to live at the seaside?	OUR SUPERB STRUCTURES How and why were these amazing local landmarks created?	EGYPT: VALLEY OF THE KINGS Was everyone equal in Ancient Egyptian society?	VICTORIANS-ON-SEA: A REVOLUTION Why were the railways important in the birth of the Fylde Coast?	BRING ME SUNSHINE Was it better when they were young? A study of post-WW2 Britain.

A new curriculum that prepares our children, in our community, for their future.

Golden topics embrace our unique local history, geography and society.



Ensure those themes have the necessary coverage and are cohesive and progressive.

E.G. THIS IS OUR HISTORY COVERAGE OVERVIEW FOR THE WHOLE SCHOOL.

EACH SUBJECT HAS THEIR OWN VERSION OF THIS.

2

Mayfield Primary School Curriculum Documents

HISTORY OVERVIEW	Autumn	Spring	Summer
EYFS	I wonder if my family is like yours? * Begin to make sense of their own life-story and family's history. * Understand the ways they have changed. * Learn about the changes that have happened within their family. * Talk about changes that happen over a short period of time. <i>There are three other non-history down 'I Wonder' questions this term.</i>	I wonder if other people celebrate? * Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>There are four other non-history down 'I Wonder' questions this term.</i>	I wonder if everyone lives near the sea? * The first of significant individuals in the past. * Compare and contrast characters from stories, including figures from the past. * Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>There are two other non-history down 'I Wonder' questions this term.</i>
Year One	Aspect Study: Toy Story Changes within and beyond living memory at a national level. Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by, family favourites	Local Study: St Annes in Bloom Study significant historical events, people and features in their own St Annes town as we introduce our local history thread which will run across the coming six years. This is the first of a two part KS1 local history study.	Wider Study: Travels & Tales The lives of significant individuals in the past who have contributed to national and international achievements i.e. Neil Armstrong, Christopher Columbus, Rosa Parks, Mary Seacole, Florence Nightingale
Year Two	Aspect Study: Animal Kingdom Changes and events that are beyond living memory at a national or global level. Using knowledge to look at aspects of life that move into different periods of time. This study looks at the role, use and perception of animals at different times in history i.e. WW1, Victorian Britain, Farming, Food, Animals for Entertainment (Circus), Exploration (Space)	Wider Study: Earth 2021 Inspired by the first aeroplane flight and adventures of Columbus and Armstrong, this geography, DT and science fly, travel and explore how transport and people's desire to fly, travel and explore has led to many changes in living memory and has had a huge effect on national life.	Local Study: Sand in My Shoes Build upon the introductory St Annes town study – by looking specifically at the seaside, its special unique environment and place in our locality. Completing the two part KS1 local history study.
Year Three	Chronology Study: A Roman Invasion Starting with initial background knowledge work to the Iron Age, we continue by looking at Britain just prior to the Roman invasion and what they would find upon arrival. Then, we move into a larger study of the Roman invasion and what they brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact.	Chronology Study: Here Come The Anglo-Saxons The natural next step in the journey as the children undertake the first half of a two part study into the struggle for 'control' of Britain with the Vikings up 1066: The Battle of Hasting.	Local Study: Superb Structures The children continue and develop their study of local structures on the Fylde Coast as part of a geography driven theme.
Year Four	Chronology Study: Viking Arrival The second half of the story – as we view the post-Roman domination of Britain through the eyes of first the Anglo-Saxons in Y3 and now the Vikings in Y4 up to 1066.	Local Study: Journey to Werne (Passport to Europe) As a next stage in the study of local history, the development of the modern story of St Annes in relation to its twin town partner in Werne and its similar growth and story. A geography driven theme which picks up where earlier KS1 studies left off.	Civilization Study: Ancient Egypt The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.
Year Five	Civilization Study: Gods & Legends (Ancient Greece) The second of a carefully placed two part comparison of ancient civilizations and their achievements. This includes a short focus upon the Ancient Olympics which is planned to lead into the Modern Olympic Heroes theme in year 6.	Chronology/Civilization Study: Amazon Adventure A geography driven theme with a historical focus upon the ways in which the world has impacted upon the environment during the last two hundred years and consideration of a further 'linked non-European society/civilization: The Mayans. This environmental and industrial themes feed directly into the industrial environment focus on the Victorians to follow.	Chronology/Local Study: Victorians-on-Sea Having the importance and significance of industry and empire forward, the focus moves into the Victorians with a specific, yet emergent and growth of our local seaside resorts and how the result of the Victorian industrial growth and influence created a market for all classes seeking the 'clear air' and fun of the coastlines.
Year Six	Chronology Study: We All Stand Together (WW2) In year 6, the chronological journey reaches its climax with a study of Britain and the wider world in most recent times. Picking up where the Victorians-on-Sea theme left off, the study focuses upon an industrial and increasingly post-empire, war weary, poverty-stricken Britain on the brink of further conflict. The study includes in-depth study of rationing, evacuation, air-raids (including the significant role of the Fylde Coast) and the home guard. Alongside a study of the most significant events i.e. the D-Day landings.	Chronology Study: Modern Olympic Heroes Our chronological journey ends with a two-part study of life post World War Two. Firstly, the children pick up upon the Olympic Games and the names and achievements that have become modern icons, sporting moments.	Chronology/Local Study: Bring Me Sunshine The second and final part of life post World War Two focused upon Britain and the significance of live entertainment, music and the arts from the 1950s to the 1990s. Completing our local history thread we consider some aspects within the context of Blackpool as the live entertainment capital of Britain for much of this time.

PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)			
Our Coverage	Chronology	Events, People & Changes	Communication
YEAR 1 AUT: Aspect Study: Toy Story Changes within and beyond living memory at a national level. Great toys from the past (Victorians to Present), moving toys, family games, puzzles, practical to virtual toys, popular toys from years gone by, family favourites. SPR: Local Study: St Annes in Bloom Study significant historical events, people and features in their own St Annes town as we introduce our local history thread which will run across the coming six years. This is the first of a two part KS1 local history story. SUM: Wider Study: Travels & Talks The lives of significant individuals in the past who have contributed to national and international achievements i.e. Neil Armstrong, Christopher Columbus, Rosa Parks, Mary Seacole, Florence Nightingale.	Show their emerging knowledge and understanding of the past by: o Recognising the distinction between past and present. o Identifying some similarities and differences between their own present and aspects of the past. o Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). Show their developing knowledge and understanding of the past by: o Recognising the distinction between present and past in their own and other people's lives. o Identifying some similarities and differences between ways of life in different periods. o Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).	o To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. o Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. o Use simple stories and other sources to show that they know and understand key features of events.	o Understand and use simple historical concepts such as now/then and same/different. o To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). o Understand historical concepts and use them to make simple connections and draw contrasts.
YEAR 2 AUT: Aspect Study: Animal Kingdom Changes and events that are beyond living memory at a national or global level. Using knowledge to look at aspects of life that move into different periods of time. This study looks at the role, use and perception of animals at different times in history i.e. WWI, Victorian Britain, Farming, Food, Animals for Entertainment (Circus), Exploration (Space). SPR: Wider Study: Earth 2021 Inspired by the first aeroplane flight and adventures of Columbus and Armstrong, this geography, DT and science driven theme looks at how transport and people's desire to fly, travel and explore has led to many changes in living memory and has had a huge effect on national life. SUM: Local Study: Sand In My Shoes Build upon the introductory St Annes town study – by looking specifically at the seaside, its special unique environment and place in our locality. Completing the two part KS1 local history story.	VOCABULARY KS1: past, present, old, new, change, after, before, similarity, difference, timeline, century, clockwork, inventor, explorer, world war, trenches, battle, soldier, remembrance, significant, beyond memory, front line, work-horse, conditions, chronological. *Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study. In Key Stage One we attempt to embed some key recurring terms more than in any other stage.		

PROGRESSION IN HISTORY: KNOWLEDGE MILESTONES - SKILLS MILESTONES (YEAR BY YEAR)			
Our Coverage	Chronology	Events, People & Changes	Communication
YEAR 3 AUT: Chronology Study: A Roman Invasion Starting with initial background knowledge work to the Iron Age, we continue by looking at Britain just prior to the Roman Invasion and what they would find upon arrival. Then, we move into a larger study of the Roman invasion and what they brought to Britain. Considering which elements significantly improved the quality of life at the time and had long lasting impact. SPR: Chronology Study: Here Come The Anglo-Saxons The natural next step in the journey as the children undertake the first half of a two part study into the struggle for 'control' of Britain with the Vikings up 1066: The Battle of Hastings. SUM: Local Study: Superb Structures The children continue and develop their study of local history by considering the history of the significant structures on the Fylde Coast as part of a geography driven theme.	Show their increasing knowledge and understanding of the past by: o Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). o Making some links between and across periods, such as the differences between clothes, food, buildings or transport. o Identify where periods studied fit into a chronological framework. Noting links, connections, trends and changes over time.	Be able to describe some of the main events, people and periods they have studied by: o Understanding some of the ways in which people's lives have shaped this nation. o Describing how, and when, Britain has influenced the wider world and vice versa. o Understanding some significant aspects of history: nature of ancient civilisations – non-European societies; expansion of empires. o Establishing a narrative showing connections and trends within and across periods of study.	o Construct informed responses that involve thoughtful selection and organization of relevant historical information. o When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.
YEAR 4 AUT: Chronology Study: Viking Arrival The second half of the story – as we view the post-Roman domination of Britain through the eyes of first the Anglo-Saxons in Y3 and now the Vikings in Y4 up to 1066. SPR: Local Study: Journey to Werne (Passport to Europe) As a next stage in the study of local history, the development of the modern story of St Annes in relation to its twin town partner in Werne and its similar growth and story. A geography driven theme which picks up where earlier KS1 studies left off. SUM: Civilization Study: Ancient Egypt The first of a carefully placed two part comparison of ancient civilizations and their achievements. We have chosen Ancient Egypt for our first study. This non-European society also provides contrast with British history.	VOCABULARY Y3: aqueduct, legionary, legion, bath house, amphitheatre, standard, shield, sewer, emperor, Julius Caesar, coin, mosaic, gladiator, toga, chariot, sword, Roman, empire, invade, revolt, fort, defences, archer, settlement, fleet, infantry, tactic, settlement, kingdom, historical, old, time, period, timeline, chronological, years, past, decade, century, source. Y4: plunder, settlement, treaty, reliable, evidence, source, evaluate, relevant, raid, Danegeld, Thing (assembly), pagan, monasteries, archaeologist, conquer, justify, warrior, shield, dragons, slaves, crafts, trade, trading, trader, valuable, monks, jarls, carls, thralls, timeline, sources, historical figures, historical, trade, compare, contrast, chronological, Egyptologist, sarcophagus, Anubis, canopic, pharaoh, tomb, mummification, sickle, afterlife, Tutankhamun, tomb, papyrus, sphinx, cartouche, Cleopatra, natron, preserve, decay, sphinx, archaeologists, hieroglyphics, scarab beetle. *Some vocabulary will be deliberately recurring 'sticky terms'. Others will be deliberately progressive or subject specific. This list is never exhaustive just a core starting point and should be open to addition throughout the study.		

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Break down the progression of knowledge and skills into smaller steps and create milestones for assessment.

Every year group, from EYFS to Y6, feature on here.

We also hold coverage and vocabulary on here.

EVERY SUBJECT HAS A PROGRESSION AND MILESTONES DOCUMENT.