



History at Suffolks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Toys					
Year 2	The Great Fire of London Christopher Wren					
Year 3	The Stone Age to the Iron Age				The Roman Empire and its impact on Britain	
Year 4	Early Civilisations	Ancient Egypt				
Year 5	Ancient Greece				Anglo-Saxon, Vikings	
Year 6	World War Two				Benin	

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Progression of skills						
EYFS						
Past and Present:						
<ul style="list-style-type: none"> • 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 through storytelling. 						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence a small number of events or two related objects in order of time. E.g. two different toys.</p> <p>Remember and recount parts of stories and memories about the past.</p>	<p>Recount changes in own life.</p> <p>Puts 3 people, events or objects in order using a given scale.</p> <p>Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.</p> <p>Understands timelines can be divided into BC and AD</p>	<p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Identifies changes within and across historical periods.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</p>

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						<p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>
Range and depth of historical knowledge	Tell the difference between the past and present in own and other people's lives.	<p>Use information heard/researched to describe the past.</p> <p>Uses information to describe differences between the past and now.</p> <p>Recounts main events from a significant time in history.</p> <p>Uses evidence to explain reasons</p>	<p>Uses evidence to describe the past:</p> <p><i>Houses and settlements</i></p> <p><i>Culture and leisure activities</i></p> <p><i>Clothes, way of life and actions of people</i></p> <p><i>Buildings and their uses</i></p> <p><i>People's beliefs and attitudes</i></p> <p><i>Things of importance to people</i></p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives reasons why changes in houses, culture, leisure,</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p>

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		<p>why people in the past acted as they did.</p>	<p><i>Differences between lives of rich and poor</i></p> <p>Uses evidence to find out how these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects.</p> <p>Describes how some of the past events/people affect life today.</p>	<p>clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p>		<p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>
<p>Historical interpretation</p>	<p>Begins to identify and recount some details from the</p>	<p>Looks at a range of sources – books, pictures, eye-</p>	<p>Looks at 2 versions of the same event, building, place and</p>	<p>Gives reasons why there may be</p>	<p>Looks at different versions of the same event and</p>	<p>Understands that the past has been</p>

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	<p>past from sources – e.g. pictures, stories</p>	<p>witness accounts, photos, artefacts, buildings, visits and web pages etc.</p> <p>Understand why historical figures in the past did certain things.</p>	<p>identifies differences and similarities.</p>	<p>different accounts of history.</p>	<p>identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Knows that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>represented in different ways.</p> <p>Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
<p>Historical enquiry</p>	<p>Find answers to simple questions about the past from sources of information.</p>	<p>Looks carefully at pictures and objects to find information about the past.</p> <p>Ask and answers simple questions about the past (SOLO taxonomy – unistructural)</p>	<p>Uses printed sources, the internet, pictures, photos, music, artefacts, historical buildings and visits to collect information about the past</p>	<p>Understands the difference between primary and secondary sources of evidence.</p> <p>Uses documents, printed sources, the internet, databases, pictures, photos,</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. (SOLO</p>	<p>Identifies and uses different sources of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence.</p>

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		<p>Estimates the age of historical figures based on their understanding of chronology and the use of sources.</p>	<p>(SOLO taxonomy – unistructural/ multistructual)</p> <p>Asks questions such as ‘how did people...?’</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>music, artefacts, historic buildings and visits to collect information about the past. (SOLO taxonomy - relational)</p> <p>Asks questions such as ‘what was it like for a during?’</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>	<p>taxonomy - relational)</p> <p>Asks a range of questions about the past.</p> <p>Chooses reliable sources of evidence to answer questions.</p> <p>Realises that there is often not a single answer to historical questions.</p>	<p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources. (SOLO taxonomy - extended abstract)</p>
<p>Organisation and communication</p>	<p>Shows knowledge and understanding about the past in different ways – e.g. role play, drawing, writing, speaking and listening.</p>	<p>Describes objects, people and events.</p> <p>Writes own date of birth.</p> <p>Writes simple stories and recounts about the past.</p>	<p>Presents findings about the past using speaking, writing, ICT and drawings skills.</p> <p>Uses dates with increasing accuracy.</p>	<p>Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills.</p> <p>Uses dates and terms correctly.</p>	<p>Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>Uses dates and terms accurately.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p>

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		Draws labelled diagrams of people, events, places and objects from the past.	Discusses different ways of presenting information for different purposes.	Discusses most appropriate way to present information, realising that it is for an audience.	Chooses most appropriate way to present information to an audience.	Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.
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