



History at Suffolks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> Toys				<i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> The history of our school	
Year 2	<i>Events beyond living memory that are significant nationally or globally</i> The Great Fire of London Christopher Wren				<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> Nursing - Mary Seacole and Florence Nightingale	
Year 3	<i>Changes in Britain from the Stone Age to the Iron Age</i>				The Roman Empire and its impact on Britain	
Year 4	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</i>				<i>A depth study of an ancient civilisation.</i> Ancient Egypt	
Year 5	<i>A study of Greek life and achievements and their influence on the western world</i> Ancient Greece				<i>Britain's settlement by Anglo-Saxons and The Scots. Viking and Anglo-Saxon struggle</i>	
Year 6	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> World War Two				<i>A non-European society that provides contrasts with British history</i> Ancient Islamic Civilisations	

Italics: National Curriculum Statements

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Progression of skills						
EYFS ELGs						
Literacy						
<ul style="list-style-type: none"> - Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary - Anticipate – where appropriate – key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 						
Understanding the world						
<ul style="list-style-type: none"> - Past and present: Talk about the lives of the people around them and their roles in society - Past and present: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Past and present: Understand the past through settings, characters and events encountered in books read in class and 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 learned key periods as reference points.</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>
<p>Range and depth of historical knowledge</p>	<p>Tell the difference between the past and present in own and other people's lives.</p>	<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>
Historical interpretation	Begins to identify and recount some details from the	Looks at a range of sources – books, pictures,	Looks at 2 versions of the same event, building, place and	Gives reasons why there may be	Looks at different versions of the same event and	Understands that the past has been

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	<p>past from sources – e.g. pictures, stories</p>	<p>eye-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</p> <p>Estimates the age of historical figures</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, music, artefacts, historic buildings</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</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>based on their understanding of chronology and the use of sources.</p>	<p>Asks questions such as 'how did people...?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>and visits to collect information about the past.</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>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.</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>Draws labelled diagrams of people, events, places and objects from 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>Discusses different ways of presenting information for different purposes.</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>Discusses most appropriate way to present information, realising that it is for an audience.</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>Chooses most appropriate way to present information to an audience.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Makes use of different ways of presenting information.</p> <p>Presents information in the most appropriate way (eg written explanation/tables)</p>

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							and charts/labelled diagram). Makes accurate use of specific dates and terms.
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