

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 in 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

History at Suffolks

We have the following historical concepts running through our history curriculum:

- **Legacy**
- **Lifestyles**
- **Conflict**
- **Continuity and change**

These concepts act as the foundations of all new learning, allowing children to create strong mental models in history.

Our definition of each concept is as follows:

Legacy: Legacy can be defined as anything that has a bearing on a situation. This could be a person who shaped what came after them, an event that had an effect on things that followed or place. The importance or legacy of a person, place or event defines and influences the way that the past is remembered.

Lifestyles: Examining the concept of lifestyle will open up inquiries into how people deal with the past. It involves the attitudes, beliefs, values and views of a group of people in history. It will allow historians the opportunity to reflect and examine how communities have been influenced by people or events in the past.

Conflict: Conflict involves the opposition between individuals or groups of individuals. These oppositions could be over positions, interests of values/lifestyles. Conflict can be both violent and non-violent and can be a mechanism of social or physical change. Children learn about the impact that conflict has had on history.

Continuity and change: Historians recognise that over time some things stay the same, while others change. This concept is referred to as continuity and change. Examples of continuity and change can be seen across every civilisation and any given period of time. Many aspects of history influence how we act and live today. Change can occur within a certain civilisation or specific time period, but also across different civilisations and time periods. 'Change' refers to something that is obviously different from what occurred previously.

History at Suffolks

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

History at Suffolks

Legacy

Lifestyles

Conflict

Continuity and change

Progression of knowledge						
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>

History at Suffolks

						<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>

History at Suffolks

		<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

History at Suffolks

	<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>

History at Suffolks

		<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>

History at Suffolks

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