

History Breadth of Study Map



| Lower School | NB: Every classroom to have a timeline on display to support the teaching of chronology. | | | |
|---|--|---|---|---|
| | Autumn | Spring | Summer 1 | Summer 2 |
| <p>Cycle A</p> <p><i>NB: Chronology to run through every unit.</i></p> | <p>Events beyond Living Memory & Significant Individuals: Gunpowder Plot & Guy Fawkes</p> <p><i>What happened during the Gunpowder Plot and how do we know?</i></p> <p>From: Key-Stage History</p> <p style="text-align: center;">OR</p> <p>Events beyond Living Memory: Titanic</p> <p><i>What happened to the Titanic and how do we know?</i></p> <p>From: Key-Stage History</p> <p>NB: Remembrance 11th November</p> | <p>Changes within Living Memory: Homes</p> <p><i>How have homes changed over time?</i></p> <p>From: Twinkl</p> <p style="text-align: center;">OR</p> <p>Changes within Living Memory: Transport</p> <p><i>How has transport changed over time?</i></p> <p>From: Twinkl</p> | <p>Significant Individual: Louis Braille</p> <p><i>What did Louis Braille do that made him famous, and why is he remembered today so long afterwards?</i></p> <p>From: Key-Stage History</p> | <p>Local History: Anglo-Saxon & Vikings in Suffolk</p> <p><i>What was it like living as an Anglo-Saxon in Suffolk?</i></p> <p>From: Key-Stage History & Gt Finborough Unit of Work</p> <p style="text-align: center;">OR</p> <p>Local History: Castles of Suffolk</p> <p><i>Why do we have so many Castles in Suffolk?</i></p> <p>From: Gt Finborough Unit of Work</p> |

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| <p>Cycle B</p> <p><i>NB: Chronology to run through every unit.</i></p> | <p>Events beyond Living Memory & Significant Individuals: Great Fire of London & Samuel Pepys</p> <p><i>What happened during the Great Fire of London and how do we know?</i></p> <p>From: Key-Stage History</p> <p>NB: Remembrance 11th November</p> | <p>Changes within Living Memory: Holidays</p> <p><i>How have holidays changed over time?</i></p> <p>From: Key-Stage History</p> <p>OR</p> <p>Changes within Living Memory: Toys & Games</p> <p><i>What toys did our grandparents play with?</i></p> <p>From: Key-Stage History</p> | <p>Significant Individuals: Grace Darling</p> <p><i>What did Grace Darling do that made her famous, and why is she remembered today so long afterwards?</i></p> <p>From: Key-Stage History</p> | <p>Local History: Suffolk Tudors</p> <p><i>What was it like living in Tudor Suffolk?</i></p> <p>From: Key-Stage History & Gt Finborough Unit of Work</p> <p>OR</p> <p>Local History: Suffolk during wartime 1914-1945 (Including evacuees in Great Finborough)</p> <p><i>What was it like living in Suffolk during the war?</i></p> <p>From: Gt Finborough Unit of Work</p> |

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|---|---|--|--|--|
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| <p>Cycle C</p> <p><i>NB: Chronology to run through every unit.</i></p> | <p>Events beyond Living Memory & Significant Individuals: Florence Nightingale (The Crimean War)</p> <p><i>Why should Florence Nightingale be remembered?</i></p> <p>From: Key-Stage History</p> <p style="text-align: center;">OR</p> <p>Events beyond Living Memory & Significant Individuals: Mary Seacole (The Crimean War)</p> <p><i>How should we remember Mary Seacole?</i></p> <p>From: Key-Stage History</p> <p>NB: Remembrance 11th November</p> | <p>Changes within Living Memory: Technology</p> <p><i>How has technology changed over time?</i></p> <p>From: Twinkl</p> <p style="text-align: center;">OR</p> <p>Changes within Living Memory: Food</p> <p><i>How has food changed over time?</i></p> <p>From: History Association & Gt Finborough Unit of Work</p> | <p>Significant Individuals: Explorers of the Antarctic</p> <p><i>How should Scott be remembered today?</i></p> <p>From: Key-Stage History</p> | <p>Local History: Victorians</p> <p><i>What was it like living in Victorian Suffolk?</i></p> <p>From: Key-Stage History & Gt Finborough Unit of Work</p> <p style="text-align: center;">OR</p> <p>Local History: Suffolk Normans</p> <p><i>What was it like to live in Suffolk in the Norman times?</i></p> <p>From: Gt Finborough Unit of Work</p> |

History Breadth of Study Map



| <i>Upper School</i> | | | |
|---------------------|--|---|--|
| | Autumn | Spring | Summer |
| Cycle A | British History: Stone Age <i>What was life like in the Stone Age and how do we know?</i> | British History: Iron Age <i>What was life like in the Iron Age and how do we know?</i> | Earliest Civilizations: Ancient Egypt <i>What were the achievements of the Ancient Egyptians?</i> |
| Cycle B | British History: Roman Empire <i>Did the Romans change the lives of British people?</i> | British & Local History: Anglo-Saxons & Scots <i>Who was buried at Sutton Hoo?</i> | Earliest Civilizations: Ancient Greece <i>What did the Ancient Greeks do for us?</i> |
| Cycle C | British History: Vikings <i>Raiders or Settlers: How should we remember the Vikings?</i> | Chronological Study: Crime and Punishment <i>How has the concept of Crime and Punishment changed through time?</i> | Non-European History: Mayan Civilization <i>What caused the rise and decline of the Mayan Empire?</i> |

Each unit of work starts with an enquiry question.