

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>		<b>Stone Age</b>		<b>Romans</b>		<b>Railways</b>
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>• Look at two versions of the same event or story in history and identify differences;</li> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;</li> <li>• Begin to understand some of the ways in which historians and others investigate the past.</li> <li>• Use a range of primary and secondary sources to find out about the past;</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• Regularly address and sometimes devise own questions to find answers about the past;</li> </ul>		<ul style="list-style-type: none"> <li>• Look at two versions of the same event or story in history and identify differences;</li> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;</li> <li>• Begin to understand some of the ways in which historians and others investigate the past.</li> <li>• Use a range of primary and secondary sources to find out about the past;</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• Regularly address and sometimes devise own questions to find answers about the past</li> </ul>		<ul style="list-style-type: none"> <li>• Look at two versions of the same event or story in history and identify differences;</li> <li>• Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different;</li> <li>• Use a range of primary and secondary sources to find out about the past;</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• Gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>• Regularly address and sometimes devise own questions to find answers about the past;</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms</li> </ul>

	<ul style="list-style-type: none"> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Find out about the everyday lives of people in time studied compared with our life today;</li> <li>• Explain how people and events in the past have influenced life today;</li> <li>• Identify key features, aspects and events of the time studied;</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>• Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies);</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Find out about the everyday lives of people in time studied compared with our life today;</li> <li>• Explain how people and events in the past have influenced life today;</li> <li>• Identify key features, aspects and events of the time studied;</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied</li> <li>• Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies)</li> </ul>	<p>related to the unit being studied and passing of time;</p> <ul style="list-style-type: none"> <li>• Explain how people and events in the past have influenced life today;</li> <li>• Identify key features, aspects and events of the time studied;</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> <li>• Start to present ideas based on their own research about a studied period.</li> <li>• Build on prior knowledge to start to gain further understanding of substantive concepts;</li> <li>• Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</li> <li>• Identify key things that changed between periods;</li> <li>• Start to explain the impact of some changes that have happened throughout different periods of time;</li> <li>• Identify that there are reasons for continuities and changes across periods of time and explain some of these;</li> </ul>
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- Start to present ideas based on their own research about a studied period.
- Build on prior knowledge to start to gain further understanding of substantive concepts;
- Understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
- Identify key things that stayed the same between periods;
- Identify key things that changed between periods;
- Start to explain the impact of some changes that have happened throughout different periods of time;
- Identify that there are reasons for continuities and changes across periods of time and explain some of these
- Explain a series of directly related events that happened in the lead up to a historical event;
- Begin to understand that historical events create changes that have consequences;

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- Start to explain the impact of some changes that have happened throughout different periods of time;
- Identify that there are reasons for continuities and changes across periods of time and explain some of these;
- Understand that a cause is something directly linked to an event and not just something that happened before it;
- Start to understand that there are short and long-term causes of events;

- Begin to understand that historical events create changes that have consequences;
- Understand that a consequence is something that happens as a direct result of something else;
- Understand that historical events have consequences that sometimes last long after the event is over.
- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us;
- Identify historically significant people and events from a period of history and give some more detail about what they did or what happened.

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