




	Autumn	Spring	Summer
	<p>Richard Lander Why is he remembered?</p>	<p>Ancient Egypt What did the Egyptians believe about death and the afterlife? Depth Study-Tutankhamun's Tomb Source Focus- artefacts</p>	<p>Medicine Which medical innovation or discovery was the most important?</p>
Historical Enquiry	<ul style="list-style-type: none"> • Show understanding of the different ways in which we find out about the past and identify different ways in which it is represented • Use evidence from a range of source material to help answer questions (artefacts, sites, maps, photographs, diagrams and text-based resources) • Use evidence to support ideas and assertions • With teacher guidance, suggest own historical enquiries • Begin to undertake independent research 		
Historical Terms	<ul style="list-style-type: none"> • Use a wider range of historical vocabulary as outlined in the relevant knowledge organiser (Tier 3) e.g. artefacts, archaeology • Use academic language (Tier 2) to communicate historical knowledge and understanding e.g. compare, contrast, evidence 		
Chronological Understanding	<ul style="list-style-type: none"> • Begin to use more precise historical terms when describing periods of time (see Knowledge Organiser) • Know how long a specific time in history lasted • Use a timeline to place new learning in context with prior learning • Know what was happening elsewhere in the world during the time studied 		
Historical interpretation	<ul style="list-style-type: none"> • Identify different ways in which the past is represented by comparing sources • Understand that there are different accounts of history and give some reasons for this • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same event • Examine the validity of different representations of the period 		

Cause and consequence	<ul style="list-style-type: none"> • Suggest reasons for and the consequences of people’s actions and events • Know that there can be many consequences from one cause and vice versa • Understand that there is a sequence of interrelated causes and consequences 		
Continuity and change	<ul style="list-style-type: none"> • Make links between main events, situations and changes within and across periods. • Describe some changes in the historical period being studied. • Know why some things stay the same and why some things change • To begin to understand the concept of legacy • Know that innovations are important instigators of change • Begin to understand that the rate of change varies depending on many factors 		
Similarity and difference	<ul style="list-style-type: none"> • Begin to give reasons why people did certain things at certain times • Make comparisons between the lives of different groups of people who lived during the time periods studied and our own • Compare different ways of life within a period for different groups of people 		
Significance	<ul style="list-style-type: none"> • Begin to offer some reasons to why a person or event was significant • Know that there are differing opinions about what is or who is ‘significant’ • Begin to understand the ‘significance’ of artefacts in helping people to understand the past 		
Website links	<p>Richard Lander https://www.cornwallheritagetrust.org/</p>	<p>Ancient Egypt www.britishmuseum.org https://www.ashmolean.org/</p>	<p>Medicine https://wellcomecollection.org/ http://medicalmuseums.org/</p>