




	Autumn	Spring	Summer
	<p>Stone Age to Iron Age What caused the changes in Britain from the Stone Age to the Iron Age? Depth Study- Settlements Stone Age-Skara Brae Bronze Age-Stonehenge Source Focus- Artefacts</p>	<p>Romans in Britain Why did the Romans invade and how did they defend Britain? Depth Study-Vindolander Fort on Hadrian's Wall Source Focus-Roman accounts</p>	<p>Our Village Our main Street-What is the same and what is different? Source – Local Historian Clive Benney Photographs St Agnes Museum</p>
Historical Enquiry	<ul style="list-style-type: none"> • Show understanding of some of the 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) • Differentiate between what we know and what we think we know • With teacher guidance, suggest own historical enquiries • Begin to undertake independent research 		
Historical Terms	<ul style="list-style-type: none"> • Begin to use a wider range of historical vocabulary as outlined in the relevant knowledge organiser (Tier 3) e.g. artefacts, archaeology • Begin to 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 e.g. pre-history (see Knowledge Organiser) • Know how long a specific time in history lasted e.g. The Stone Age or Romans in Britain • Use a timeline to place new learning in context with prior learning 		
Historical interpretation	<ul style="list-style-type: none"> • Begin to identify different ways in which the past is represented by comparing sources • Explore the idea that there are different accounts of history • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • 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 event • To know that there can be many consequences from one cause and vice versa 		
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 		
Similarity and difference	<ul style="list-style-type: none"> • Identify similarities and differences between 2 settlements from 2 different ages • Begin to give reasons why people did certain things at certain times • Find out about lives of people in the time studied and compare with our life today • Compare different ways of life within a period for different groups of people 		
Significance	<ul style="list-style-type: none"> • Understand what the term 'significance' means • Begin to offer some reasons to why a person or event was significant • Begin to understand the 'significance' of artefacts in helping people to understand the past 		
Website links	<p>The Stone Age www.ashmolean.org</p>	<p>The Romans in Britain www.britishmuseum.org</p>	<p>St Agnes Museum St Agnes Museum</p>