

## HISTORY CURRICULUM OVERVIEW YEARS 23-24

TOPICS	TERM 1	TERM 2	TERM 3
<p><b><u>YEARS 1&amp;2</u></b>            Changes in Living Memory; Significant People; Event Beyond Living Memory which has National Significance</p>	<p><b><u>Chronology</u></b>            Showing awareness of the passing of time</p> <p><b><u>Comparisons and connections in history</u></b>            Identifying similarities and differences in different periods.</p> <p><b><u>Investigate and interpret evidence</u></b>            Using sources to understand events in History.</p> <p><b><u>Questioning and Communication</u></b>            Asking and answering questions about key features of events.</p>	<p><b><u>Chronology</u></b>            Showing awareness of the passing of time</p> <p><b><u>Comparisons and connections in history</u></b>            Identifying similarities and differences in different periods.</p> <p><b><u>Investigate and interpret evidence</u></b>            Using sources to understand events in History.</p> <p><b><u>Questioning and Communication</u></b>            Asking and answering questions about key features of events.</p>	<p><b><u>Chronology</u></b>            Showing awareness of the passing of time</p> <p><b><u>Comparisons and connections in history</u></b>            Identifying similarities and differences in different periods.</p> <p><b><u>Investigate and interpret evidence</u></b>            Using sources to understand events in History.</p> <p><b><u>Questioning and Communication</u></b>            Asking and answering questions about key features of events.</p>
<p><b><u>YEARS 3&amp;4</u></b>            Romans            Anglo-Saxons            Scots &amp; Vikings</p>	<p><b><u>Ancient Egypt</u></b>  <b><u>Chronology</u></b>            Developing chronological order in history.</p>	<p><b><u>Stone Age to Iron Age</u></b>  <b><u>Chronology</u></b>            Developing chronological order in history.</p>	<p><b><u>Geography Topic</u></b></p>

	<p><b><u>Comparisons and connections in history</u></b> Comparing and contrasting over time.</p> <p><b><u>Investigate and interpret evidence</u></b> Distinguishing between primary and secondary sources. Using primary and secondary sources to understand history.</p> <p><b><u>Questioning and Communication</u></b> Answering key questions and starting to ask own questions.</p>	<p><b><u>Comparisons and connections in history</u></b> Comparing and contrasting over time.</p> <p><b><u>Investigate and interpret evidence</u></b> Distinguishing between primary and secondary sources. Using primary and secondary sources to understand history.</p> <p><b><u>Questioning and Communication</u></b> Answering key questions and starting to ask own questions.</p>	
<p><b>YEARS 5&amp;6</b> Ancient Greece Mayan &amp; Aztecs</p>	<p><b><u>Chronology</u></b> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><b><u>Comparisons and connections in history</u></b> Comparing, contrasting and</p>	<p><b><u>Chronology</u></b> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><b><u>Comparisons and connections in history</u></b> Comparing, contrasting and recognising trends over time. Explaining these.</p>	<p><b><u>Chronology</u></b> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><b><u>Comparisons and connections in history</u></b> Comparing, contrasting and recognising trends over time. Explaining these.</p>

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