

HISTORY CURRICULUM OVERVIEW YEARS 24-25

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

	<p><u>Comparisons and connections in history</u> Comparing and contrasting over time.</p> <p><u>Investigate and interpret evidence</u> Distinguishing between primary and secondary sources. Using primary and secondary sources to understand history.</p> <p><u>Questioning and Communication</u> Answering key questions and starting to ask own questions.</p>	<p><u>Comparisons and connections in history</u> Comparing and contrasting over time.</p> <p><u>Investigate and interpret evidence</u> Distinguishing between primary and secondary sources. Using primary and secondary sources to understand history.</p> <p><u>Questioning and Communication</u> Answering key questions and starting to ask own questions.</p>	
<p>YEARS 5&6 World War 2; Local History (Industrial Revolution)</p>	<p><u>Chronology</u> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><u>Comparisons and connections in history</u> Comparing, contrasting and</p>	<p><u>Chronology</u> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><u>Comparisons and connections in history</u> Comparing, contrasting and recognising trends over time. Explaining these.</p>	<p><u>Chronology</u> Showing a deeper understanding of chronology, both within a topic and the broader picture.</p> <p><u>Comparisons and connections in history</u> Comparing, contrasting and recognising trends over time. Explaining these.</p>

	<p>recognising trends over time. Explaining these.</p> <p><u>Investigate and interpret evidence</u></p> <p>Comparing and contrasting sources. Showing an understanding that our past is constructed from a range of sources.</p> <p><u>Questioning and Communication</u></p> <p>At greater depth asking and independently finding answers to key questions.</p>	<p><u>Investigate and interpret evidence</u></p> <p>Comparing and contrasting sources. Showing an understanding that our past is constructed from a range of sources.</p> <p><u>Questioning and Communication</u></p> <p>At greater depth asking and independently finding answers to key questions.</p>	<p><u>Investigate and interpret evidence</u></p> <p>Comparing and contrasting sources. Showing an understanding that our past is constructed from a range of sources.</p> <p><u>Questioning and Communication</u></p> <p>At greater depth asking and independently finding answers to key questions.</p>
--	---	--	--