





Knowledge and Concepts Map for History

Year B			
Key Concepts	Building, economy (money), farming, migration, settlement, technology, tribe		City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.
Key Vocabulary	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.		Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.
Sticky Knowledge	<ul style="list-style-type: none"> - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. - Stonehenge is a historic site that 		<ul style="list-style-type: none"> - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life. <p>Cause and Consequence</p>



	<p>developed throughout this period. Lots of people added to it over many years.</p> <ul style="list-style-type: none"> - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. 		<ul style="list-style-type: none"> - Understand that historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - 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 detail about what they did/happened.
<p>Historical skills</p>	<p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. <p>Cause and Consequence</p>		<p>Continuity and Change</p> <ul style="list-style-type: none"> - 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. - Start to understand that there are times in history when change happens



	<ul style="list-style-type: none"> - Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was similar in the past. <p>Historical Significance</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. 		<p>suddenly.</p> <p>Cause and Consequence</p> <ul style="list-style-type: none"> - 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 historical events have consequences that sometimes last long after the event is over. <p>Similarities and Differences</p> <ul style="list-style-type: none"> - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. <p>Historical Significance</p> <ul style="list-style-type: none"> - Begin to understand that historical significance is a decision that people living in modern times make about what they feel are important aspects of the past. - Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.
<p>Historical Enquiry</p>	<p>Historical Interpretations</p> <ul style="list-style-type: none"> - look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 		<p>Historical Interpretations</p> <ul style="list-style-type: none"> - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary



<p>- begin to understand some of the ways in which historians and others investigate the past.</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> - use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - 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; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; 		<p>sources to find out about the past;</p> <ul style="list-style-type: none"> - construct informed responses about one aspect of life or a key event in the past through careful selection and - organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; <p>Chronological Understanding</p> <ul style="list-style-type: none"> - 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; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). <p>Knowledge and Understanding of Events and People in the Past</p> <ul style="list-style-type: none"> - explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - 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
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	<ul style="list-style-type: none"> - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. <p>Presenting, Communicating and Organising</p> <ul style="list-style-type: none"> - 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); - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - 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. 		<p>autobiographies);</p> <ul style="list-style-type: none"> - start to present ideas based on their own research about a studied period. <p>Substantive Concepts and Historical</p> <ul style="list-style-type: none"> - 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.
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