

Component 4: Know the reasons for events, situations and changes and the results of a unit of essential knowledge			Why the fire burnt down so many buildings		How and why Mary's life changed after the war	Why he made a reading system for the blind		Why Stonehenge was built				Reasons why Mayan civilisation grew and declined (trade)	Reasons why changes in Askwith and Otley happened (trade)		Reasons why Athens was successful at Marathon Y1 SP A Geog: physical and human features
Component 5: Know the significance of a unit of essential knowledge		Why we still have Bonfire Night today	How London was rebuilt to prevent fires today		Why she is remembered today	Why he is remembered today	The legacies of the Romans (Roman numerals, place names and roads) Maths: Roman numerals			The legacy of Alfred the Great					The legacies of the Ancient Greeks (parliament, democracy)
Component 6: Know what sources of evidence are relevant to make historical claims about a unit of essential knowledge	Pictures, photos and artefacts tell us about the past		Pictures, photos and written sources tell us about the past	Pictures and photos tell us about the past	Pictures and photos tell us about the past	Pictures and museums tell us about the past	Pictures, photos and artefacts tell us about the past Skara Brae	Historical sites tell us about the past		Historical sites tell us about the past Sutton Hoo	Archaeological digs tell us about the past	Archaeological digs tell us about the past Hieroglyphics	Pictures, photos and records tell us about our local past		Artefacts tell us about Ancient Greece What propaganda is and how it was used
Component 7: Know how to analyse connections and contrasts	Answers to questions and questions to ask to find out about the past										The similarities between Anglo-Saxons, Vikings and Romans (social structure peasantry)	The similarities between Ancient Egyptians and Stone Age people	The similarities between the Maya and Ancient Egyptian people		The similarities and differences between the legacies of the Ancient Greeks and the Romans (Empire) Tudor, Victorian and WWII images were manipulated
Component 8: Know reasons why contrasting arguments and interpretations of the past have been constructed			Different explanations in textbooks (Y2)				Different views of Boudicca	Different explanations of Stonehenge		Different views of Alfred the Great		Explanations can change based on different sources evidence			Images were manipulated for different purposes
Key vocabulary/ abstract concepts		Parliament					Invasion Empire Trade	Civilisation		Invasion Peasantry	Civilisation	Civilisation Trade	Trade		Civilisation Empire Democracy Parliament

* In history, each unit of knowledge has a learning journey. This learning journey will incorporate the relevant components in a sequence that is appropriate for the acquisition of knowledge for that particular topic (see rolling programmes and essential knowledge overviews)