

St Mark's Primary Curriculum Map for History (KS1 – 2)

	Autumn		Spring		Summer
EYFS	<p align="center">Year R History Foundations (Past and Present)</p> <ul style="list-style-type: none"> - Children are encouraged to remember and talk about significant events in their own experience to gain greater understanding of 'now' and what came before. - Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. <p align="center">Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</p>				
	<p align="center">Autumn 1</p> <ul style="list-style-type: none"> -Know that there are days of the week that repeat and go in order -The times of day go in order and repeat everyday e.g. morning is before lunchtime. 	<p align="center">Autumn 2</p> <ul style="list-style-type: none"> Know the past tense of verbs (plan-do-review) -Know before and after as a concept -Can use some ordering language with support e.g. first, next, after that, at the end. 	<p align="center">Spring 1</p> <ul style="list-style-type: none"> Can use ordering language with increasing independence (with sentence stems) e.g. first, next, after that, at the end. 	<p align="center">Spring 2</p> <ul style="list-style-type: none"> Notice that things in nature change with time e.g. plants, chicks, tadpoles. Know that living things do not stay the same over time. 	<p align="center">Summer Term</p> <p align="center">Consolidation and continuation of all elements.</p>
	<p align="center">Understanding the World: Past and Present</p> <p align="center">Early Learning Goal: Talk about the lives of the people around them and their roles in society.</p> <p align="center">Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p align="center">Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				
Year 1					
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					
	Autumn Year 1		Spring Year 1		Summer Year 1

St Mark's Primary Curriculum Map for History (KS1 – 2)

<p>Year 1</p>		<p>1.2 Spring1: Man on the Moon – Neil Armstrong</p> <ul style="list-style-type: none"> -Changes within living memory which reveal aspects of change in national life. -The lives of significant individuals in the past who have contributed to national and international achievements. <p>Chronology</p> <ul style="list-style-type: none"> -Sequence 3 objects/events in chronological order (sequence against The Titanic to recall knowledge of chronology) -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -know who Neil Armstrong and the event of the moon landing. -understand that important events and people are remembered and celebrated in different ways. -Use a range of sources to find out characteristic features of the moon landing -identify objects from the past <p>Interpretation of history</p> <ul style="list-style-type: none"> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (e.g. pictures, stories) -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects <p>Organisation and communication</p> <ul style="list-style-type: none"> -shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, 3D timelines with objects/pictures). 	
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		<p>1st Order Concept: People 2nd Order Concept: Significance– Why was Neil Armstrong and the moon landing significant?</p> <p>Future Learning Links:</p>	
	<p>1.1 Autumn 2: History of the Titanic -Events beyond living memory that are significant nationally or globally -Significant historical events, people and places in their own locality (Maiden voyage from Southampton). Chronology -Recount changes in their own life time since they were born – introduction to the concept of the past. -Sequence 3 objects/events in chronological order -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after Knowledge and understanding of past events, people and changes -Tell the difference between past and present in own and other people's lives. -identify objects from the past -Begin to describe similarities and differences between artefacts -use a range of sources to identify characteristic features of the past Interpretation of history -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. Historical Enquiry Finds answers to simple questions about the past from sources of information (e.g. pictures, stories) -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects Organisation and communication</p>		

St Mark's Primary Curriculum Map for History (KS1 – 2)

	<p>-shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, 3D timelines with objects/pictures)</p> <p>1st Order Concept: People 2nd Order Concept: Cause and Consequence – Why did the Titanic sink and what happened as a consequence?</p> <p>Future Learning Links:</p>		
Year 2			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
	Autumn Year 2	Spring Year 2	Summer Year 2
Year 2	<p style="text-align: center;">2.1 Autumn 2 – The Great Fire of London</p> <p>-events beyond living memory that are significant nationally or globally</p> <p>Chronology</p> <p>-Sequence 5 photos/objects/events in chronological order using a given scale (could compare to Neil Armstrong and Titanic from Year 1 to recall knowledge)</p> <p>-Year 1: Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after</p> <p>-Uses words and phrases such as past and present</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Uses information and artefacts to describe the past and similarities and differences between then and now. -Recount main events from The Great Fire of London.</p>		<p style="text-align: center;">2.2 Summer 2 - Florence Nightingale/ Mary Seacole -Significant historical events, people and places.</p> <p>Chronology</p> <p>-Sequence 5 photos/objects/events in chronological order using a given scale (compare to the Titanic, Neil Armstrong and the Great Fire of London, to recall knowledge)</p> <p>-Year 1: Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after</p> <p>-Uses words and phrases such as past and present</p> <p>-Describe memories of key events in lives of key historical figures. Knowledge and understanding of past events, people and changes -Uses information and artefacts to describe the past and similarities and differences between then and now).</p> <p>-Recount the lives of Florence Nightingale and Mary Seacole</p>

St Mark's Primary Curriculum Map for History (KS1 – 2)

	<p>- use evidence to recount the life of Samuel Pepys and explain why he acted as he did</p> <p>-Develop empathy and understanding through drama</p> <p>Interpretation of history</p> <p>-Compare pictures or photographs of people or events in the past.</p> <p>- identify different ways to represent the past.</p> <p>Historical Enquiry</p> <p>-use a source – why, what, who, how, where to ask questions and find answers</p> <p>-Sequence a collection of artefacts.</p> <p>-Use of timelines.</p> <p>-Discuss the effectiveness of sources.</p> <p>Organisation and Communication</p> <p>-describe objects, people and events</p> <p>-Labelled diagrams and photographs to tell others about people/events and objects.</p> <p>1st Order Concept: People</p> <p>2nd Order Concept: Cause and Consequence – Why did the Great Fire spread so quickly and what has changed as a result?</p> <p>Similarities and Differences: How were firefighters different then compared to now?</p> <p>Future Learning Links:</p>		<p>and changes through them, using evidence to explain why they acted as they did.</p> <p>-Develop empathy and understanding through drama</p> <p>Interpretation of history</p> <p>-Compare pictures or photographs of people or events in the past. - identify different ways to represent the past.</p> <p>Historical Enquiry</p> <p>-use a source – why, what, who, how, where to ask questions and find answers</p> <p>-Sequence a collection of artefacts.</p> <p>-Use of timelines.</p> <p>-Discuss the effectiveness of sources.</p> <p>Organisation and communication</p> <p>-describe objects, people and events</p> <p>-Labelled diagrams and photographs to tell others about people/events and objects.</p> <p>1st Order Concept: People</p> <p>2nd Order Concept: Significance– Why is Florence Nightingale remembered today and what were her greatest achievements?</p> <p>Similarities and Differences: How have hospitals and nurses changed then then to now?</p> <p>Why have we learnt so much about Florence Nightingale and so little about Mary Seacole?</p> <p>Future Learning Links:</p>
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Year 3			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 3	3.1 Autumn 1: Changes in Britain from the Stone Age to the Iron Age		

	<p>-knowledge and understanding of British history</p> <p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; Titanic, Great Fire of London, Florence Nightingale/Mary Seacole). -Understands timeline can be divided into BC and AD. Uses words and phrases: century, decade, ancient. -Use dates related to the passing of time <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, way of life and actions of people. -Uses evidence to find out how any of these may have changed during a time period. -Describes similarities and differences between people, events and objects from the two periods studied -Compare with our life today <p>Interpretation of history</p> <ul style="list-style-type: none"> -Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently? -Recognise the part that archaeologists have in helping us understand more about what happened in the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> -Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask questions such as 'how did people? What did people do for?' -Use a range of sources to find out about a period. -Select and record information relevant to the study. 		
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	<p>-Begin to use the library, e-learning for research. Organisation and communication -Uses dates and terms with increasing accuracy.</p> <p>1st Order Concept: People, Settlement</p> <p>2nd Order Concept: Continuity and Change– How much did life change for man in the Neolithic era?</p> <p>How much did life really change during the Iron Age and how can we possibly know?</p> <p>Similarities and Differences: What was the same and what was different between the people, events and objects across the three periods? How was life different to today?</p> <p>Future Learning Links:</p>		
			<p style="text-align: center;">3.2 Summer 2: Ancient Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a in depth study Chronology</p> <p>-Uses timelines to place events in order – (Compare to KS1 events to recall knowledge; and the stone age and the iron age).</p> <p>-Understands timeline can be divided into BCE and AD. Uses words and phrases: century, decade, ancient.</p> <p>-Use dates related to the passing of time Knowledge and understanding of past events, people and changes</p> <p>-Uses evidence to describe the everyday lives of people in the time studied: e.g. houses and settlements, culture and leisure activities, clothes, way of life and actions of people, travel, beliefs and attitudes, differences between lives of rich and poor.</p> <p>-Uses evidence to find out how any of these may have changed during a time period.</p> <p>-Describes similarities and differences between people, events</p>

St Mark's Primary Curriculum Map for History (KS1 – 2)

			<p>and objects in the period studied</p> <ul style="list-style-type: none"> -Compare with our life today <p>Interpretation of history</p> <ul style="list-style-type: none"> -Look at 2 versions of same event and identifies differences in the accounts, evaluating their usefulness - why is the past represented differently? -Recognise the part that archaeologists have in helping us understand more about what happened in the past. <p>Historical Enquiry</p> <ul style="list-style-type: none"> -Observe small details – artefacts, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask questions such as 'how did people? What did people do for?' -Use a range of sources to find out about a period. -Select and record information relevant to the study. -Begin to use the library, e-learning for research. <p>Organisation and communication</p> <ul style="list-style-type: none"> -Uses dates and terms with increasing accuracy. <p>1st Order Concept: Religion, Civilisation</p> <p>Similarities and Differences: What did Ancient Egypt have in common with other civilisations at the time?</p> <p>Future Learning Links:</p>
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Year 4			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 4	<p>4.1 Autumn 1: The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> -Knowledge/Understanding of British History <p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place names and dates of past events and periods in order – (Compare to KS1 events (Titanic, Great 		

	<p>Fire of London and Florence Nightingale) and the Stone Age – Iron Age from Year 3).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3).</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Shows knowledge and understanding by describing features of past societies and periods.</p> <p>- Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>-Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>-Describes how some of the past events /people affect life today.</p> <p>-Offer a reasonable explanation for some events - use historical sources as evidence.</p> <p>Interpretation of history</p> <p>-Give reasons why there may be different accounts of history</p> <p>-Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>-Use of textbooks and historical knowledge</p> <p>Historical Enquiry</p> <p>-Understand the difference between primary and secondary sources of evidence.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions and use self-selected sources to answer Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>-Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>1st Order Concept: Power, Empire</p>		
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St Mark's Primary Curriculum Map for History (KS1 – 2)

	<p>Continuity and Change: What changed and what stayed the same in Britain during the time of the Roman empire?</p> <p>Significance of events/people: How significant was the Roman empire's impact on Britain?</p> <p>Future Learning Links:</p>		
			<p style="text-align: center;">4.2 Summer 2: Maya Civilisation -Non- European society that contrasts with British history</p> <p>Chronology</p> <ul style="list-style-type: none"> -Uses timelines to place names and dates of past events and periods in order – (Compare to KS1 events and Ancient Egypt Year 3 (important to connect the religious similarities and differences) and the stone age and the bronze age). Place in relation to the Roman Empire from the start of the year. -Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3). <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. -Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. -Describes how some of the past events /people affect life today. -Offer a reasonable explanation for some events - use historical sources as evidence. <p>Interpretation of history</p> <ul style="list-style-type: none"> -Give reasons why there may be different accounts of history -Look at the evidence available and begin to evaluate the usefulness of different sources. -Use of textbooks and historical knowledge <p>Historical Enquiry</p>

St Mark's Primary Curriculum Map for History (KS1 – 2)

			<p>-Understand the difference between primary and secondary sources of evidence.</p> <p>-Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>-Ask questions and use self-selected sources to answer Organisation and communication</p> <p>-Uses dates and terms, and subject specific vocabulary correctly.</p> <p>-Discusses most appropriate way to present information, realising that it is for an audience.</p> <p>1st Order Concept: Religion, Civilisation</p> <p>Continuity and Change:</p> <p>Significance of events/people:</p> <p>Future Learning Links:</p>
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Year 5			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 5	<p>5.1 Autumn 2: Britain's settlement by Anglo-Saxons and Scots Then... The Viking invasion and Anglo-Saxon struggle for the Kingdom of England</p> <p>-Knowledge/understanding of British History Chronology</p> <p>-Sequences historical periods (using dates)and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3 and the stone age and the bronze age Y4).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period</p>	<p>5.2 Spring 2: Ancient Greece – a study of Greek life and achievements and their influence on the western world Chronology</p> <p>-Sequences historical periods (using dates)and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3, the stone age and the bronze age Y4, Anglo Saxons and the Vikings).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period</p> <p>-Identify changes and make comparisons within and across historical periods.</p> <p>-Know and sequence key events of the period studied.</p>	

St Mark's Primary Curriculum Map for History (KS1 – 2)

	<p>REVIEW</p> <ul style="list-style-type: none"> -Identify changes and make comparisons within and across historical periods. -Know and sequence key events of the period studied. <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Study different aspects of life of different people - differences between men and women -examine causes and results of great events and the impact on people -identify changes and links within the period studied e.g. early and late times. -compare an aspect of life with the same aspect in another period <p>Interpretation of history</p> <ul style="list-style-type: none"> -compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias -Give clear reasons why there may be different accounts of history <p>Historical Enquiry</p> <ul style="list-style-type: none"> -REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. Be able to identify them. -Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask a range of questions about the past, recognising that there is not always a single answer -Choose reliable sources of evidence to answer questions and build up a picture of life in time studied <p>Organisation and communication</p> <ul style="list-style-type: none"> -Uses dates and terms, and subject specific vocabulary correctly. <p>1st Order Concept: Settlement, Invasion</p> <p>Continuity and Change: Why did the Vikings invade Britain and how did their power change over time?</p> <p>Cause and Consequence: What happened at</p>	<p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -Study different aspects of life of different people - differences between men and women -examine causes and results of great events and the impact on people -identify changes and links within the period studied e.g. early and late times. -compare an aspect of life with the same aspect in another period <p>Interpretation of history</p> <ul style="list-style-type: none"> -compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias -Give clear reasons why there may be different accounts of history <p>Historical Enquiry</p> <ul style="list-style-type: none"> -REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. Be able to identify them. -Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. -Ask a range of questions about the past, recognising that there is not always a single answer -Choose reliable sources of evidence to answer questions and build up a picture of life in time studied <p>Organisation and communication</p> <ul style="list-style-type: none"> -Uses dates and terms, and subject specific vocabulary correctly. <p>1st Order Concept: Democracy, Civilisation</p> <p>Continuity and Change: How have the Olympics changed from then until now?</p>	
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St Mark's Primary Curriculum Map for History (KS1 – 2)

	<p>Sutton Hoo and Why? What happened in 1066 and who were the contenders to the throne? Similarities and Differences: How were the roles of Viking men and women different? Future Learning Links:</p>	<p>Cause and Consequence: The battle of Marathon – Why was Athens so strong at the time? Similarities and Differences: What was life like for women in Ancient Greece? Significance: How have the Ancient Greeks influenced our lives today? Future Learning Links:</p>	
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Year 6

Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).

<p>Year 6</p>		<p style="text-align: center;">6.2 Spring 1: Southampton at War</p> <ul style="list-style-type: none"> -a study over time tracing how several aspects of national history are reflected in the way the war impacted on Southampton and its children. - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Chronology -Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt and the stone age and the bronze age Y3, The Romans and Mayans year 4, The Saxons, Vikings and the Greeks Y5)). -Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period REVIEW -Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. -Use timelines to demonstrate and describe changes 	
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St Mark's Primary Curriculum Map for History (KS1 – 2)

		<p>and developments in culture, technology, and society.</p> <ul style="list-style-type: none"> -Know and sequence key events of the period studied. Knowledge and understanding of past events, people and changes -Chooses reliable sources of factual evidence to describe: the events and impacts of WW2, way of life and actions of people; people's beliefs and attitudes. -Identify changes and give own reasons why they may have occurred, backed up with evidence -Describes similarities and differences between some people, events and objects studied. -Describes how some changes affect life today. Interpretation of history -Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. -Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. 	
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St Mark's Primary Curriculum Map for History (KS1 – 2)

		<p>-Be aware that different evidence will lead to different conclusions. -Pose and answer their own historical questions. Historical Enquiry -REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES. -recognise primary and secondary sources use a range of sources to find out about an aspect of time past. -Suggest omissions and the means of finding out -Form own opinions about historical events from a range of sources -bring knowledge gathering from several sources together in a fluent account Organisation and communication -Makes accurate use of specific dates and terms. -Plan and carry out individual investigations</p> <p>1st Order Concept: Invasion, Persecution</p> <p>Continuity and Change: Why did Germany lose the Battle of Britain (changes over time)?</p> <p>Cause and Consequence: Why was Southampton so heavily targeted during the Blitz?</p> <p>How did WW2 affect different cultures across Europe?</p> <p>Similarities and Differences: Did all children evacuated from Southampton have the same experience?</p> <p>Future Learning Links:</p>	
	<p>6.1 Autumn 2: Crime and Punishment (Thematic Review)</p> <p>-A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		

	<p>Chronology -Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt and the stone age and the bronze age Y3, The Romans and Mayans year 4, The Saxons, Vikings and the Greeks Y5)).</p> <p>-Uses words and phrases: century, decade, BCE, AD, after, before, during (REVISE FROM YEAR 3/4), era, period -Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>-Use timelines to demonstrate and describe changes and developments in culture and society.</p> <p>-Know and sequence key events of the period studied.</p> <p>Knowledge and understanding of past events, people and changes</p> <p>-Chooses reliable sources of factual evidence to describe crimes and punishments during the period studied.</p> <p>-Identify changes across the period and give own reasons why they may have occurred, backed up with evidence</p> <p>-Describes similarities and differences between some people, events and objects studied.</p> <p>-Describes how some changes affect life today.</p> <p>Interpretation of history</p> <p>-Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>-Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>-Be aware that different evidence will lead to different conclusions.</p> <p>-Pose and answer their own historical questions.</p> <p>Historical Enquiry</p> <p>-REVISE KNOWLEDGE OF PRIMARY AND SECONDARY SOURCES.</p>		
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	<p>-recognise primary and secondary sources use a range of sources to find out about an aspect of time past.</p> <p>-Suggest omissions and the means of finding out</p> <p>-Form own opinions about historical events from a range of sources</p> <p>-bring knowledge gathering from several sources together in a fluent account</p> <p>Organisation and communication</p> <p>-Makes accurate use of specific dates and terms.</p> <p>-Plan and carry out individual investigations</p> <p>1st Order Concept: Parliament, Power</p> <p>Continuity and Change: How did crimes and punishments change between 1500 and 1750? Why did so much change happen in the 19th Century?</p> <p>Cause and Consequence: Why did punishments become so bloody in the 18th Century?</p> <p>Similarities and Differences: Has the way we catch and punish criminals really improved that much in the last 100 years?</p> <p>Future Learning Links:</p>		
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