

# Cassop Primary School



## Curriculum Plan - History

Year group	Autumn	Spring	Summer
1 and 2 Cycle A	<p>Topic: The 1980s Question – What was it like to live in the 1980s?</p> <p>Progression of skills -changes within living memory -develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time. -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broad chronological framework -Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things</p> <p>Skills from NC -Children will explore changes within living memory. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it</p>	<p>Topic: Lives of Significant Individuals in the Past Question – Who has helped make history? (Louis Braille, LS Lowry, Christopher Columbus, Mary Seacole)</p> <p>Progression of skills -Events beyond living memory that are significant national or globally -The lives of significant individuals in the past who have contributed to national and international achievements -develop and use a range of historical terms -ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broad chronological framework -communicate understanding about the past in a variety of ways. -identify similarities and differences between ways of life in different periods -recognise why people did things</p> <p>Skills from NC - Children will explore significant historical event in our locality. -Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</p>	<p>Topic: Local History Study Question – What was it like to work in the mine?</p> <p>Progression of skills -A local history study -put events, people, places and artefacts on a timeline -develop use of appropriate subject terminology -ask and answer questions about the past -be aware that different versions of the past may exist and begin to suggest reasons for this -describe and make links between main events -identify and give reasons for historical events -describe some of the similarities and differences between different periods</p> <p>Skills from NC -explore changes within living memory and where appropriate, these should be used to reveal aspects of change in national life. - Children will explore a significant place, people and places within their own locality.</p>

	<p>might tell us.</p> <ul style="list-style-type: none"> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<p>Children will use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</p> <ul style="list-style-type: none"> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> <li>-Use a wide vocabulary of everyday historical terms.</li> <li>-Use different sources to show they know and understand key features of events.</li> <li>-understand some ways we find out about the past</li> </ul>
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
1 and 2 <b>Cycle B</b>	<p>Topic: Changes within living memory-</p> <p>Question – How do I Find out about me?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-changes within living memory</li> <li>-develop an awareness of the past, begin to use simple dates, show where people and events fit into basic chronological framework</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-show where places, people and events fit into a broad chronological framework</li> <li>-Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p>Skills from NC</p>	<p>Topic: Fantastic Firsts</p> <p>Question – What special events and inventions have changed our world?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>-Events beyond living memory that are significant national or globally</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions -begin to use dates -show where places, people and events fit into a broach chronological framework</li> <li>-communicate understanding about the past in a variety of ways.</li> <li>-identify similarities and differences between ways of life in different periods</li> <li>-recognise why people did things</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore a significant historical event in our country.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might</li> </ul>	<p>Topic: Holidays now and then</p> <p>Question – How have holidays changed?</p> <p>Progression of skills</p> <ul style="list-style-type: none"> <li>- develop an awareness of the past, begin to use simple dates, show where people and events fit into basic chronological framework</li> <li>-develop and use a range of historical terms</li> <li>-ask and begin to answer questions</li> <li>-begin to use dates</li> <li>-significance- talk about important places and why they were built</li> <li>-ask questions about events, begin to understand some ways we find about the past, use a wider range of sources, communicate findings and use the historic environment.</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will explore a significant place within their own locality.</li> </ul>

	<ul style="list-style-type: none"> <li>- Children will explore changes within living memory.</li> <li>-Use first hand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> </ul>	<ul style="list-style-type: none"> <li>tell us. -Sort and sequence objects, events or a person's life in chronological order.</li> <li>-Talk about events or a person's life and what this tells us about the time.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at. -</li> </ul>	<ul style="list-style-type: none"> <li>Children will use firsthand evidence (pictures, artefacts) to discuss their thoughts about it and what it might tell us.</li> <li>-Talk about similarities and differences between artefacts and objects they are looking at.</li> <li>-Use a wide vocabulary of everyday historical terms.</li> <li>-Use different sources to show they know and understand key features of events.</li> <li>-understand some ways we find out about the past.</li> </ul>
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
3,4,5 and 6 <b>Cycle A</b>	<p>Topic: Changes in Britain Stone Age to Iron Age</p> <p>Question: Who were Britain's first builders?</p> <p>Progression of Skills (3 / 4 )</p> <ul style="list-style-type: none"> <li>- put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>(5/6) (as above plus)</p> <ul style="list-style-type: none"> <li>-record knowledge and understanding in a variety of ways.</li> <li>-devise, ask and answer more complex questions about the past.</li> </ul>	<p>Topic: Romans</p> <p>Question: Why was Roman Technology so important?</p> <p>Progression of Skills (3 / 4)</p> <ul style="list-style-type: none"> <li>-Looking at causes consequences of events (invasion)</li> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</li> <li>-Put events, people, places and artefacts on a timeline.</li> <li>Use correct terminology to describe events in the past.</li> <li>Develop the use of appropriate terminology such as: empire, civilisation</li> <li>-ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</li> <li>-understand that knowledge about the past is constructed from a variety of sources.</li> </ul>	<p>Topic: Local History</p> <p>Question – What was it like to work in the mine?</p> <p>Progression of skills (3 /4)</p> <ul style="list-style-type: none"> <li>-A local history study</li> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul>

	<p>-construct and organise response by selecting and organising relevant historical data -begin to offer explanations about why people in the past acted as they did.</p> <p><b>Skills for N.C:</b> -pupils should be taught about changes in Britain from the Stone Age to the Iron Age. -continue to develop a chronologically secure knowledge and understanding of British history. -they should note connections, contrasts and trends over time and develop the appropriate use of historical terms. -they should regularly address and sometimes devise historically valid questions about change. -They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. -they should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>-Be aware that different versions of the past may exist and begin to suggest reasons for this. -identify some of the results of historical events, situations and changes. (5/6) (as above plus) -record knowledge and understanding in a variety of ways. -devise, ask and answer more complex questions about the past. -construct and organise response by selecting and organising relevant historical data -begin to offer explanations about why people in the past acted as they did.</p> <p><b>Skills for N.C</b> -Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. -They should develop the appropriate use of historical terms. -regularly address and devise historically valid questions about change, similarities and differences between different periods. -understand how our knowledge of the past is constructed from a range of sources.</p>	<p>(5/6) ( as above plus) -record knowledge and understanding in a variety of ways. -devise, ask and answer more complex questions about the past. -construct and organise response by selecting and organising relevant historical data -begin to offer explanations about why people in the past acted as they did.</p> <p><b>Skills from NC</b> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -They should understand how our knowledge of the past is constructed from a range of sources. Place events in chronological order within a theme and across time. -Pose historical questions that can be explored. -Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored. -Make links with their previous historical knowledge. -Talk about some of the impacts of key historical events they have explored then and now.</p>
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
3,4,5 and 6	Topic: Saxon Britain	Topic: Viking Britain	Topic: Ancient Egypt

<p><b>Cycle B</b></p>	<p>Question – What was the legacy of the Anglo-Saxons?</p> <p>Progression of skills (3/ 4)</p> <ul style="list-style-type: none"> <li>-ask and answer questions about the past, considering aspects of change, cause similarity and difference and significance.</li> <li>-Use correct terminology to describe events in the past-put events, people, places and artefacts on a timeline</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> <li>-understand that knowledge about the past is constructed from a variety of sources.</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>-Children will study Britain’s settlement by the Anglo-Saxons.</li> <li>-They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>-They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>-They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p>Question – Why did the Vikings invade and how successful were they?</p> <p>Progression of skills (3/ 4)</p> <ul style="list-style-type: none"> <li>-ask and answer questions about eh past, considering aspects of change, cause similarity and difference and significance.</li> <li>-Use correct terminology to describe events in the past-put events, people, places and artefacts on a timeline</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> <li>-understand that knowledge about the past is constructed from a variety of sources.</li> </ul> <p>(5/ 6) as above plus</p> <ul style="list-style-type: none"> <li>-use a greater depth and range of knowledge.</li> <li>-I can analyse a range of source material to promote evidence about the past.</li> <li>-give reasons why some events, people or developments are seen as more significant than others.</li> </ul> <p>Skills from NC</p> <ul style="list-style-type: none"> <li>- Children will study the struggle for the Kingdom of England from Viking invasion to the time of Edward the Confessor’s death (1066).</li> <li>-They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul>	<p>Question – Why are there pyramids in Ancient Egypt?</p> <p>Progression of skills (3 /4)</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-construct and organise responses by selecting relevant historical data.</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>(5/6) as above plus</p> <ul style="list-style-type: none"> <li>-use a greater depth and range of knowledge.</li> <li>-select and organise relevant data.</li> <li>Describe and begin to make links between main events situations and changes within and across different periods and societies and use greater depth of historical knowledge.</li> <li>Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from NC</p>
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<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
3, 4, 5 and 6 <b>Cycle C</b>	<p>Topic: Ancient Greece</p> <p>Question – How have the Greeks shaped my world?</p> <p>Progression of skills (3 /4)</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-construct and organise responses by selecting relevant historical data.</li> </ul>	<p>Topic: Indus Valley</p> <p>Question - Who were the Indus people?</p> <p>Progression of skills (3 /4)</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-construct and organise responses by selecting relevant historical data.</li> <li>-develop use of appropriate subject terminology</li> </ul>	<p>Topic: The Romans (Local history)</p> <p>Question: What can we discover about life in Roman Britain?</p> <p>Progression of Skills (3/ 4)</p> <ul style="list-style-type: none"> <li>-Looking at causes consequences of events (invasion)</li> <li>A local history study</li> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</li> </ul>

	<ul style="list-style-type: none"> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods (5/6) as above plus</li> <li>-use a greater depth and range of knowledge.</li> <li>-select and organise relevant data.</li> <li>Describe and begin to make links between main events , situations and changes within and across different periods and societies and use greater depth of historical knowledge.</li> <li>Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from NC Children will study Ancient Greek life and achievements Place events in chronological order within a theme and across time. Speculate and pose their own historical questions to explore. Talk about cause and effect within history themes they have explored. Make links with their previous historical knowledge – gaining a more robust perspective. Locate and collect a range of evidence (first and second hand) and select appropriate evidence by evaluating its usefulness or making judgements about its accuracy/bias. Use historical data efficiently in helping them to explore a theme or answer an historical question.</p>	<ul style="list-style-type: none"> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods (5/6) as above plus</li> <li>-use a greater depth and range of knowledge.</li> <li>-select and organise relevant data.</li> <li>Describe and begin to make links between main events , situations and changes within and across different periods and societies and use greater depth of historical knowledge.</li> <li>Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from the NC -non-European society that provides contrast to British History the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <ul style="list-style-type: none"> <li>- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>-They should understand how our knowledge of the past is constructed from a range of sources.</li> <li>Place events in chronological order within a theme and across time.</li> <li>-Pose historical questions that can be explored.</li> <li>-Talk about what firsthand evidence tells us about the past – by developing a perspective from the evidence explored.</li> <li>-Make links with their previous historical</li> </ul>	<ul style="list-style-type: none"> <li>-Put events, people, places and artefacts on a timeline.</li> <li>Use correct terminology to describe events in the past.</li> <li>Develop the use of appropriate terminology such as: empire, civilisation</li> <li>-ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</li> <li>-understand that knowledge about the past is constructed from a variety of sources.</li> <li>-Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> <li>-identify some of the results of historical events, situations and changes.</li> <li>(5/6)</li> <li>-record knowledge and understanding in a variety of ways.</li> <li>-devise, ask and answer more complex questions about the past.</li> <li>-construct and organise response by selecting and organising relevant historical data</li> <li>-begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from NC The Roman Empire and its impact on Britain Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <ul style="list-style-type: none"> <li>-They should develop the appropriate use of historical terms.</li> <li>-regularly address and devise historically valid questions about change, similarities and differences between different periods.</li> </ul>
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	Describe – compare – contrast different events within a theme or across themes and their impact then and now.	knowledge. -Talk about some of the impacts of key historical events they have explored, then and now.	-understand how our knowledge of the past is constructed from a range of sources
<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
3.4.5.and 6 <b>Cycle D</b>	<p>Topic: Durham and WW1</p> <p>Question: What's in a name?</p> <p>Progression of skills (3/ 4)</p> <ul style="list-style-type: none"> <li>-an aspect or theme since 1066.</li> <li>-A local history study</li> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>Progression of skills (5/6)</p> <ul style="list-style-type: none"> <li>-record knowledge and understanding in a variety of ways.</li> <li>-devise, ask and answer more complex questions about the past.</li> <li>-construct and organise response by selecting and organising relevant historical data</li> <li>-begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from NC Local history unit –WW1 memorials</p>	<p>Topic: The Mayans</p> <p>Question: Were the Mayans peaceful people?</p> <p>Progression of skills (3 /4)</p> <ul style="list-style-type: none"> <li>-a study of the achievements of the earliest civilisations</li> <li>put events, people, places and artefacts on a timeline</li> <li>-construct and organise responses by selecting relevant historical data.</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods (5/6) as above plus</li> <li>-use a greater depth and range of knowledge.</li> <li>-select and organise relevant data.</li> <li>Describe and begin to make links between main events , situations and changes within and across different periods and societies and use greater depth of historical knowledge.</li> <li>Begin to offer explanations about why people in the past acted as they did.</li> </ul> <p>Skills from the NC -non-European society that provides contrast to British History</p>	<p>Topic: Local history</p> <p>Question: What has life been like in Durham since 1066? (Cathedral, civil war, mining/steel/railways)</p> <p>Progression of skills (3/ 4)</p> <ul style="list-style-type: none"> <li>-A local history study</li> <li>-put events, people, places and artefacts on a timeline</li> <li>-develop use of appropriate subject terminology</li> <li>-ask and answer questions about the past</li> <li>-be aware that different versions of the past may exist and begin to suggest reasons for this</li> <li>-describe and make links between main events</li> <li>-identify and give reasons for historical events</li> <li>-describe some of the similarities and differences between different periods</li> </ul> <p>Progression of skills (5/6)</p> <ul style="list-style-type: none"> <li>-record knowledge and understanding in a variety of ways.</li> <li>-devise, ask and answer more complex questions about the past.</li> <li>-construct and organise response by selecting and organising relevant historical data</li> </ul>

	<p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Place events in chronological order within a theme and across time.</p> <p>-Pose historical questions that can be explored.</p> <p>-Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored.</p> <p>-Make links with their previous historical knowledge.</p> <p>-Talk about some of the impacts of key historical events they have explored then and now.</p>	<p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p> <p>- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Place events in chronological order within a theme and across time.</p> <p>-Pose historical questions that can be explored.</p> <p>-Talk about what firsthand evidence tells us about the past – by developing a perspective from the evidence explored.</p> <p>-Make links with their previous historical knowledge.</p> <p>-Talk about some of the impacts of key historical events they have explored, then and now.</p>	<p>-begin to offer explanations about why people in the past acted as they did.</p> <p>Local history unit –</p> <p>-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>-They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Place events in chronological order within a theme and across time.</p> <p>-Pose historical questions that can be explored.</p> <p>-Talk about what first hand evidence tells us about the past – by developing a perspective from the evidence explored.</p> <p>-Make links with their previous historical knowledge.</p> <p>-Talk about some of the impacts of key historical events they have explored then and now.</p>
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