










History Progression Map


	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 1 - Autumn	 <p>Kings, Queens and Castles - Where did kings and queens live through time?</p> <p>Historical Threads: Power Substantive Concepts: Empire, Monarchy</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that King Charles III is the current monarch of England To know that Buckingham Palace is in London To know that castles were built for important people, their families and servants to live in to protect important people from attack 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To place events and some artefacts on a timeline <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> With support, can use evidence to ask questions about the past <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> To begin to explain why monarchs built castles and what the consequences of these actions were. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To describe changes and historical events. <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> To compare the similarities and differences between different castles. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> To begin to talk about key events of a significant king/queen or castle. 	<p>king, queen, reign, monarch, coronation, before, past, present, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, sceptre, similar, different, regal, Battle of Hastings, William the Conqueror, significant, change, continuity, then, now, different</p>
<p>Possible Misconceptions - These lessons start in the present day with King Charles III and go back chronologically in time to look at and discuss Queen Elizabeth II, Queen Victoria, Queen Elizabeth I and King William I (William the Conqueror). Children need to be taught that these Kings and Queens weren't the only monarchs in our history-there were others in between. E.g. Queen Victoria and Queen Elizabeth II's reigns weren't next to each other-there were monarchs between them. These lessons have picked out some monarchs of the past, but not all. This needs to be explicitly taught and emphasised in the lessons.</p>				
Year 1 - Summer	 <p>The Great Fire of London - What did it achieve?</p> <p>Historical Threads: Conflict and Disaster Substantive Concepts: Monarchy, Civilisation</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that the Great Fire of London began in 1666 To know that the fire began in a bakery To know that the fire spread quickly because it was windy and the houses were close together To know that Samuel Pepys wrote a diary about The Great Fire of London 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To order three events/objects chronologically <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> To know ways (3) in which we can find out about the past To study evidence and discuss findings To use picture evidence to help me find out more about the past <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> To recognise why a historical event happened <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. <p><u>Similarities and differences</u></p> <ul style="list-style-type: none"> To use artefacts and diary entries to compare similarities and differences. To identify some of the different ways the past has been represented. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> To recognise why certain individuals (Samuel Pepys/King Charles II/Sir Christopher Wren) are significant in history 	<p>evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline</p>
<p>Possible Misconceptions - Children may believe that all houses and buildings were made of wood until after the Great Fire of London when they were ordered to be rebuilt. However, some buildings made of stone and brick did exist before the fire. The wooden houses just contributed to the spread of the fire.</p>				



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Year 2 - Spring	 <p>Explorers of the World - Who was the greatest?</p> <p>Historical Threads: Exploration and Invasion Substantive Concepts: Exploration and Trade</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> ☞ To know that an explorer is a person who travels to unknown or unfamiliar places to discover new land, resources or knowledge ☞ To know that Ibn Battuta was alive in the 14th century and travelled by foot ☞ To know that we know about Ibn Battuta because he wrote a book about his travels. ☞ To know that Christopher Columbus was a sailor who discovered North and South America ☞ To know that Neil Armstrong was an astronaut who was the first person to walk on the moon in 1969 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To order explorations chronologically <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> ❖ To use evidence to ask questions about the past <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> ❖ To understand that there are reasons why people in the past acted as they did <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To describe changes over time <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> ❖ To identify similarities and differences between explorers/explorations <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To name significant explorers from the past 	Explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.
<p><u>Possible Misconceptions</u> - Neil Armstrong - First man on the Moon, but not the only human to have been to the Moon. There have been Moon landings since 1969 (12 people have landed there in total). Roald Amundsen - First man at the South Pole, he was also the first to fly over the North Pole, but many other people have been since then. He isn't the only explorer to have made it.</p>				
Year 2 - Spring	 <p>Hospitals and Healthcare – Who are Edith Cavell, Florence Nightingale and Mary Seacole?</p> <p>Historical Threads: Conflict and Disaster Substantive Concepts: Empire and Industry</p>	<p><u>Core Knowledge</u></p> <ol style="list-style-type: none"> 1. To know that Edith Cavell, Florence Nightingale and Mary Seacole were nurses. 2. To know that Florence and Mary helped soldiers in the Crimean war. 3. To know that Edith Cavell helped treat wounded soldiers in WW1. 4. To know that for a long time Florence was remembered and celebrated but Mary was forgotten. 5. To know that Florence was appalled by the filthy conditions in military hospitals and insisted that doctors and nurses washed their hands - saving lives. 6. To know that Edith Cavell cared for any soldier it didn't matter where they came from. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To place events, artefacts and people on a time line ❖ To begin to use dates <p><u>Evidence & Interpretation</u></p> <ul style="list-style-type: none"> ❖ To know ways (5) in which we can find out about the past ❖ To observe or handle evidence to ask questions about the past <p><u>Cause & Consequence</u></p> <ul style="list-style-type: none"> ❖ To recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To describe changes and the historical events they led to <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> ❖ To use pictures, stories and film footage to find out about the past ❖ To identify some of the ways the past has been represented <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To describe significant people and events from the past and explain why they are important. 	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination
<p><u>Possible Misconceptions</u> - Florence Nightingale and Edith Cavell weren't the first nurses. They were significant because of how they acted and their changes.</p>				



Year 1 – Summer 2	 <p>Mining in Mansfield – What was the impact on our community?</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that coal is a natural resource found in the ground and used for fuel To know that coal miners dig for coal To know that mining was the main job in this area To know that mining impacted on the environment To know that mining declined because it became too expensive 	<ul style="list-style-type: none"> The concept of community and how it is formed. The basics of how different jobs and industries can affect social structures and daily life in a community. Developing skills to assess and discuss environmental impacts and how they can be both beneficial and harmful. Learning to work collaboratively and respect differing viewpoints while presenting ideas. Understanding how to analyse historical sources (pictures, timelines). Discussing historical significance and cause-effect relationships in history. 	coal, miner, mining, digging, shovel, tunnel, resources, significance, impact, families, economy, trade, environment, pollution, wildlife, legacy, community, decline
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	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 3 - Spring	 <p>Stone Age to Iron Age – How did life in Britain change?</p> <p>Historical Threads: Society and Community</p> <p>Substantive Concepts: migration, settlement, trade, civilisation, industry</p>	<p><u>Core Knowledge</u></p> <ul style="list-style-type: none"> To know that ‘Prehistory’ means before written records of the past. To know that Stone Age people were hunter-gatherers who used stone (flint) to make weapons and tools. To know the main change from the Mesolithic to the Neolithic was that they began to farm (agriculture) To understand the significance of cave art To know how life changed in the bronze age, including who the Beaker people were and the introduction of bronze for weapons and tools To know that Iron Age people used iron to further develop their way of life, including for tools and weapons To know that Iron Age people lived in roundhouses To know what hill forts are and why they were beneficial. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> To place ages in order of time and understand the meaning of their names To place artefacts within their correct age With support, can use BCE <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> To observe evidence about the past and come to conclusions based on what has been seen To explain how we find prehistoric evidence <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> To suggest causes and consequences of the main events within prehistory (agriculture, mining, migration) <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> To begin to explain changes over a long period of history <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> To describe similarities and differences between the Stone Age, Bronze Age and Iron Age <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> To suggest suitable sources of evidence to find out about significant people/events. 	artefacts, excavation, archaeologist, continuity , remains, migrate , preserve, agriculture, domestication, significant , mine, ore, alloy, beaker, burial, construct, settlement , palisade, granary, ditch.



Possible Misconceptions - Children may think that the Stone Age is one whole age and may not fully grasp the idea of how long the Palaeolithic was. Children may think that changes happened suddenly rather than over time. Children may think that iron was used because it was a stronger metal rather than it being a more commonly available metal

Year 3 - Summer	 <p>Ancient Egypt - What made it so successful?</p> <p>Historical Threads: Power Substantive Concepts: civilisation, trade, settlement, empire, monarchy, rebellion</p>	<ul style="list-style-type: none"> ☞ To know that BCE stands for Before the Common Era ☞ To know that the Pharaoh was the most important person in Egypt ☞ To know the Egyptians wrote in hieroglyphics ☞ To know preserving dead bodies is called mummification ☞ To know that Egypt became weak to invasion because there was no water for crops ☞ To know that Alexander the Great a Roman invaded Egypt and made it part of their empire ☞ To know that Cleopatra was the last Pharaoh of Egypt 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To place events, artefacts, and historical figures on a timeline with dates ❖ To begin to use BCE and CE <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To suggest suitable sources of evidence for historical enquiries. ❖ To use more than one source of evidence in order to gain a more accurate understanding <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To suggest causes and consequences of the main events within a period <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To begin to explain changes and reasons for changes over time <p><u>Similarities and Differences</u></p> <ul style="list-style-type: none"> ❖ To compare the similarities and differences between the new and old kingdoms of Ancient Egypt. 	<p>era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire,</p>
<p><u>Possible Misconceptions</u> - The children may think that the Ancient Egyptian period happened after a period in British history, rather than alongside it. They may think that changes happened very suddenly, rather than over time. The children may think that slaves built the pyramids when it was actually skilled workers. They may think that tombs have booby traps in them when this is historically inaccurate.</p>				


	Topic - Themes and Concepts	Substantive Knowledge	Disciplinary Knowledge	
Year 4 - Autumn	 <p>Ancient Greece - What were their greatest achievements?</p> <p>Historical Threads: Society and Community Substantive Concepts: Civilisation, trade, settlement, empire, monarchy</p>	<ul style="list-style-type: none"> ☞ To know that timelines show the chronology of events ☞ To know that excavate means to uncover historical artefacts ☞ To know a tyrant is a ruler who governs with cruelty ☞ To know that in Athens only boys could attend school. Women had less status. Wealthy families enslaved people. Girls were taught household chores. ☞ To know the Minoans were considered an advanced civilisation because they built more than previous groups. ☞ To know Athens and Sparta joined together to fight the Persian army in the Battle of Marathon. ☞ To know that an alliance is where countries work together. ☞ To know that King Phillip II was the King of Macedon. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To place events, artefacts and historical figures on a timeline using dates. ❖ To use BCE and CE. <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To suggest suitable sources for historical enquiry. ❖ To begin to discuss the reliability of sources <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To explain the concept of change over time and represent this with evidence. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To describe the social, ethnic, cultural and religious diversity of the past. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). 	<p>civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious,</p>
<p><u>Possible Misconception</u> - Children will need a sound understanding of the dating system BCE (Before Common Era) before they begin this unit. It will need to be taught explicitly. As this may confuse the children when faced with dates such as 352 BCE and 323 BCE. Children may think 352 BCE is later in time. They will need to be corrected and frequent looks at a historical timelines will help this.</p>				

<p>Year 4 - Summer</p>	 <p>The Romans – How did they impact Britain?</p> <p>Historical Threads: Invasion and Power</p> <p>Substantive Concepts: civilisation, trade, settlement, empire, monarchy, rebellion</p>	<ul style="list-style-type: none"> ☞ To know that Emperor Augustus' new imperial army was so powerful because they had the best uniform and weapons and they were trained in special tactics. ☞ To know that before the Romans invaded the Celts lived in Britain. ☞ To know that Julius Caesar led the first invasion of Britannia. ☞ To know that Julius Caesar failed in his attempts to invade but Emperor Claudius succeeded in 43CE. ☞ To know Boudicca was known for rebelling against the Romans and burning down cities. ☞ To know Roman cities consisted of brick buildings, temples and straight roads. ☞ To know that the Romans used annexation, Colonisation and Military alliance to take control of more land. ☞ To know that milite, centurion and legionary are types of foot soldiers. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To suggest more than one suitable source for historical enquiry ❖ To begin to discuss the reliability of sources <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To describe the social, ethnic, cultural and religious diversity of the past. ❖ To describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion 	<p>archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, pillage.</p>	
<p><u>Possible Misconception</u> - Children may believe that Julius Caesar was the first emperor of Rome because he made attempts to invade Britain earlier, however Augustus was the first Roman emperor. Children may think that the Roman Empire was just modern day Italy and then it expanded to include Britain. Children may think that the Romans got rid of the celts, when in actual fact there was a blending of cultures and a distinct Romano-Celtic culture was created.</p>					
<p>Topic - Themes and Concepts</p>		<p>Substantive Knowledge</p>	<p>Disciplinary Knowledge</p>		

<p>Year 5 - Autumn</p>	 <p>Invaders and Settlers – How did they change Britain?</p> <p>Historical Threads: Exploration and Invasion Substantive Concepts: migration, rebellion, trade, settlement, monarchy</p>	<ul style="list-style-type: none"> ☞ To know that the Vikings came from Denmark, Norway and Sweden. ☞ To know that the Vikings began to raid in 793 AD. ☞ To know that they attacked Lindisfarne in this year. ☞ To know that some Vikings started to settle in England. ☞ To know that in 894 AD, the Vikings started to rule Danelaw in the North East of England. ☞ To know that Jorvik (York) was the major city. ☞ To know that in 1066, the Normans started to rule Britain, and this was the end of Viking and Saxon rule. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To use dates accurately in describing events and people. <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To use sources of evidence to deduce information about the Saxons and Vikings. ❖ To discuss whether the evidence is reliable and explain why. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To describe causes of invasion in Britain and what the consequences were. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To identify periods of rapid change in history. ❖ To explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To compare similarities and differences between Anglo-Saxon and Viking culture <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To describe the social and cultural significance of a past society. 	<p>aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe.</p>
<p><u>Possible Misconceptions</u> - Children may think that the Anglo-Saxons came from one place when they were from three different tribes. Children may think that the Anglo-Saxons and Vikings were separate from each other when they coexisted for a time together and they struggled for control of the land. Some children may think the Anglo-Saxons left and the Vikings arrived. Children need to understand that the Vikings are portrayed in a vicious, violent way, however that was not always the case and sources held bias</p>				
<p>Year 5 - Spring</p>	 <p>Maya civilisation – How did it differ to Britain?</p> <p>Historical Threads: Power Substantive Concepts: civilisation, trade, settlement, empire, monarchy</p>	<ul style="list-style-type: none"> ☞ To know that the Maya culture lasted from at least 1000 BC – 1697 AD. ☞ To know that the Maya lived in Mesoamerica (Mexico and Central America). ☞ To know that the Maya shared a common culture and religion, but each city had its own ruler and governed itself. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To use dates and terms accurately in describing events and people. <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To use sources of evidence to deduce information about the past. ❖ To use sources of information to form testable hypotheses about the past. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To describe causes of events and their consequences in Ancient Maya. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To identify periods of rapid change in history. ❖ To explain the concepts of continuity and change over time. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To compare the similarities and differences between civilisations and cultures. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To describe the social and cultural significance of a past society. ❖ To describe the characteristic features of the past, including ideas and beliefs. 	<p>historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p>
<p><u>Possible Misconceptions</u> - Children may think that the Ancient Maya civilisation was at a much early point in history as it has the word ancient in the title. They may not fully grasp the idea that the Maya people and the Anglo Saxons were around at the same time- just in different parts of the world and will need to see this on a timeline. Maya refers to the people, culture and people without a distinction between singular and plural whereas ‘Mayan’ refers to the language(s) spoken by the Maya.</p>				

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Year 6 - Autumn	 <p>Battle of Britain – Why was it a significant turning point for the United Kingdom?</p> <p>Historical Threads: Society and Community Substantive Concepts: empire, monarchy, civilisation, rebellion</p>	<ul style="list-style-type: none"> ☞ To know that the Second World War from 1939-1945. ☞ To know some of the causes for the war. ☞ To know the significance of the poppy to remembrance. ☞ To know that women took on roles in the war effort. ☞ To know that people across the empire fought for Britain. ☞ To know that some children were evacuated to the country from cities during World War II. 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To use dates and terms accurately in describing events. ❖ To describe the main changes in a period of history. <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To use sources of information to form conclusions about the past. ❖ To explain that no single source of evidence gives the full answer to questions about the past. <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To describe some of the causes and consequences of World War 2. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To identify periods of rapid change in history and contrast them with times of relatively little change. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron</p>

Possible Misconceptions - Children may think that World War Two was a long time ago and that there are no longer any people alive who remember it. The children may think that it was one big war, when in reality it was a collection of diverse geopolitical conflicts. Children may think that everybody joined in the war at the same time, when in fact people joined at different times over many years

Year 6 - Summer	 <p>Crime and Punishment - Whose courtroom was the cruellest?</p> <p>Historical Threads: Power/Conflict and Disaster Substantive Concepts: civilisation, empire, monarchy, rebellion</p>	<ul style="list-style-type: none"> ☞ To know some of the punishments used during:- <ul style="list-style-type: none"> o Roman Times o Anglo-Saxon Times o Tudor Times o Stuart Times o Victorian Times o 20th Century ☞ To know the reasons why changes too place 	<p><u>Chronology</u></p> <ul style="list-style-type: none"> ❖ To use dates and terms accurately in describing events. ❖ To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <p><u>Evidence and Interpretation</u></p> <ul style="list-style-type: none"> ❖ To analyse a wide range of evidence in order to justify claims about the past. ❖ To explain that no single source of evidence gives the full answer to questions about the past. ❖ To begin to refine lines of enquiry as appropriate <p><u>Cause and Consequence</u></p> <ul style="list-style-type: none"> ❖ To describe the social causes of crime and punishment. I can describe the consequences of crimes. <p><u>Change and Continuity</u></p> <ul style="list-style-type: none"> ❖ To identify changes in crime and punishment. To analyse why these changes happened using terms such as: social, religious, political, cultural and technological. ❖ To use appropriate historical vocabulary to communicate change and continuity. <p><u>Similarities and Difference</u></p> <ul style="list-style-type: none"> ❖ To compare similarities and differences in crime and punishments over time. ❖ To compare the main changes in a period of history with the present day. <p><u>Historical Significance</u></p> <ul style="list-style-type: none"> ❖ To describe the social, ethnic, cultural or religious diversity of past society. ❖ To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.</p>
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Possible Misconceptions - The children may think that the same crime that happens today, happened hundreds of years ago. Children may think that there has always been a police force. Children may think prisons are dungeons and that prisons have always been used as punishment, when they were originally used as holding cells before the punishment.