



## Horbury Bridge Academy History Overview

### Curriculum Drivers

At Horbury Bridge Academy we want all our children to gain the experiences they need to thrive in today's ever changing global landscape. As a small school serving a local community, it is important for us to not only focus on our area and what makes us unique, but also to provide experiences for pupils beyond those available within our community in order for us to support them in becoming global citizens of the future. In order to achieve this, we have three core drivers that run through our curriculum and alongside our Christian vision. These drivers are used to shape the choices we make when planning and delivering learning experiences for our pupils.

Our vision:

***“Living by Our Christian Values: Together in Faith, Hope and Love”***

Our drivers:

1. **Diversity**
2. **Sustainability**
3. **Enrichment**

### History Principles

Pupils should:

- know that history is a subject focussing on learning about the past.
- understand that 'evidence' is at the heart of history - and what kinds of evidence we can use.
- understand that versions of history can be different - because people have different opinions.
- know their place in history – history is a timeline and what has gone before is all history.
- understand that history is divided into periods – often linked to Monarchs, Empires or Dynasties.

- know the key knowledge identified in each unit, so that they have a firm knowledge base to continue studying.

Our history curriculum is mapped across the year groups in three forms: **substantive knowledge, disciplinary knowledge and vocabulary.**

1. Substantive knowledge includes information about the past in terms of people, events, dates, states of affairs and places. This is based on the knowledge specified in the National Curriculum.
2. Disciplinary knowledge relates to how historians learn about the past and construct their understanding of it. Our aim is for pupils to learn more, do more and remember more.
3. We teach vocabulary explicitly alongside the substantive and disciplinary concepts.

### Historical Concepts

To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different periods of history. This supports children to make links and comparisons in their learning. We have identified seven substantive and seven disciplinary concepts that are:

Substantive Concepts	Disciplinary Concepts
Childhood Cultural change Technological advancement Kingdom Invasion Power and Empire Crime and Punishment	Chronological awareness Change and continuity Cause and consequence Similarities and difference Historical significance Historical interpretation Sources and evidence

### Early Years Foundation Stage

Across Foundation Stage, historical knowledge and skills are explicitly taught as foundations for the KS1 National Curriculum. The focus is primarily to develop the historical skills within this document, using the history ‘topics’ as the vehicles of delivery. Where appropriate, the core concepts are also interwoven in to the delivery of the unit of work.

The history topics allow children to develop knowledge and skills in order for them to reach the requirements of the ‘Past and Present’ Early Learning Goal.

#### **Past and Present ELG - Children at the expected level of development will:**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

- Understand the past through settings, characters and events encountered in books read in class and storytelling.

EYFS History Themes	Links to KS1 History
Myself and my community	Within Living Memory
Space - Key Figure	Within Living Memory
Bonfire night / Remembrance Day	The Bakers on Pudding Lane
Traditional tales and nursery rhymes - Family History (When I was a baby)	Within Living Memory
Looking after our planet - Local History	Horbury Bridge, Our Home
People who help us - Royals	Remarkable Rosa Parks

## Key Stage 1

Class 1   Year 1/2   Cycle A			
Term	Autumn	Spring	Summer
Theme	Did our Grandparents have fun?		Horbury Bridge, Our Home
NC Coverage	<ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>		<ul style="list-style-type: none"> <li>• significant historical events, people and places in their own locality.</li> </ul>
Substantive Knowledge (Concepts)	<ul style="list-style-type: none"> <li>• know what toys their grandparents would have played with</li> <li>• know about what life was like at the time their grandparents were young (Monarch, Transport and Technology)</li> <li>• know what schools were like when their grandparents attended primary school</li> </ul>		<ul style="list-style-type: none"> <li>• know about a famous person locally and explain why they are famous.</li> <li>• know how the local area is different to the way it used to be a long time ago.</li> <li>• how to differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.).</li> </ul>

	<ul style="list-style-type: none"> <li>know what their grandparents watched on television</li> <li>know what their grandparents did after school</li> </ul> <p><b>(Cultural change, technological advancement, kingdom)</b></p>		<ul style="list-style-type: none"> <li>know that photographs are a very useful source of evidence.</li> <li>know that artefacts can be very helpful in working out how people used to live.</li> <li>know why there are monuments in parts of our cities, towns or villages.</li> </ul> <p><b>(Cultural change, power and empire)</b></p>
Disciplinary Knowledge	Year 1		
	<ul style="list-style-type: none"> <li>Show some understanding of aspects of the past beyond living memory (<b>similarities and difference, historical significance</b>) Recognise a past and a present in their own and other people's lives (<b>change and continuity</b>)</li> <li>Begin to use very simple timelines to order some recent events (<b>chronological awareness</b>)</li> <li>Identify old from new pictures (<b>sources and evidence</b>)</li> </ul>		
Disciplinary Knowledge	Year 2		
	<ul style="list-style-type: none"> <li>Identify old and new from artefacts, put some of these in chronological order (<b>sources and evidence</b>)</li> <li>Use some dates on a timeline (<b>chronological awareness</b>)</li> <li>Discuss and answer questions about some differences between past and present (<b>similarities and difference</b>)</li> <li>Explain any important changes which happened at the time being studied and explain their impact (<b>change and continuity, historical significance</b>)</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key events (<b>sources and evidence</b>).</li> </ul>		
Vocabulary	decade, chronological order, historical source, monarch, investigate, research, source, historians, fact/opinion, evidence.  royalty, important, national present (and in context with 'the past' from EY), timeline, modern, recent, similar, living memory, generations, opinion, artefact.		century, local, era/period, photographs, investigate, research, local, national, international,  Sabine Baring-Gould, Church, Congregation, Hymn, memorial, Onward Christian Soldiers, Horbury, Horbury Bridge

Class 1   Year 1/2   Cycle B			
Term	Autumn	Spring	Summer
Theme	The Bakers on Pudding Lane		Remarkable Rosa Parkes
NC Coverage	<ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>		<ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
Substantive Knowledge (Concepts)	<ul style="list-style-type: none"> <li>What caused the Great Fire of London and where did it start?</li> <li>Why did the fire spread so quickly?</li> <li>Who was Samuel Pepys and why was he important?</li> <li>Would the fire have spread so quickly today? Why or why not?</li> <li>Know what we use today instead of a number of older given artefacts, e.g., fire engines</li> </ul> <p><b>(Cultural change, Technological advancement,)</b></p>		<ul style="list-style-type: none"> <li>Understand the words 'famous' and 'discrimination'.</li> <li>Know who Rosa Parks and Nelson Mandela are.</li> <li>Know how women had to fight for their rights.</li> <li>Know that children have certain rights.</li> <li>Know that people with disabilities have rights that we need to respect.</li> <li>Know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place.</li> </ul> <p><b>(Cultural change, Crime and Punishment, Technological Advancement)</b></p>
Disciplinary Knowledge	Year 1		
	<ul style="list-style-type: none"> <li>Show some understanding of aspects of the past beyond living memory (<b>similarities and difference, historical significance</b>) Recognise a past and a present in their own and other people's lives (<b>change and continuity</b>)</li> <li>Begin to use very simple timelines to order some recent events (<b>chronological awareness</b>)</li> <li>Identify old from new pictures (<b>sources and evidence</b>)</li> </ul>		
	Year 2		

	<ul style="list-style-type: none"> <li>Identify old and new from artefacts, put some of these in chronological order (<b>sources and evidence</b>)</li> <li>Use some dates on a timeline (<b>chronological awareness</b>)</li> <li>Discuss and answer questions about some differences between past and present (<b>similarities and difference</b>)</li> <li>Explain any important changes which happened at the time being studied and explain their impact (<b>change and continuity, historical significance</b>)</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key events (<b>sources and evidence</b>).</li> </ul>		
Vocabulary	<p>decade, chronological order, historical source, investigate, research, source, historians, fact/opinion, evidence.</p> <p>The Great Fire of London, Samuel Pepys, diary, danger, Christopher Wren, St Paul's Cathedral.</p>		<p>century, local, era/period, photographs, investigate, research, local, national, international,</p> <p>Rosa Parks, Nelson Mandella, famous, discrimination, significant, pioneer, issue, rights, disability, race(ial), equality</p>

## Lower Key Stage 2

Class 2   Year 3/4   Cycle A			
Term	Autumn	Spring	Summer
Theme	Stone, Iron and Emperors	Greeks and their Gods	
NC Coverage	<ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age.</li> <li>the Roman Empire and its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul>	
Substantive Knowledge (Concepts)	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>know that stone age people build shelters to keep them safe and warm</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the main characteristics of the Athenians and the Spartans</li> <li>Know about the influence the gods had on Ancient Greece</li> <li>Know at least five sports from the Ancient Greek Olympics</li> </ul>	

	<ul style="list-style-type: none"> <li>● Know what is meant by 'hunter-gatherers'</li> <li>● Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>● Know how the Roman occupation of Britain helped to advance British society</li> <li>● Know how there was resistance to the Roman occupation and know about Boudica</li> <li>● Know about at least one famous Roman emperor</li> </ul> <p><b>(Invasion, Kingdom, Power and Empire, Crime and Punishment, Technological advancement)</b></p>	<ul style="list-style-type: none"> <li>● know that Ancient Greeks believed in a number of Gods.</li> <li>● know that the Ancient Greeks were an advanced civilization.</li> <li>● know that the Ancient Greeks were responsible for starting the Olympic movement.</li> <li>● know that Ancient Greeks have been associated with the birth of democracy.</li> <li>● know how the Ancient Greeks impacted on our lives today.</li> </ul>	
Disciplinary Knowledge	Year 3		
	<ul style="list-style-type: none"> <li>● Compare and analyse information, which suggests that some events of the past affect people's lives today (<b>historical significance, sources and evidence, cause and consequence</b>)</li> <li>● Use a timeline with dates, including both BC and AD (<b>chronological awareness</b>)</li> <li>● Use evidence to describe changes within a time period (<b>change and continuity, historical significance, sources and evidence</b>)</li> <li>● Guess what objects from the past were used for, using evidence to support answers (<b>sources and evidence, historical interpretation</b>)</li> <li>● Give reasons for main events and changes (<b>cause and consequence, change and continuity</b>)</li> <li>● Use dates and terms accurately, using key dates when describing events (<b>change and continuity, chronological awareness</b>)</li> </ul>		
	Year 4		
<ul style="list-style-type: none"> <li>● Put events/people/artefacts on a timeline within a given timeline (<b>sources and evidence, chronological awareness</b>)</li> <li>● Position a growing range of eras and events on a timeline, based on previously learned knowledge (<b>chronological awareness</b>)</li> <li>● Suggest which sources are required to answer a question about the past (<b>historical interpretation, sources and evidence</b>)</li> <li>● Understand that knowledge about the past is created using a range of sources (<b>historical interpretation, sources and</b></li> </ul>			

	<p><b>evidence)</b></p> <ul style="list-style-type: none"> <li>• Use sources to create a response where there is a difference of opinion (<b>historical interpretation, sources and evidence</b>)</li> <li>• Distinguish between reliable and unreliable sources (including understanding the use of propaganda) (<b>historical interpretation, sources and evidence</b>)</li> <li>• Describe and make links between events and changes (<b>cause and consequence, historical significance and historical interpretation</b>)</li> </ul>		
Vocabulary	<p>AD/BC, Pre-historic, precise time vocabulary – earlier, previously, preceding, prior, recently, primary source, secondary source, Continuity, Christianity, Conquest, Democracy, Invasion, Parliament,</p> <p>Stone Age - Iron Age Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Roundhouse</p> <p>Romans Empire, Emperor, Toga, Aqueduct, Coliseum, Centurion, Amphitheatre, Senate, Legionary, Republic, Crusades</p>	<p>Continuity, Democracy, Parliament,</p> <p>Acropolis, City-state, Parthenon, Olympics, Citizen, Philosopher, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced</p>	

**Class 2 | Year 3/4 | Cycle B**

Term	Autumn	Spring	Summer
Theme	Fascinating Pharaohs		
NC Coverage	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</li> </ul>		
Substantive Knowledge (Concepts)	<ul style="list-style-type: none"> <li>know about, and name, some of the advanced societies that were in the world around 3000 years ago.</li> <li>know that the Ancient Egyptians were a very advanced civilization.</li> <li>know that the Ancient Egyptians were ruled by pharaohs.</li> <li>know that the Ancient Egyptians built very sophisticated tombs for their pharaohs called pyramids.</li> <li>know that we know a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids.</li> <li>know that the Ancient Egyptians used hieroglyphs and experts have been able to translate them.</li> <li>know that the powerful Ancient Egyptians had many slaves.</li> </ul> <p><b>(Cultural change, Technological advancement, Power and Empire, Kingdom)</b></p>		
Disciplinary Knowledge	Year 3		
	<ul style="list-style-type: none"> <li>Compare and analyse information, which suggests that some events of the past affect people’s lives today (<b>historical</b></li> </ul>		



	<p><b>significance, sources and evidence, cause and consequence)</b></p> <ul style="list-style-type: none"> <li>● Use a timeline with dates, including both BC and AD (<b>chronological awareness</b>)</li> <li>● Use evidence to describe changes within a time period (<b>change and continuity, historical significance, sources and evidence</b>)</li> <li>● Guess what objects from the past were used for, using evidence to support answers (<b>sources and evidence, historical interpretation</b>)</li> <li>● Give reasons for main events and changes (<b>cause and consequence, change and continuity</b>)</li> <li>● Use dates and terms accurately, using key dates when describing events (<b>change and continuity, chronological awareness</b>)</li> </ul>	
	<p>Year 4</p> <ul style="list-style-type: none"> <li>● Put events/people/artefacts on a timeline within a given timeline (<b>sources and evidence, chronological awareness</b>)</li> <li>● Position a growing range of eras and events on a timeline, based on previously learned knowledge (<b>chronological awareness</b>)</li> <li>● Suggest which sources are required to answer a question about the past (<b>historical interpretation, sources and evidence</b>)</li> <li>● Understand that knowledge about the past is created using a range of sources (<b>historical interpretation, sources and evidence</b>)</li> <li>● Use sources to create a response where there is a difference of opinion (<b>historical interpretation, sources and evidence</b>)</li> <li>● Distinguish between reliable and unreliable sources (including understanding the use of propaganda) (<b>historical interpretation, sources and evidence</b>)</li> <li>● Describe and make links between events and changes (<b>cause and consequence, historical significance and historical interpretation</b>)</li> </ul>	
Vocabulary	<p>decade, chronological order, historical source, investigate, research, source, historians, fact/opinion, evidence.</p> <p>Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Sphinx, Egyptologist, Pyramid</p>	

# Upper Key Stage 2

Class 3   Year 5/6   Cycle A			
Term	Autumn	Spring	Summer
Theme	Invaders and Settlers	WWII	
NC Coverage	<ul style="list-style-type: none"> <li>Britain's settlements by Anglo-Saxons and Scots; Anglo-Saxon invasions; settlements; kingdoms; names and places; art and culture and Christian conversion</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	
Substantive Knowledge (Concepts)	<p>Anglo Saxons</p> <ul style="list-style-type: none"> <li>know how Britain changed between the end of the Roman occupation and 1066.</li> <li>know about how the Anglo-Saxons attempted to bring about law and order into the country.</li> <li>know that during the Anglo-Saxon period Britain was divided into many kingdoms.</li> <li>know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</li> <li>use a time line to show when the Anglo-Saxons were in England.</li> <li>know about the link between Anglo-Saxons and Christianity.</li> <li>know about Alfred the Great.</li> <li>know about Anglo-Saxons' art and symbols.</li> </ul> <p>Vikings</p>	<ul style="list-style-type: none"> <li>know why world war started, key events and people</li> <li>know why Hitler became so powerful and why so many people agreed with his views</li> <li>know about the holocaust and how Jewish people were treated</li> <li>know how children in Britain and Germany coped with the war</li> <li>know why the Battle of Britain was a significant feature of the world war</li> <li>know how the role of women changed during the world war</li> <li>Know key events that led to the end of the war</li> </ul> <p><b>(Invasion, Technological advancement, Cultural change, Power and Empire, Crime and Punishment)</b></p>	

	<ul style="list-style-type: none"> <li>• know where the Vikings originated from and show this on a map.</li> <li>• know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>• know why the Vikings frequently won battles with the Anglo-Saxons.</li> <li>• know why the Vikings came to Britain.</li> <li>• know where the Vikings first landed in Britain.</li> <li>• know where the Vikings came from.</li> <li>• know about Viking food and weapons and about the misconceptions there are about the Vikings.</li> <li>• know why the Viking longships were ideal for invading other lands.</li> </ul> <p><b>(Kingdom, Invasion, Power and Empire, Crime and Punishment)</b></p>		
Disciplinary Knowledge	Year 5		
	<ul style="list-style-type: none"> <li>• Create own timelines with understanding of date range (<b>chronological awareness</b>)</li> <li>• Refer to historical sources as a way to understand that the past is represented in different ways (<b>historical interpretation, similarities and difference, sources and evidence</b>)</li> <li>• Devise questions about similarities and differences (<b>historical significance, similarities and difference</b>)</li> <li>• Answer complex questions about the past using a range of sources (<b>historical interpretation, historical significance, cause and consequence, sources and evidence</b>)</li> <li>• Explain their own point of view, justifying this with a broad range of evidence (<b>sources and evidence, historical interpretation</b>)</li> <li>• Understand the concept of decades and centuries and use this to divide the past into periods of time (<b>chronological awareness</b>)</li> </ul>		
	Year 6		
<ul style="list-style-type: none"> <li>• Use relevant dates, events and sources (artefacts and artists' illustrations). (<b>chronological awareness, sources and evidence</b>)</li> <li>• Confidently sequence events on a timeline. (<b>chronological awareness</b>)</li> <li>• Compare beliefs and behaviour of significant people (<b>historical significance, similarities and difference</b>)</li> </ul>			

	<ul style="list-style-type: none"> <li>• Know key dates and events of time studied. (<b>chronological awareness</b>)</li> <li>• Compare accounts of events from different primary and secondary sources. (<b>sources and evidence, historical interpretation</b>)</li> <li>• Offer reasons for different versions of events (<b>historical interpretations</b>)</li> <li>• Link sources and work out how conclusions were arrived at. (<b>sources and evidence, cause and consequence, historical interpretation</b>)</li> <li>• Devise historically valid questions about change, cause, similarity and difference</li> </ul>		
Vocabulary	Infer, Evaluate, Legacy, motive, suffrage  invade, peasantry, settlers, Scandinavia, Germanic, Danish, Runes, Sutton Hoo, Iona, Lindisfarne, longship, pillage, raid, cultivate, Futhark, Danelaw, treaty	Extent of change, Extent of continuity, Evaluate, Reliable, Eyewitness, Legacy, Consequences, suffrage, motive  axis, allies, pact, Nazi, evacuation, evacuee, blitz, holocaust, Luftwaffe, refugees, persecution, rationing, ration book, swastika, Anderson shelter, Morrison shelter, air raid, propaganda	

Class 3   Year 5/6   Cycle B			
Term	Autumn	Spring	Summer
Theme		Did they do it all first?	Slavery
NC Coverage		<ul style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history – one study chosen from: <b>early Islamic civilization</b>, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>
Substantive Knowledge ( <b>Concepts</b> )		<ul style="list-style-type: none"> <li>• know about the impact that the Islamic civilization had on the world.</li> <li>• know why they were considered an advanced society in relation to that period of time in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• know how Britain was involved in the slave trade.</li> <li>• know about the way slaves were moved from Africa to America.</li> </ul>

		<ul style="list-style-type: none"> <li>● know where the Middle East is and particularly, Baghdad.</li> <li>● know that the house of wisdom was similar to a modern university or library.</li> <li>● know that the Islamic civilization around 900AD was known as the Golden age because of the positive things they brought the world.</li> <li>● know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned.</li> <li>● know about the Prophet Muhammad and know key facts about his life.</li> <li>● know how and why the Golden Age came to an end.</li> </ul> <p><b>(Cultural change, Technological advancement, Power and Empire, Kingdom)</b></p>	<ul style="list-style-type: none"> <li>● know that it took many years of petitioning before the slave trade ended.</li> <li>● know about the work of William Wilberforce and others to bring an end to the slave trade.</li> <li>● have an understanding of slave auctions.</li> <li>● know about the way slaves were treated.</li> <li>● know about the suffering that went on during the transportation.</li> </ul> <p><b>(Crime and Punishment, Power and Empire, Childhood, Cultural change)</b></p>
Disciplinary Knowledge	Year 5		
	<ul style="list-style-type: none"> <li>● Create own timelines with understanding of date range (<b>chronological awareness</b>)</li> <li>● Refer to historical sources as a way to understand that the past is represented in different ways (<b>historical interpretation, similarities and difference, sources and evidence</b>)</li> <li>● Devise questions about similarities and differences (<b>historical significance, similarities and difference</b>)</li> <li>● Answer complex questions about the past using a range of sources (<b>historical interpretation, historical significance, cause and consequence, sources and evidence</b>)</li> <li>● Explain their own point of view, justifying this with a broad range of evidence (<b>sources and evidence, historical interpretation</b>)</li> <li>● Understand the concept of decades and centuries and use this to divide the past into periods of time (<b>chronological awareness</b>)</li> </ul>		
	Year 6		
<ul style="list-style-type: none"> <li>● Use relevant dates, events and sources (artefacts and artists' illustrations). (<b>chronological awareness, sources and evidence</b>)</li> <li>● Confidently sequence events on a timeline. (<b>chronological awareness</b>)</li> <li>● Compare beliefs and behaviour of significant people (<b>historical significance, similarities and difference</b>)</li> </ul>			

	<ul style="list-style-type: none"> <li>• Know key dates and events of time studied. (<b>chronological awareness</b>)</li> <li>• Compare accounts of events from different primary and secondary sources. (<b>sources and evidence, historical interpretation</b>)</li> <li>• Offer reasons for different versions of events (<b>historical interpretations</b>)</li> <li>• Link sources and work out how conclusions were arrived at. (<b>sources and evidence, cause and consequence, historical interpretation</b>)</li> <li>• Devise historically valid questions about change, cause, similarity and difference</li> </ul>		
Vocabulary		<p>Oral history, Reliable, Critically, Analyse, Causation, impact</p> <p>The House of Wisod, Prophet, The Silk Road, Baghdad, Optometry, Caliph, Caliphate, Imam, Islam</p>	<p>Oral history, Reliable, Critically, Analyse, Causation, impact, significance, consequences, biased</p> <p>Slavery, Slave, Injustice, Suffrage, Empire, Traffic(ing), Ethics, Justification, Commerce, Capture</p>