



Lamford Curriculum Overview - History

Year Group	Autumn		Spring		Summer	
	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV	Question/curriculum area Key Knowledge Key Skills	Concepts BV
Reception	<b>My Family and Me: Then and Now</b>	Identity Care Change	<b>Festivals and celebrations Stories of the past.</b>	Identity  Tolerance Individual liberty	<b>Our Local Area and People who help us – Past and Present</b>	Identity Change Power  Rule of law Mutual respect
1	<p><b>Shops</b></p> <p><b>How have shops in our local area changed over time?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Shops used to sell fewer things and people had to visit many shops.</li> <li>Money has changed over time, and we now use cards and phones.</li> <li>Supermarkets made shopping quicker and put many items in one place.</li> <li>World food aisles and international supermarkets exist because people trade and move around the world.</li> <li>Shopping can now happen online, and this has changed how shops look and work.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>➤ Sequence photographs and talk about changes.</li> </ul>	Change Identity  Tolerance Individual liberty Mutual respect	<p><b>Toys</b></p> <p><b>How have toys changed over time and what do they tell us about life in Britain?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Toys have evolved in materials, design, and function over time.</li> <li>The introduction of electricity transformed how toys operate and are played with.</li> <li>Toys from other countries have influenced British toy culture.</li> <li>Historical events and technological advancements impact toy development.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Sequence toys chronologically, identifying old and new.</li> <li>Compare and contrast toys from different eras.</li> <li>Use historical vocabulary such as "past," "present," "old," and "new."</li> </ul>	Change Identity	<p><b>Breaking Boundaries</b></p> <p><b>How did Mary Beale and Helen Sharman change what was possible for others?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Mary Beale lived in the 1600s and was one of the first professional women artists in England.</li> <li>Helen Sharman became the first British astronaut in 1991.</li> <li>Mary Beale painted portraits of important people at a time when women were not expected to have jobs like that.</li> <li>Helen Sharman trained as a scientist and travelled to space where she lived and worked for several days.</li> <li>Both women did things people didn't expect women to do in their time and showed great determination.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Place Mary Beale and Helen Sharman on a simple timeline and use terms like "past," "long ago," and "now."</li> </ul>	Identity Change Fairness  Mutual respect Tolerance Individual liberty

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	<ul style="list-style-type: none"> <li>➤ Use “then” and “now” when talking about shopping.</li> <li>➤ Ask and answer questions about the past using photographs.</li> <li>➤ Explain why shops look different now and in the past.</li> <li>• Talk about why food in shops has changed and come from different countries.</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions about historical artifacts.</li> <li>• Identify sources (photos, objects) to gather information about the past.</li> </ul>		<ul style="list-style-type: none"> <li>• Ask and answer questions using pictures and sources (e.g. “What can you see?” “What do you think this tells us?”).</li> <li>• Observe and comment on portraits and photographs to draw conclusions about the past.</li> <li>• Compare two historical figures and identify similarities and differences in their lives.</li> <li>• Express ideas through drawing, sentence writing, and discussion, showing a basic understanding of why these women were significant.</li> </ul>	
2	<p><b>The Great Fire of London</b></p> <p><b>Why did the Great Fire of London spread so quickly, and what changed as a result?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• The Great Fire of London occurred in 1666, starting on 2nd September.</li> <li>• It began in Thomas Farriner's bakery on Pudding Lane.</li> <li>• Factors contributing to the rapid spread included: <ul style="list-style-type: none"> <li>• Wooden buildings built close together.</li> <li>• Dry weather conditions.</li> <li>• Strong winds.</li> </ul> </li> <li>• The fire lasted for four days, destroying a significant portion of London.</li> <li>• Samuel Pepys: Provided detailed diary accounts of the event.</li> <li>• King Charles II: Involved in firefighting efforts.</li> </ul>	<p>Change</p> <p>Rule of law</p>	<p><b>History through words and art – Olaudah Equiano and Yinka Shonibare</b></p> <p><b>How can people use words and art to help others understand the past?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Key facts about Olaudah Equiano’s life and his contributions to the abolition of the slave trade.</li> <li>• How primary sources like autobiographies provide insights into historical events.</li> <li>• The role of art in interpreting and understanding history, exemplified by Yinka Shonibare’s work.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Sequence historical events chronologically.</li> <li>• Extract information from primary sources.</li> </ul>	<p>Identity</p> <p>Change</p> <p>Fairness</p> <p>Conflict</p> <p>Power</p> <p>Rule of law</p> <p>Tolerance</p> <p>Mutual respect</p> <p>Individual liberty</p>	<p><b>Ipswich and Harwich Ports</b></p> <p><b>How did Ipswich and Harwich ports help Britain to trade, travel and defend itself?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Ipswich and Harwich have played crucial roles in trade, travel, and defence throughout British history.</li> <li>• The development of ports influenced local and national economies.</li> <li>• Modern transformations have shifted the functions of these ports.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Chronological understanding of historical events.</li> <li>• Ability to compare and contrast historical and modern-day scenarios.</li> <li>• Developing inquiry skills through questioning and research.</li> </ul>	<p>Identity</p> <p>Change</p> <p>Power</p>

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	<ul style="list-style-type: none"> <li>• Introduction of building regulations requiring brick and stone constructions.</li> <li>• Wider streets to prevent future fires from spreading easily.</li> <li>• Establishment of organised fire services.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Place events in chronological order using timelines.</li> <li>• Identify and discuss causes and consequences of historical events.</li> <li>• Analyse primary sources (e.g., diaries, maps) to gather information about the past.</li> <li>• Compare past and present to identify changes over time.</li> <li>• Communicate historical understanding through writing, discussion, and art.</li> </ul>		<ul style="list-style-type: none"> <li>• Interpret artistic representations of historical events.</li> <li>• Compare different types of historical sources.</li> </ul>			
3	<p><b>Stone Age to Iron Age</b></p> <p><b>How were tools and materials used during the Stone Age and Iron Age?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Stone Age: Children will understand the key periods of the Stone Age (Paleolithic, Mesolithic, Neolithic), the early use of tools, and the shift from hunter-gatherer lifestyles to farming.</li> <li>• Bronze Age: Children will learn about the discovery and use of bronze, how it revolutionized tools, and its impact on farming and warfare.</li> </ul>	Change	<p><b>Ancient Greece</b></p> <p><b>How have the achievements of the Ancient Greeks influenced life in Britain?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Geography: Ancient Greece was made up of independent city-states like Athens, Sparta, and Corinth, located on the Balkan Peninsula with a Mediterranean coastline.</li> <li>• Timeline of Ancient Greece: The unit will cover the Archaic Period, the Classical Period, and the Hellenistic Period, highlighting key historical events such as the birth of democracy</li> </ul>	<p>Identity Change Fairness</p> <p>Democracy Rule of law</p>	<p><b>The Romans</b></p> <p><b>How did the Romans change life in Colchester?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>• The Roman Empire's expansion, especially into Britain.</li> <li>• The significance of Colchester as the first Roman capital of Britain.</li> <li>• Key events such as the Roman military strategies and the destruction of Colchester in Boudicca's rebellion.</li> <li>• How the Romans transformed Britain through infrastructure, urban planning, and military control.</li> </ul>	<p>Identity Power Change Conflict</p> <p>Rule of law</p>

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	<ul style="list-style-type: none"> <li>Iron Age: Children will explore the advancements in iron technology and how iron tools impacted society and the economy.</li> <li>Technological Evolution: The progression from stone tools to metal tools and their impact on daily life, farming, and conflict.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Chronological Ordering: Children will be able to accurately place events and periods in chronological order on a timeline.</li> <li>Comparative Analysis: Ability to compare and contrast tools from different periods, understanding their materials and uses.</li> <li>Historical Inquiry: Using sources (images, replicas, etc.), children will be able to form hypotheses about how tools were used and what their role was in ancient societies.</li> <li>Presenting Historical Findings: Children will be able to present their findings (e.g., in the form of a group project or presentation) comparing tools from the Stone, Bronze, and Iron Ages.</li> </ul>		<p>in Athens, the Peloponnesian War, and the conquests of Alexander the Great.</p> <ul style="list-style-type: none"> <li>Greek Democracy: Cleisthenes is credited with establishing Athenian democracy, including the Boule and the Assembly, key institutions that influenced later democratic systems, such as Britain's Parliament.</li> <li>Greek Philosophy: Socrates, Plato, and Aristotle's contributions to logic, ethics, and science laid the foundations for modern philosophy and scientific inquiry.</li> <li>Olympic Games: The first recorded Olympic Games were held in Ancient Greece, and their legacy continues in modern Olympic Games.</li> <li>Greek Mythology: Key gods and heroes, such as Zeus, Hera, and Hercules, played a major role in Greek culture and continue to influence modern literature and arts.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Historical Inquiry: Children will be able to pose questions and conduct research about the ancient Greeks to deepen their understanding of their society, values, and contributions.</li> <li>Source Analysis: Children will evaluate and compare different types of historical sources (e.g., ancient myths, historical accounts, modern interpretations) to draw conclusions about Ancient Greek life and its impact.</li> <li>Timeline Construction: Children will be able to create a timeline of key events in Ancient Greece and place them in chronological order.</li> </ul>		<p>Skills:</p> <ul style="list-style-type: none"> <li>Historical Map Work: Locate Roman Britain and other key sites of Roman influence.</li> <li>Primary Source Analysis: Interpret images and accounts from Roman times (e.g., temples, military forts, Boudicca's rebellion).</li> <li>Debate: Discuss historical events from multiple perspectives (e.g., Romans vs. local tribes).</li> <li>Report Writing: Write clear, structured historical reports explaining Roman influence on Colchester, including causes and effects.</li> <li>Research Skills: Using different sources of evidence to investigate historical events.</li> <li>Chronological Understanding: Arrange events and developments in chronological order, especially around Roman Britain.</li> <li>The legacy of Roman rule in Colchester, visible in archaeological remains and modern-day urban structures.</li> </ul>	

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			<ul style="list-style-type: none"> <li>Debate and Discussion: Children will engage in debates about the nature of Athenian democracy, comparing it with modern British democracy and drawing conclusions.</li> </ul>			
4	<p><b>The Anglo-Saxons</b></p> <p><b>How did the Anglo-Saxons use art and craft to express their beliefs?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>The Anglo-Saxons arrived in Britain after the Romans withdrew (c. 410–1066) and established various kingdoms.</li> <li>Their society was hierarchical, with kings, warriors, craftsmen, and slaves.</li> <li>Initially, the Anglo-Saxons were pagans, with a belief system centered on gods like Woden, Thor, and Freyja, as well as ancestor worship.</li> <li>Religious beliefs were expressed through art and craft—symbols, jewellery, and decorative items played key roles.</li> <li>Artefacts such as brooches, swords, and jewellery reveal insights into their spiritual and cultural values.</li> <li>Specific symbols (e.g., animal motifs, spirals, crosses) were used to invoke protection or convey status.</li> <li>With the arrival of Christianity, the style and symbolism in art changed, as seen in the evolution of religious imagery and practices.</li> </ul>	<p>Identity Change</p> <p>Individual liberty tolerance</p>	<p><b>The Vikings</b></p> <p><b>What changes did the Viking invasions bring to the everyday lives of people in Britain?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Who the Vikings were and where they came from.</li> <li>Why the Vikings invaded and settled in Britain.</li> <li>How Viking and Anglo-Saxon life differed and overlapped.</li> <li>The effects of Viking settlement on everyday life in Britain (e.g. language, place names, laws, crafts, and farming).</li> <li>How the resistance of Anglo-Saxons, such as King Alfred, shaped Britain.</li> <li>How historians use evidence to understand invasion and settlement.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Sequence key events in the Viking period.</li> <li>Identify cause and consequence of Viking invasions.</li> <li>Use evidence from different sources to draw conclusions.</li> <li>Compare different perspectives (e.g. Viking vs Anglo-Saxon).</li> </ul>	<p>Power Change Conflict</p> <p>Tolerance Mutual respect Rule of law</p>	<p><b>Ancient Sumer</b></p> <p><b>How did trade and technology help the Sumerians build and maintain their cities?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Sumer was located in Mesopotamia, between the Tigris and Euphrates Rivers in modern-day Iraq.</li> <li>Sumerians were one of the earliest known urban civilisations, building city-states such as Uruk and Ur.</li> <li>Cuneiform writing, invented by the Sumerians, was used for record-keeping and communication.</li> <li>They invented key technologies like the wheel and irrigation systems to support farming and city life.</li> <li>Trade with other regions provided them with goods like timber, copper, and precious stones.</li> <li>The ziggurat was a central religious building in each city-state.</li> <li>Sumerians were polytheistic, and religion influenced leadership, daily life, and building design.</li> <li>Priests and kings worked together to maintain social and political order.</li> </ul> <p>Skills:</p>	<p>Identity Power Care</p> <p>Rule of law</p>

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	<ul style="list-style-type: none"> <li>The artistic traditions of the Anglo-Saxons and Scots have influenced later British art and cultural identity.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use primary sources (artefact images, historical texts) to infer the beliefs and values of the Anglo-Saxons.</li> <li>Compare and contrast different historical accounts and artefacts.</li> <li>Place Anglo-Saxon events and developments on a timeline and understand their sequence relative to other historical periods.</li> <li>Identify Anglo-Saxon settlements and key regions (including links to local areas) on a map.</li> <li>Engage in structured debates or role-play scenarios to explore different perspectives (e.g., pagan vs. Christian beliefs, or views of different social groups).</li> <li>Construct written responses, create diagrams, and present findings using evidence-based arguments.</li> <li>Synthesize information into a final project (e.g., a presentation or display) that answers the key enquiry question.</li> </ul>		<ul style="list-style-type: none"> <li>Ask historically valid questions and use research to find answers.</li> </ul>		<ul style="list-style-type: none"> <li>Locate Ancient Sumer on a map and explain why its geography supported city development.</li> <li>Sequence key events in Sumerian history on a timeline.</li> <li>Describe how technology and trade supported the growth of early cities.</li> <li>Identify and interpret artefacts (e.g. tablets, ziggurats, tools) and explain their historical significance.</li> <li>Use historical vocabulary to describe concepts like irrigation, cuneiform, and ziggurat.</li> <li>Communicate ideas clearly in writing, discussion, and diagrams, justifying opinions with evidence.</li> </ul>	
5	<p><b>Kingdom of Benin AD 900 to 1300.</b></p> <p><b>How did the Kingdom of Benin's art and culture reflect its power and wealth?</b></p> <p>Knowledge:</p>	<p>Identity Power</p> <p>Rule of law Tolerance</p>	<p><b>The Middle Ages and the Peasants' Revolt.</b></p> <p><b>Why did the peasants rebel in 1381, and what did they hope to achieve?</b></p> <p>Knowledge:</p>	<p>Change Conflict Fairness</p> <p>Democracy Rule of law Individual liberty</p>	<p><b>Matthew Hopkins and the Witch Hunts</b></p> <p><b>How did Matthew Hopkins influence the witch hunts in East Anglia?</b></p> <p>Knowledge:</p>	<p>Identity Power Change Conflict Fairness</p> <p>Rule of law Tolerance</p>

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	<ul style="list-style-type: none"> <li>The Kingdom of Benin was a powerful West African civilization that thrived from around AD 900-1300.</li> <li>The Oba was the ruler of Benin and controlled trade, military power, and religious life.</li> <li>Benin was famous for its bronzes, ivory carvings, and wood sculptures, which symbolized wealth and power.</li> <li>Benin had a complex trade network, dealing in gold, ivory, and palm oil.</li> <li>Religion was central to Benin's identity, with gods, ancestors, and rituals playing a key role in daily life.</li> <li>The city of Benin was highly organized, with defensive walls and a sophisticated urban structure.</li> <li>The kingdom had strong diplomatic and trade relations with other African and European states.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Use maps and timelines to place Benin in a historical and geographical context.</li> <li>Analyse historical artifacts (such as Benin Bronzes) to infer information about society and power.</li> <li>Compare Benin's political and social structure with other civilizations.</li> <li>Evaluate historical sources and discuss how interpretations of Benin's history have changed over time.</li> <li>Engage in historical debates on the importance of art, trade, and leadership in shaping societies.</li> </ul>		<ul style="list-style-type: none"> <li>The Feudal System structured medieval society with peasants at the bottom.</li> <li>The Black Death (1347-1351) led to major population loss, shifting the balance of power between peasants and landowners.</li> <li>King Richard II was only 14 years old during the Peasants' Revolt.</li> <li>Poll taxes and economic hardship contributed to widespread unrest.</li> <li>John Ball and Wat Tyler were key leaders of the revolt, advocating for social equality.</li> <li>The revolt included a march on London in 1381, where the rebels briefly took control.</li> <li>The revolt was ultimately crushed, with many leaders executed, but it marked the beginning of the decline of feudalism.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Chronology: Place the Peasants' Revolt within the broader medieval period.</li> <li>Cause and Consequence: Identify factors leading to the revolt and its long-term effects.</li> <li>Historical Interpretation: Compare different accounts of the revolt (e.g., from the monarchy vs. the peasants).</li> <li>Source Analysis: Evaluate contemporary sources such as the Anonimalle Chronicle.</li> </ul>		<ul style="list-style-type: none"> <li>The witch hunts in England, Scotland, and Europe were driven by fear, religious beliefs, and political instability.</li> <li>Key figures such as Matthew Hopkins (Witchfinder General) played a role in spreading fear and persecution.</li> <li>Women were disproportionately accused, but men and children were also targeted.</li> <li>Accusations often stemmed from personal disputes, economic hardship, and religious tensions.</li> <li>Trials relied on flawed evidence, including "witch marks" and forced confessions.</li> <li>Punishments ranged from imprisonment to execution, often by hanging in England and burning in Scotland and Europe.</li> <li>The decline of witch trials was influenced by scientific thinking, legal reforms, and changing religious attitudes.</li> <li>Links between the witch hunts and other historical persecutions, such as the treatment of so-called "outsiders" in different societies.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Place the witch hunts in a chronological framework alongside other major historical events.</li> <li>Analyse primary sources (e.g., trial records, pamphlets, woodcuts) for bias and reliability.</li> <li>Explain how historical context influenced attitudes towards witchcraft.</li> </ul>	

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			<ul style="list-style-type: none"> <li>Communication: Present findings through debates, role-play, and structured written arguments.</li> </ul>		<ul style="list-style-type: none"> <li>Compare different interpretations of events (e.g., how Matthew Hopkins saw his role vs. how we view him today).</li> <li>Make connections between historical witch hunts and modern-day scapegoating, fear-mongering, and moral panics.</li> <li>Debate whether historical justice systems were fair and how they compare to today's legal system.</li> <li>Create their own historically accurate account of a witch trial, ensuring it reflects the key elements of the time.</li> </ul>	
6	<p><b>World War II</b></p> <p><b>How did the invasion of Europe affect civilians during World War II?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>The main causes of WWII and key dates (e.g., invasion of Poland, D-Day).</li> <li>The countries involved and alliances formed (Axis and Allies).</li> <li>The experience of civilians in Britain during the Blitz, evacuation, rationing, and women's war roles.</li> <li>The impact of Nazi occupation on European civilians and resistance movements.</li> <li>The significance of the D-Day landings in liberating Europe.</li> <li>How propaganda was used to influence morale and public opinion.</li> <li>Post-war challenges and the rebuilding of communities and families.</li> </ul>	Power Change Care Conflict Fairness  Individual liberty Democracy Rule of law Mutual respect			<p><b>The 'Industrialisation' of Manningtree</b></p> <p><b>What can the story of Manningtree and Lawford tell us about how industrial and social changes affected rural communities?</b></p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Manningtree and Lawford were significantly shaped by industrial changes such as malting, shipbuilding, gasworks, and railway expansion.</li> <li>Social unrest, such as the 1816 Lawford Riot, reflected tensions caused by technological change and poverty.</li> <li>Industrial businesses, including the Mistley maltings and Lawford Ironworks, transformed the economy and landscape.</li> <li>Transportation developments (from coaches to railways) made travel and trade more efficient and changed how people lived.</li> <li>Changes can be seen through maps and surviving buildings; however, much</li> </ul>	Identity Change  Individual liberty

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	<ul style="list-style-type: none"> <li>• Key vocabulary relating to WWII and civilian life.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Sequence key WWII events on a timeline accurately.</li> <li>• Use primary and secondary sources to extract relevant historical information.</li> <li>• Analyse different types of evidence, including letters, photographs, and propaganda posters.</li> <li>• Understand and explain cause and consequence in historical events.</li> <li>• Make links between historical events and their impact on people's lives.</li> <li>• Develop empathy by understanding diverse civilian experiences during war.</li> <li>• Communicate historical understanding effectively through writing, discussion, and presentations.</li> <li>• Use historical vocabulary confidently and accurately.</li> </ul>				<p>history has also been lost or is under threat.</p> <ul style="list-style-type: none"> <li>• There are efforts by local communities and historians to preserve or rediscover forgotten aspects of the past.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Analyse a range of primary and secondary sources to infer information about the past.</li> <li>• Sequence key developments in local industrial and social history.</li> <li>• Explain cause and consequence in relation to rural change.</li> <li>• Use historical vocabulary with precision.</li> <li>• Identify perspectives and understand differing attitudes in the past (e.g. attitudes to machines).</li> <li>• Present reasoned conclusions based on evidence gathered across the unit.</li> </ul>	