

Easingwold Primary School – History Curriculum Progression



EYFS

	Autumn	Spring	Summer
	Me and my past Festivals – Harvest, Christmas Guy Fawkes/Bonfire night, Divali (Rama and Sita), Remembrance Day	(The Monarchy) Relevant UK events. Festivals – Ramadan, Eid. The Mitten – clothes from the past.	History of our school – How has it changed since September? Transition and changes – favourite parts of school year. Where next?
	- Talk about the lives of the people around them and their roles in society; Throughout the year, when the children show an interest (or are encouraged to have an interest), EYFS invite local emergency services and local people with specific jobs in to fulfil this objective. They talk about their roles in society, their lives and the children ask question fostering enquiry skills.		
EYFS Learning and Development Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.		
Early Learning Goal	Past and Present 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.		
Rationale	Me and my past is relevant to the children as this is specifically about them as people, their lives, their pasts. Children explore what has happened to them from birth to now, how this relates to the world and how they have changed. Festivals is relevant to them as it is going on in the world around them, they can spot similarities and differences between festival origin stories and now (e.g. why are there not cars in the Christmas story). These festivals are what the children experience as they go through the autumn term in school. Past is brought in by looking at the history of these events.	Festivals and The Mitten are taught here because of the dates in which the festivals fall and because they are happening in the world around the children. The Mitten is a winter time story so works in January/February with a link to the seasons. It is a story set in the past and brings up lots of discussion of similarities and differences of the past and now. The Monarchy and relevant UK events are relevant to the children because these are events that happen in the world around the children. They will vary depending on what is happening in the world, but will often include some kind of work around the Royal family or royal residences included as part of the UK event.	Transition to a new year group with reflection across the past year. Looking at what has changed in school since the children started, specifically with school building and themselves. Looking towards the future, Year 1 and what they forward to and what will be different/same to now.
Skills	Looking at pictures and listening to stories to gain the skills of inferring information from the pictures, recalling information from stories, making observations about the same and different. Being able to articulate their thoughts about events/things in the past and similarities and differences to now. Children ask questions about the books/pictures/people they encounter.		

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Knowledge	Do they know the difference between same and different? Do they recognise similarities and differences between now and the past in their own lives? Do they recognise similarities and differences between now and the past in the world? Can they recall information about the topics covered? Are children aware of the people in the local, their roles in society and their lives?		
Vocabulary	Past, now, change, old, new, yesterday, today, tomorrow, years ago, long ago, same, different. Specific vocab in People, Culture and Communities ELG	Castle, Queen, royal, king, palace. Event/festival specific vocabulary.	Future, transition, Year 1, change.
Books	Frida Kahlo – self portraits. Me and my past. Christmas Story (DK) Rama and Sita book. Remember, Remember the 5 th of November.	The Mitten Under the Ramadan Moon Queen books (TBC)	TBC
Trips		Bolton Castle	(Transition day to new class.)

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KS1

	Year A			Year B		
Overview	Our staff feel it is very important that children have a solid understanding of the history in their immediate life and surroundings. Therefore, to support the strand of ‘within living memory’, we have decided on an approach where children build their knowledge from the centre (them) out. Children will learn about the changes in school since they began. We will then move on to look at changes within Easingwold, which will feed into the local history studied later in LKS2. This will then feed into local WW2 history which will, again, create a bridge between KS1 and the LKS2 unit on the Battle of Britain.			This year will focus on significant people and encompass some world history, building on from Year A; this can support irrespective of children joining in Year A or B. This stands alone from Year A so it doesn’t rely on previous knowledge if children are joining in Year B. These units highlight the importance of women in history and their influence on our society.		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Changes in School	Changes in Easingwold	How did WW2 affect Easingwold?	Rosa Parks vs Emily Davison	Captain Cook	Grace Darling
Unit Rationale	Builds on EYFS understanding of transition. Making knowledge of school history explicit and gives children an understanding of changes in their immediate environment. Starting with children at the centre of their own history to ensure a solid foundation to build on.	Children begin to understand their history within the local area in relation to them and their life. Understand changes within local memory and how recent events have shaped their own experiences within their town.	Extending their understanding of within living memory to beyond living memory in relation to historical events in their locality. Children will learn about a significant event in history and how this shaped the history of their locality.	Ensuring children understand the role of influential women in history and how their sacrifice shaped the world they live in today. Showing children how they can have an impact on shaping the future based on their understanding of the past.	Introducing children to world history through a significant, local individual. Sharing his successes and barriers and sharing how his achievements have impacted our lives. Showing children how they can have an impact on shaping the future based on their understanding of the past.	Showing children how the actions of a significant, local individual made way for the development of a national organisation. Another opportunity to study influential women in history to add to children’s understanding of diversity and steps to equality.

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<p>National Curriculum Statement</p>	<p>Changes within living memory.</p>	<p>Changes within living memory, these should be used to reveal aspects of change in national life – COVID, wearing masks, what are shops like now?</p>	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example events commemorated through festivals or anniversaries – Remembrance Day – Easingwold Memorial] <p>Significant historical events, people and places in their own locality - Easingwold Memorial</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements – RNLI, Lifeboats, Water safety.</p>
<p>Skills</p>	<p>Time, Change, Chronology</p> <p>Historical Evidence</p>	<p>Time, Change, Chronology</p> <p>Historical Evidence</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Historical Evidence</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results –</p> <p>Interpretations</p> <p>Historical Evidence</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>
<p>Knowledge</p>	<p>To know how the school is different now to when they started.</p> <p>To recall changes and explain why some of them have happened.</p>	<p>To recall the events they remember from their time.</p> <p>To know the cause of the pandemic and the changes it has brought – wearing masks, social distancing, working from home.</p> <p>To reflect on how their lives change in lockdown – mental</p>	<p>To recall a brief history of what happened and a timescale.</p> <p>To know that people from Easingwold fought in the war and died.</p> <p>They will know about the war memorial.</p> <p>To study information about one person from the war memorial in depth.</p>	<p>To know who these women are.</p> <p>To understand their role in equal rights movements.</p> <p>To understand their impact on wider society and history here after.</p>	<p>To know a brief chronology of his voyages.</p> <p>To understand the role of an explorer and why we need them.</p> <p>To explain why his voyages were so important to society today.</p> <p>To identify some successes and problems</p>	<p>To know who Grace Darling is and what made her famous.</p> <p>To explain what we can learn from Grace Darling’s examples.</p> <p>To know who founded the RNLI, and when. To know the role of the RNLI and it’s importance in keeping people safe.</p>

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		health impact of lockdown, use of time, home schooling.			he encountered on his travels.	
Vocabulary	Change Similar, Different, school, Transition	Global Pandemic Georgian Social distancing Isolation Mental health	War Memorial Sacrifice Conscription Rationing	Equal rights Influential Segregation Civil rights Discrimination Suffragette Activist protest	Captain Cook Navigator Captain Pacific Islands Endeavor Wreckage Botany Bay Voyage	Grace Darling founded Atlantic 85 National Achievement Invention
Trips	School		Easingwold		Captain Cook Memorial Museum	RNLI – Filey?

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LKS2

	Year A			Year B		
Overview	<p>It was agreed by staff that these units should be taught chronologically and there should be a key theme of continuity and change. The Stone and Iron age has influences into the Roman period and children will be able to understand the progression of these time periods and the changes that occurred if they study them sequentially. In addition, the Romans have a great influence on our local architecture and, being so close to York, there is a lot of understanding and historical knowledge to exploit from these objectives. As there is a lot of Roman history here, we felt we needed the time to do it justice, with the summer term building on the knowledge from Spring term, but with a larger focus on local history and the legacy we can see in our locality today.</p>			<p>This year will focus more on the local history of Easingwold and will contain more of our local history studies. We will exploit the local history links we have with Georgians and WW2, looking at the development of housing, development of the railway in York and our local history with the WW2 memorial statue. The decision to split the LKS2 knowledge was again rooted in ensuring our children don't miss valuable learning if they enter on Year B; these years can be studied in any order.</p>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Stone Age into Iron Age	The Romans Invasion	What did the Romans do for us? 1066+ Legacy of the Roman Culture	Local Study A Georgian Market Town – Easingwold's Georgian History	Victorian Railways How did the railway infrastructure shape York?	Local Battle of Britain How was Easingwold affected by WW2?
Unit Rationale	<p>Based on the national curriculum, starting with the unit at the beginning of the chronology to ensure children can make links between eras going forward. This makes way for other connections and an understanding of chronology and continuity and change throughout KS2.</p>	<p>Building on the chronology from the previous unit to show similarities, differences and changes moving through British history.</p>	<p>Building on their understanding of the previous unit and ensuring enough time to the explore the full impact of how the Roman culture shaped life in our locality (York) up to the present day.</p>	<p>This unit builds on the understanding children gained when studying their locality in KS1. Delving deeper into a significant period of history beyond 1066 which impacted their local area. This begins children's understanding of more modern chronology.</p>	<p>This builds on children's chronology of the previous unit whilst also furthering their historical understanding of the impact of inventions and technological advancements over time within the wider local area and its impact on trade and national life.</p>	<p>This builds on children's understanding of the KS1 learning around WW2. This unit has a greater focus on the impact of the Battle of Britain and technological advancements. Similarly, it also draws on our local history and their understanding of how Easingwold was affected by WW2.</p>

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<p>National Curriculum Statement</p>	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire 	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity – Roman Roads, Numbers, Language, Christianity <p>The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</p>	<p>A local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. — Georgian market town working outwards up to present times and developments.</p>	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: a significant turning point in British history, for example, the first railways – York’s railways and the infrastructure changes</p>	<p>A local history study:</p> <ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> A significant turning point in British history, for example, the first railways or the Battle of Britain – WW2 in Easingwold, War Memorial
<p>Skills</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Historical Evidence</p>	<p>Time, Change, Chronology</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>
<p>Knowledge</p>	<p>Late Neolithic - To know what stone age Britain was like. To understand how hunter-gatherers supported themselves and the importance of farming, including Skara Brae.</p>	<p>To know the timeline and importance of the different invasions, including the reason for Hadrian’s wall. To know how the Roman empire came to be so powerful. To understand the structure of the Roman</p>	<p>To know and recall the various legacies that the Romans left behind and their impact on society today, including infrastructure and technology. To know some traditions of Roman life and their lasting impact</p>	<p>To know the chronology of history from the Georgians in relation to now. To have a brief knowledge of the Georgian times and who was in power. To understand the development of</p>	<p>To know when the railway infrastructure was introduced and who by. To understand the impact of rail travel on the locality, since the beginning until now.</p>	<p>To know the events that led to WW2 and its impact on the country nationally – why was this a turning point? To know how the war affected the welfare of citizens nationally. To know how citizens used resources, such as</p>

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	<p>Bronze age - To understand the impact of early technology and travel e.g. stone henge.</p> <p>Iron Age – To know how tribal kingdoms affected the country. To understand their some of the culture they adopted.</p>	<p>army and why it was so powerful.</p> <p>To know some of the battles that took place in the strive for land.</p> <p>To know the story of Boudicca and it’s impact on the British resistance.</p> <p>To understand the key reasons for why the Romans withdrew from Britain.</p>	<p>on how we live e.g. housing, food, entertainment</p>	<p>Easingwold since the Georgian times.</p> <p>To track the development of infrastructure from Georgian times.</p>		<p>food and people, to support themselves e.g. dig for victory, land girls, women’s jobs</p>
Vocabulary	<p>Prehistory</p> <p>Hunter-gatherer</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Neanderthal</p> <p>Homosapiens</p> <p>Roundhouse</p> <p>Bronze</p> <p>Celt</p>	<p>Centurion</p> <p>Emperor</p> <p>Gladiator</p> <p>Empire</p> <p>Testudo</p> <p>Legionary</p> <p>Chariot</p>	<p>Toga</p> <p>Coliseum</p> <p>Amphitheatre</p> <p>Republic</p> <p>Mosaic</p> <p>Hypocaust</p>	<p>Tudors</p> <p>Stuart</p> <p>Victorians</p> <p>Poverty</p> <p>Population</p> <p>Economy</p> <p>Reign</p> <p>Empire</p> <p>Invention</p>	<p>Invaders/Settlers</p> <p>Black death</p> <p>Industrial revolution</p> <p>Steam engine</p> <p>Locomotive</p> <p>Trade</p> <p>George Hudson</p>	<p>Rationing</p> <p>Conscription</p> <p>Memorial</p> <p>Nazi</p> <p>Hitler</p> <p>Dictatorship</p> <p>Evacuation</p> <p>Germany</p>
Trips	<p>Murton Park</p>	<p>Vindolanda</p>		<p>Easingwold</p>	<p>Railway Museum/York</p>	

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UKS2

	Year A			Year B		
Overview	<p>This year focuses on working chronologically and cumulates in a study through time of black history and slavery. These create stand-alone units which mean that children do not need prior knowledge of what was taught in Year B, should they join the key stage in Year A. Similarly, these are grouped with the view that once children reach this point, they have developed their history skills sufficiently so that they can questions some of the trickier social aspects of history since 1066; slavery, politics and death. It also builds on understanding from KS1 from Rosa Parks and Emily Davison.</p>			<p>This year focuses on ancient history, creating stand-alone units. This means that children do not need prior knowledge of what was taught in Year A, should they join the key stage in Year B. Similarly, these are grouped with the view that once children reach this point, they have developed their history skills sufficiently so that they can questions some of the trickier social aspects of ancient history; death, rituals, social progression.</p>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Anglo Saxons vs Scots	Viking Struggle for Power	Slavery and Black History A study of one aspect in history since 1066	Egypt	Greece	Maya
Unit Rationale	<p>Chronologically, this follows on from children’s work on Romans and explores another significant invader and settler, where children can make further connections about change and continuity throughout British history. A chance to explore social and political history within kingdoms of England.</p>	<p>Chronologically, this follows on from children’s work on Anglo Saxons and explores another significant invader and settler, where children can make further connections about change and continuity throughout British history. A chance to compare the strategies and politics used by invaders and settlers over the history of Britain.</p>	<p>An opportunity for children to study the changes in social history, the struggle for equality within races and the continuity and change of slavery over time. This will draw on children’s KS1 understanding of how learning about the past can shape the future as children study the recent ‘Black Lives Matter’ movement.</p>	<p>A chance to study international history in sequence and develop their understanding of ancient history practises and which of these still exist in some form in our society today. It is the aim that by this point in childrens’ school careers, they will be equipped with the necessary skills to draw comparisons and make connections by contrasting the cultural practises throughout the ancient civilisations.</p>		

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<p>National Curriculum Statement</p>	<p>Britain’s settlement by Anglo-Saxons and Scots: Scots invasions from Ireland to north Britain (now Scotland)</p> <ul style="list-style-type: none"> • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • Changing of slavery • Laws around Slavery • Modern day ‘Black lives matter’ 	<p>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 Egypt</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</p> <ul style="list-style-type: none"> • Language • Maths/Science • Architecture 	<p>A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</p>
<p>Skills</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>	<p>Time, Change, Chronology</p> <p>Reasons and Results</p> <p>Interpretations</p> <p>Historical Evidence</p> <p>Significance</p>
<p>Knowledge</p>	<p>Understand how Anglo Saxons fit into the timeline – after Romans. To know who the Anglo Saxons were, where they came from and why they came to Britain.</p>	<p>To understand where the Vikings fit into the timeline – cross over with Anglo Saxon. To know who the Vikings were, where they came from and why they came to Britain.</p>	<p>To understand what the Slave trade and the Slave triangle was and why it happened. To understand the differences between white and black rights during the time of the slave trade.</p>	<p>To identify similarities and differences between the earliest civilisations. To find out about ancient Egyptian life by looking at artefacts and asking perceptive questions.</p>	<p>To identifying the chronological context of the Ancient Greeks. To identify the similarities and differences between the Greek city-states. To identify the major Greek achievements.</p>	<p>To know who the Maya were and where they lived. To understand the Mayan way of life and culture. To understand the differences between what was happening in</p>

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	<p>To know how Anglo Saxon society was organised.</p> <p>To understand how Britain was divided – Kingdoms – and how the Anglo Saxon organisation of the country paved the way for today’s counties.</p> <p>To understand where and why Anglo Saxon settlements were built.</p> <p>To know who the Scots were and where they lived.</p> <p>To understand why the Scots and Anglo Saxons invaded each other.</p> <p>To know what Anglo Saxon Britain was like.</p>	<p>To understand the struggle for land/power between Anglo Saxons and Vikings.</p> <p>To know about key Viking invasions and events.</p> <p>To understand the Anglo Saxon justice system.</p> <p>To know who Alfred the Great and Athelstan were and their importance in the Anglo Saxon/Viking struggle.</p> <p>To know about Edward the Confessor and his importance in British history.</p>	<p>To know what was traded and understand the economic importance during this time.</p> <p>To understand how the slave trade changed the world.</p> <p>To know who Abraham Lincoln was and why he was significant.</p> <p>To understand how the slave trade is still impacting the lives of black people around the world today.</p> <p>To know that modern slavery exists.</p>	<p>To place ancient civilisations into chronological order and comment on their position in history.</p> <p>To understand the many achievements of the Ancient Egyptians and their impact on today.</p> <p>To understand the continuity and change of housing throughout periods of history.</p> <p>To understand the societal structures of Ancient Egypt.</p> <p>To investigate the belief systems of contrasting civilisations.</p> <p>To understand the process of mummification and its impact on today’s world.</p>	<p>To identify the impact of the Greeks on the western world.</p> <p>identify Alexander the Great’s role in spreading Greek culture.</p> <p>To identify similarities and differences between Greek and Roman cultures.</p>	<p>Britain and in Mexico at this time.</p> <p>To understand Mayan society and hierarchy.</p> <p>To know about Mayan city states, invasions and war tactics.</p>
Vocabulary	<p>Angles</p> <p>Saxons</p> <p>Jutes</p> <p>Farmer-warrior</p> <p>Manuscript</p> <p>Christianity</p> <p>Augustine</p> <p>Monk</p>	<p>Longboat</p> <p>Longhouse</p> <p>Chieftain</p> <p>Danegeld</p> <p>Raid</p> <p>Trade</p> <p>Figurehead</p> <p>Chainmail</p>	<p>Slavery</p> <p>Slaves</p> <p>Abraham Lincoln</p> <p>Socio-economic</p> <p>Black Lives Matter</p> <p>Human rights</p>	<p>Canopic jar</p> <p>Pharaoh</p> <p>Papyrus</p> <p>Sarcophagus</p> <p>Afterlife</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Shaduf</p>	<p>Democracy</p> <p>Acropolis</p> <p>City-state</p> <p>Parthenon</p> <p>Olympics</p> <p>Philosopher</p> <p>Mythology</p> <p>Aristocrat</p>	<p>Dynasty</p> <p>Stela</p> <p>Hieroglyphics</p> <p>Sacrifice</p> <p>City-states</p> <p>Pyramid</p> <p>Bloodletting</p> <p>Cacao</p>

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		Valhalla		Sphinx Egyptologist		
Trips						

HA – Concepts in History to be taught in our History Curriculum

- **Time, Change, Chronology** – to create a sense of period and time, the sequence of when things happened, what changed and what continued, what we might see as progress.
- **Reasons and Results** – how can we explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?
- **Interpretations** – how and why does the way that history is produced differ? Do we all understand the past in exactly the same way? How do we show what the past was like?
- **Historical Evidence** – what do we use to find out about the past? How can we use this material safely to produce the best history we can? What are the problems when using historical sources?
- **Significance** – how do choose what is most important in history as we cannot use everything?