



Kingsholm C of E Primary School and Nursery

Historical skills should be taught throughout each term (where possible all skills must be discreetly covered in every topic, where specific skills are clearly covered in a lesson they should be included in the LI's) ALL skills must be covered at least once within the academic year.
Please ensure you are aware of the end goals for each Key stage.

		Autumn		Spring		Summer	
Nursery	Learning Intentions						Vocabulary
Learning	Exploring the foundations of historical skills such chronology and developing knowledge the children will begin to make sense of their expanding world and their place within it through nurturing wonder, curiosity and exploration. The children remain at the centre of this as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects.						
	To talk about present events in their own lives and in the lives of family members. To know what they did in the past e.g. I went on holiday. Yesterday I went to the park. To identify similarities and differences. To observe their surroundings. To use pictures and stories to talk about things they recognise. To talk about similarities and differences between themselves and others.						
Reception	Learning Intentions						
Learning	Exploring the foundations of historical skills such chronology and developing knowledge the children will begin to make sense of their expanding world and their place within it through nurturing wonder, curiosity and exploration. The children remain at the centre of this as they use historical artefacts such as pictures and stories to explore their family, familiar people and objects which in turns helps the children to learn, recognise and make connections about how culturally, socially, technologically and ecologically diverse our world is.						Timeline Old New Past Present
	To talk about past and present events in their own lives and in the lives of family members. To observe history within their own timeline. To recognise old and new in order. To describe similarities and differences. To observe their surroundings and how things change over time. To use pictures to talk about history in their own timeline. To use pictures, stories, artefacts and accounts form the past and explain similarities and differences. To compare characters from stories, including figures from the past. To talk about similarities and differences between themselves and others, and among families, communities and traditions. To talk about similarities and differences between themselves and others and how these have changed in their own timeline.						
Year 1 historical skills – Please highlight when the skills have been taught.							
Skills Chronology	LI's To recognise that events happen in order. To identify past and present. To describe old and new on a timeline. To select and place images on a timeline in the correct order for the time period being studied. To observe changes that have occurred in their own lives.			Order Time period			
Skills Use of sources and evidence	To ask simple questions about what they can see/want to find out. To observe artefacts. To identify artefacts/sources and begin to answer simple questions (what, when, who). To observe images, videos and simple written sources to see how we learn about the past. To describe the significance of historical evidence when learning about the past.			Artefacts Images Documents (written evidence) Historical evidence Observations			
Skills Historical concepts	To observe there are different time periods in history. To recognise why people or events are significant (nationally or globally). To recognise aspects of change in national life (i.e., how toys have changed in their living memory).			Importance (significance)			
Skills Interpretations of history	To use stories to learn about history. To identify sources to learn what happened in the past.						
		Autumn		Spring		Summer	
Year 1		Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary

New Learning Knowledge		Unit 1 – Toys Enquiry Question: Have children always had the same toys to play with? <u>Knowledge:</u> To describe what toys are like today (including different toys from different cultures). To identify what our grandparents' toys were like and describe how we know. To categorise if toys are old or new. To recognise what we can learn about the past from toys.	Knowledge Specific Toys Culture	Unit 2 – The first flight and flight innovation Enquiry Question: How have key people impacted the history of flight through innovation? <u>Knowledge:</u> To identify and describe what can fly. To compare flight in the past with today. To recognise the Wright Brothers were and observe the impact of their innovation. To investigate the first plane flight. To investigate Amelia Earhart and her connection to flight. To investigate Bessie Coleman and her connection to flight. To recognise Frank Whittle and his impact on flight (local history study, Jet Engine invented in Gloucester).	Knowledge Specific Innovation Flight Plane Hot air balloon Glider Aeroplane Passenger plane Jet Engine Key people: Wright Brothers Amelia Earhart Bessie Coleman Frank Whittle	Unit 3 – Going to the seaside Enquiry Question: How have holidays to the seaside changed over the last hundred years? <u>Knowledge:</u> To identify what is meant by the seaside and recognise what a seaside resort is like today. To observe which seaside areas people, visit today and explain why. To describe what seaside resorts were like a hundred years ago. To recall how we know what seaside holidays were like a hundred years ago. To compare why people a hundred years ago and today go to the seaside. To describe how seaside holidays have changed within the last hundred years.	Knowledge Specific Seaside Holiday Resort
Rapid recap		Key questions to ask: What is history? How do we learn about the past? What do we already know?		Key questions to ask: What is history? How do we learn about the past? What do we already know? Rec-cap key historical vocab from toys unit.	Chronology Old New Order Present Past Time period Sources and evidence Artefacts Images Documents (written evidence) Historical evidence Observations Historical concepts/Interpretation of history Significance	Key questions to ask: What is history? How do we learn about the past? What do we already know? Rec-cap key historical vocab	Chronology Old New Order Present Past Time period Sources and evidence Artefacts Images Documents (written evidence) Historical evidence Observations Historical concepts/Interpretation of history Significance
Year 2 historical skills – Please highlight when the skills have been taught.							
Skills Chronology	To recognise that events happen in time order. Autumn 2023 To identify first, second, third/ past and present. Autumn 2023 To sequence and label people and events from the current study on a timeline. Autumn 2023 To sequence and label people and events from the prior study on a timeline.				Period of history Chronological order Century (with reference to the monarchs studied)		
Skills Use of sources and evidence	To ask simple questions about what they can see/want to find out. Autumn 2023 To observe historical sources and artefacts. Autumn 2023 To identify artefacts/sources to answer simple questions (what, when, who). To observe images, videos and simple written sources to see how we learn about the past. Autumn 2023 To describe the significance of historical evidence when learning about the past.				Archaeology Archaeologist		
Skills Historical concepts	To describe what happened in a time period in relation to a certain aspect of history (e.g., education). To identify similarities and differences in two time periods. To recall why people or events are significant (nationally or globally). Autumn 2023 To compare and contrast significant events or individuals from different time periods. To describe key changes in a time period. Autumn 2023				Similarities Differences Connections Compare Contrast		
Skills Interpretations of history	To describe why we use sources to learn about the past. Autumn 2023				No new vocabulary		
		Autumn		Spring		Summer	
Year 2		Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning		Unit 1 – Gloucester Docks Enquiry Question: What happened during the Industrial revolution and what evidence can we observe in Gloucester? <u>Knowledge:</u> To recognise what the Industrial Revolution was.	Knowledge specific Society Industrial Revolution 1800s Gloucester Docks Lifestyle	Unit 2 – The Great Fire of London <u>Knowledge:</u> <u>To place events in London on a timeline</u> The understand what the fire was and how it started	Knowledge specific Monarch Queen Elizabeth 1 Elizabethan England Queen Victoria Education British History Society Victorian Britain	Unit 3– Castles Enquiry Question: How have castles changed over time and what was life like in a normal Norman castle? <u>Knowledge:</u> To observe how castles have changed over time.	Knowledge specific Castle Norman/s Various time periods (depending on choices for comparison) Invade Lifestyle

		To describe the narrative of Gloucester Docks during the 1800s To describe what life was like in Gloucester during the Industrial Revolution. Links with Geography Links with Art- Roses and Castles		To use evidence to understand what happened during the great fire To explain why the fire was so difficult to put out To deduce if more could have been done to stop the fire Links with music- London's burning		To describe the similarities and differences between castles from two different time periods. To identify how and why castles changed within the Norman time period. To identify key features of a Norman castle and describe why it was difficult to invade. To identify what life was like for rich people inside a Norman castle. To describe the different jobs in a Norman castle. Trip to Warwick Castle	Rich Poor
Rapid Recap		Key questions to ask: What is history? How do we learn about the past? What do we already know?	(From Year 1) Chronology Old New Order Past Present Time period Sources and evidence Artefacts Images Documents (written evidence) Historical evidence Observations Historical concepts/Interpretation of history Significance	Key questions to ask: What is history? How do we learn about the past? What do we already know?	Chronology Period of history Chronological order, Century (with reference to the monarchs studied) Sources and evidence (no new vocab) Historical concepts/Interpretation of history Similarities Differences Connections (over different time periods) Compare	Re-cap will occur throughout the term with the children using the knowledge from spring term to make connections between Queen Victoria and the industrial revolution.	Topic specific Monarch Queen Elizabeth 1 Elizabethan England/Elizabethan Age Queen Victoria Victorian Britain 16th Century Education British History Industry Education Society Gloucester Docks Chronology Period of history Chronological order, Century (with reference to the monarchs studied) Sources and evidence (no new vocab) Historical concepts/Interpretation of history Similarities Differences Connections (over different time periods) Compare
Year 3 historical skills – Please highlight when the skills have been taught.							
Skills Chronology	To sequence and label past and present learning on a timeline (including dates). To summarise the narrative (including changes) within the time periods being studied.				historical changes over time		
Skills Use of sources and evidence	To compare and contrast a range of historical sources. To select appropriate historical sources to describe the history being studied. To demonstrate understanding of the significance of historical evidence.				Significance		
Skills Historical concepts	To summarise change and continuity within a time period. To explain the impact of a time period on Britain.				continuity and change impact		
Skills Interpretations of history	To speculate how history can be represented in different ways.				No new vocabulary		
		Autumn		Spring		Summer	
Year 3		Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	

New Learning		Unit 1 – Stone Age → Iron Age Enquiry Question: What changes are there in people's lives, settlement and innovation during the Stone Age, Bronze Age and Iron Age? <u>Knowledge:</u> To know when the Stone Age, Bronze Age and Iron Age were and place in chronological order on a timeline. To discover how much life changed for people in the Stone Age as they started to farm. To investigate what Skara Brae tells us about life during the Stone Age. To describe key changes in the lives of people from the Stone Age to the Bronze Age. To summarise what life was like during the Bronze Age. To summarise what life was like during the Iron Age.	Knowledge specific: Pre-history Stone Age Old Stone Age New Stone Age Bronze Age Iron Age Settlements Prehistoric BCE BC	Unit 2 – Romans Enquiry Question: Who were the Romans and why did they invade Britain? What were cities and towns like in Britain during the time of the Romans? <u>Knowledge:</u> To recall who the Romans were and when and where the Roman empire existed and how it expanded. To describe why the Romans invaded Europe and Britain - (what was it about Britain specifically?) To speculate how the Romans kept control of such a vast empire. To demonstrate understanding of what cities and towns were like in Roman Britain. To observe Roman Gloucester, describing what it was like and what remains today. To summarise some of the key ways the Romans impacted Britain (Innovation).	Knowledge specific: Romans Empire Invade Settlement Occupy Innovation Society Control Citizen Glevum	Unit 3 – Changes over time Enquiry Question: What are some of the key changes in settlements and technology from the Stone Age-Romans? <i>The following LI's should cover more than one lesson to enable the students to develop a depth of understanding.</i> <u>Knowledge:</u> To demonstrate understanding and summarise some of the significant changes over time from Stone Age - Romans, focussing on changes in settlements. To demonstrate understanding and summarise some of the key changes from the Stone Age - Romans focusing on technology.	Knowledge specific: Refer back to Autumn and Spring Vocabulary.
Rapid Recap		Key questions to ask: What is history? How do we learn about the past? What do we already know? To recognise what the Industrial Revolution was. To recall the impact of the Industrial Revolution on the world. To recall the impact of the Industrial Revolution on Britain. To describe the narrative of Gloucester Docks during the 1800s (cover across two lessons). To describe what life was life during the Industrial Revolution. Can we place the events we learnt about in year two on a timeline? Was this before or after the Stone Age, Iron Age and Bronze Age?	(From Year 2) Chronology Period of history, chronological order, century (with reference to the monarchs studied) Sources and evidence (no new vocab) Historical concepts/Interpretation of history similarities differences connections (over different time periods) compare	Key Questions to ask: What is History? How do we learn about the past? What do we know about the Sone-Age – Iron age and changes that occurred during these prehistoric times? Re-cap learning about the key changes in people's lives during the Stone Age, Bronze Age and Iron Age, thinking specifically about settlements and innovation.	Topic Specific: Stone Age Bronze Age Iron Age Settlements Innovation/technology Prehistoric BCE BC Chronology historical changes over time Sources and evidence Significance Archaeology Archaeologist Historical concepts/Interpretation of history continuity and change contrast impact	Key questions to ask: What is history? How do we learn about the past? What do we already know about the Stone Age-Romans and changes that occurred during these times? Re-cap will occur throughout the term with the children using the knowledge from Autumn and Spring to make connections and look at some of the key similarities and differences between Stone Age – Romans (specifically settlements/innovation and society education)	
Year 4 historical skills – Please highlight when the skills have been taught.							
Skills Chronology	To sequence and label past and present learning on a timeline (including dates). To summarise the narrative (including changes) across different time periods.				No new vocabulary		
Skills use of evidence and sources	To compare and contrast a range of historical sources and explain their significance. To use historical sources to speculate what was happening in a given time period. To demonstrate understanding and explain the significance of historical evidence.				No new vocabulary		
Skills Historical concepts	To summarise continuity and change across different time periods (passing of time). To summarise the impact of different time periods on Britian.				No new vocabulary		
Skills Interpretation of history	To speculate and explain how history can be represented in different ways.				No new vocabulary		
		Autumn		Spring		Summer	
Year 4		Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	
New Learning		Unit 1 – Anglo-Saxons	Knowledge specific Anglo-Saxons	Unit 2 –	Knowledge specific Traditions	Unit 3 – Benin	Knowledge specific Benin

		Who were the Anglo-Saxons and what was life like during Anglo-Saxon Britain? To explain why the Anglo-Saxons invaded Britain and explore how we can know where they settled? To summarise how Anglo-Saxon lives changed when Christianity came to Britain. To recall how Britain was geographically and politically divided during Anglo Saxon Britain and identify the reasons for this (i.e. warfare) To explain what settlements were like during Anglo Saxon times To summarise who Aethelflaed was and identify her impact on society at the time. To evaluate how the Anglo-Saxons helped shape Britain	Scots Settlements East Anglia Wessex Mercia Northumbria Christianity Pagan Aethelflaed Society	What are the significant changes to settlements over time (case study Gloucester). To consider the changes in the city of Gloucester over time (dating back to the time of the Romans) – i.e., settlements To investigate the importance of Gloucester Docks in the history of Gloucester. <u>Knowledge:</u> To investigate key historical time periods evident in Gloucester (focusing on people/places and events) To consider the changes in the city of Gloucester over time (dating back to the time of the Romans) – i.e., settlements To investigate the significance of Gloucester Cathedral within different time periods. To investigate the importance of Gloucester Docks in the history of Gloucester. To investigate Robert Raikes and his significance in early education and the establishment of the Sunday school. To investigate the importance of John and Joan Cooke in the establishment of the first Grammar school (Crypt). To investigate the cultures and traditions of people in Gloucester (2 lessons with one lesson having a focus on traveller community) <u>Using:</u> Fieldwork/artefacts/images/documents To use evidence to show the importance of Gloucester through time	Settlements Gloucester Docks	Enquiry Question: How was life during eighteenth century different in Benin and Britain? Why was Benin significant during Victorian Britain? <u>Knowledge</u> To justify why we should study Benin and where it fits in our chronology of British History. To evaluate what Benin was like during the eighteen century. To summarise the changes that took place when European settlers started trading with Benin. To make reasoned judgements on the links between Victorian Britian and Benin and to analyse the effect this had on the people of Benin. To make reasoned judgements as to whether the Benin Bronzes should be returned to Benin.	West Africa Victorians Society Settlements Innovation Technology
Rapid Recap		Key Questions to ask: How do we learn about the past? What do we know about the Sone-Age – Romans? What are some of the key changes that occurred during these times? What evidence can we use to learn about the past? Timeline of learning to date (Stone age – Romans, plus Queen Elizabeth, Queen Victoria, present-day)	(From Year 3) Chronology Historical changes over time Sources and evidence Significance Historical concepts/Interpretation of history Continuity and change Contrast Impact	Key questions to ask: What is history? Why is history important? How do we learn about the past? What evidence can we use to learn about the past? Re-cap will occur throughout the term with the children using the knowledge from all previous learning to make connections and look at some of the key similarities and differences between the different time periods (specifically settlements/innovation and society education)	Chronology oral history Sources and evidence viewpoint Historical concepts/Interpretation of history (no new vocab) Stone Age Iron Age Bronze Age Romans Anglo-Saxon Elizabethan England (16th Century) Victorian Britain (18th Century) Present-day Education Innovation Technology Settlements Society	Key questions to ask: What is history? Why is history important? How do we learn about the past? What are some of the key changes that have occurred in Britain in the time periods studied (specifically relating to education/innovation/society) What evidence can we use to learn about the past?	All previous vocab from– Chronology sources and evidence historical concepts/interpretations

Year 5 historical skills – Please highlight when the skills have been taught.							
Skills Chronology	To sequence and label past and present learning on a timeline, including explanations. To apply knowledge and understanding of the chronology of all history studied. To critique the narratives across different time periods.			Critique			
Skills Use of sources and evidence	To justify the use of certain historical sources to reach informed conclusions. To make connections about the reliability of historical sources (depending on the historical time period being studied). To identify that some historical sources may contain varying viewpoints.						
Skills Historical concepts	To evaluate continuity and change across different time periods (passing of time).			Consequence Trend			
Skills Interpretations of history	To justify why history is represented in different ways and hypothesise why.			Hypothesise			
		Autumn		Spring		Summer	
Year 5		Learning Intentions	Vocabulary	Learning Intentions	Vocabulary	Learning Intentions	Vocabulary
New Learning		<u>Unit 1 – Anglo-Saxons and Vikings</u> Who were the Vikings and how did they impact Britain? How did the Anglo-Saxon and Viking struggle impact Britain? To investigate who the Vikings were and discover why they invaded Britain To summarise the similarities and differences between why the Anglo-Saxons and Vikings came to Britain cut out To speculate why the Vikings had such a bad reputation. To discover what we can learn about Viking settlements from the study of place name endings Understand how the Vikings tried to take over Britain and how close they got. To summarise how the Saxons were able to see off the Viking threat? To make reasoned judgements of the impact King Alfred had on Britain.	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> <u>Historical concepts/Interpretation of history</u> cause consequence trends	<u>Unit 2 –</u> Enquiry Question: What were some of the achievements of Ancient Egyptian civilisation and how have impacted the Western world? <u>Knowledge:</u> To understand why we should study Ancient Egypt and where it fits in our chronology of British and World History To discover what sort of place Ancient Egypt was (i.e. settlements/society/innovation) To discover what some of the achievements of the Ancient Egyptians were and how they have impacted Britain To discover what Ancient Egypt had in common with other societies at the time To understand how people communicated in the Ancient world and compare to today To know about the opening of Tutankhamun's tomb	<u>Topic specific</u> Ancient Egypt Tutankhamun Settlements Innovation Technology Settlements Society	<u>Unit 3 –</u> Enquiry question: How has crime and punishment changed over time? To investigate how crimes linked to Roman society. To investigate Anglo-Saxon crime and punishments. To deduce what the tale of Robin Hood tells us about medieval justice. To use sources to investigate Tudor crime and punishment. To investigate what a highwayman was and to argue why someone would or wouldn't not want to become one. To investigate what a Gloucester Victorian prison was like. (change depending on resources we get for this lesson) To evaluate the key changes to crime and punishment over time and the similarities today.	<u>Topic specific</u>
Rapid Recap		<u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence is reliable? Timeline of time periods studied so far	<u>(From Year 4)</u> <u>Chronology</u> Oral history <u>Sources and evidence</u> Reliability Viewpoint <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic specific</u> Anglo-Saxons Scots Settlements East Anglia Wessex Mercia Northumbria Christianity pagan Aethelflaed Society	<u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? What do we already know about key people/events that are linked to Gloucester? (e.g. Aethelflaed and the Skeleton women) Timeline of time periods studied so far	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> bias <u>Historical concepts/Interpretation of history</u> Cause Consequence Trends	<u>Key questions to ask:</u> What do we already know? What evidence can we use to learn about the past? How do we know if evidence shows? Timeline of time periods studied so far	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> (no new vocabulary) <u>Historical concepts/Interpretation of history</u> Cause Consequence Trends <u>Topic Specific:</u> Key people/events already studied
Year 6 historical skills – Please highlight when the skills have been taught.							
Skills	To sequence and label past and present learning on a time including explanations.						

Chronology	To apply knowledge and understanding of the chronology of all history studied including World History. To critique and hypothesis the narratives across different time periods.				No new vocabulary		
Skills Use of sources and evidence	To justify the use of a variety of historical sources to reach informed conclusions. To evaluate the reliability of historical sources depending on the time period being studied. To explain that some historical sources contain varying viewpoints.				No new vocabulary		
Skills Historical concepts	To critique continuity and change across different time periods.				No new vocabulary		
Skills Interpretations of history	To justify why history is represented in different ways and hypothesise why.				No new vocabulary		
Year 6		Autumn	Spring	Summer	Vocabulary	Learning Intentions	Vocabulary
New Learning		Unit 1 – WW2 Why did Britain have to go to war and what was life like in Britain during World War 2? To understand why Britain had to go to war To understand how Britain was able to stand firm during WWII (keystage history) Battle of Britain- What was it? To evaluate how serious the risk of invasion was for Britain in 1940? (David Weatherly) To understand how Britain won the Battle of Britain in 1940? (David Weatherly) To use evidence to make informed judgements as to what life was like in Britain during WW2 (Keystagehistory for b key questions) within in this you can study 2 questions: -What was life like during WWII Britain? Why is it difficult to be sure what the home front was really like?	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> (no new vocab) <u>Historical concepts/Interpretation of history</u> (no new vocab) <u>Topic Specific</u> WW2 Evacuation Refugees War Home front Allies Enemy	Unit 2- refugees and migration to Gloucester What are the reasons for refugees to migrate Gloucester. Study of migration to Gloucester over time and how the reasons similar or different within the different time periods? (various reasons, e.g. social, political, economic, war) Who were the Kindertransport Children and what is their connection to Gloucester? To evaluate why it was necessary for children to be evacuated and summarise the relevance of the Kindertransport children in Gloucester. To discover the reasons people, flee their country (considering if these have changed over time e.g. political, social, economic). To investigate the history of early refugees and migrants in Gloucester (Roman s and Anglo Saxons) (Year 3 & 5 topics) To investigate the reasons for refugees and migrants in Gloucester during the Norman period and Medieval Gloucester (Jews) To investigate the reasons for refugees and migrants in Gloucester during the Tudor and Georgian and Stuart time periods. To investigate the reasons for migration to Gloucester during the 19th and 20th Century. To discover why the Belgium refugees came to the UK and why little is known about them today. To make comparisons to refugees today and consider if attitudes have changed.	<u>Topic specific</u> Refugee Migrant Asylum seeker Economic migrant Plight Discrimination Social economic Political Economic Social	Unit 3 – Ancient Greece Enquiry Question: What was life in Ancient Greece like how have some of their achievements impacted the Western world? <u>Knowledge:</u> To understand why we should study Ancient Greece and where it fits in our Chronology of British and World History To discover what sort of place Ancient Greece was (i.e. settlements/society/innovation To discover some of the achievements of Ancient Greece and how they have impacted Britain To discover what everyday life was like in Ancient Greece (specifically Athens) To discover what life was like for women in Ancient Greece To understand what the Greeks did for Britain <u>Using:</u> Artefacts/images/documents To discover what we can find out about Ancient Greece from evidence and how reliable this evidence is	<u>Topic specific</u> Ancient Greece Achievements Settlements Innovation Technology Settlements Society
Rapid Recap		Timeline of time periods studied so far <u>Key questions to ask:</u> What do we already know?	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> bias	Timeline of time periods studied so far What were the reasons for the Kinder transport children coming to Gloucester?	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> bias	Timeline of time periods studied so far <u>Key questions to ask:</u> What do we already know?	<u>Chronology</u> (no new vocab) <u>Sources and evidence</u> bias

		What evidence can we use to learn about the past? How do we know if evidence shows bias? What do we mean by cause and consequence when studying events in history? What key people/events do we already know about linked to WW2 (and Gloucester)?	<u>Historical concepts/Interpretation of history</u> cause consequence trends		<u>Historical concepts/Interpretation of history</u> cause consequence trends	What evidence can we use to learn about the past? What do we mean by cause and consequence when studying events in history? What impact did Ancient Egypt have on the Western World?	<u>Historical concepts/Interpretation of history</u> cause consequence trends
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