

**St Columb Minor School**

**HISTORY Enquiry Questions and Assessment Checkpoints**

<b>Y1</b>	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Can I find out about my family history?</b>	<b>What was the impact of The Great Fire of London?</b>	<b>How have toys changed over the last 100 years?</b>
<i>Drivers: First Order Concepts</i>	<i>Community: Settlements/Civilisations</i>	<i>Community: Settlements/Civilisations Commitment: Exploration/Discovery Co-Operation: Trade</i>	<i>Commitment: Exploration/Discovery Co-Operation: Trade</i>
<b>Disciplinary knowledge</b>	<i>Change and Continuity Similarity and Difference</i>	<i>Historical Significance Cause and Consequence</i>	<i>Similarity and Difference Change and Continuity</i>
<b>Key historical figures</b>		<i>Samuel Pepys King Charles II Thomas Farriner</i>	<i>Theodore Roosevelt Morris and Rose Michtom Religion and belief Margarete Steiff Gender</i>
<b>Tier 3 Vocabulary</b>	<i>Decade Generations Past Timeline</i>	<i>Significant Event Impact Samuel Pepys River Thames King Charles II</i>	<i>Century/20<sup>th</sup> Century Timeline Past Modern Artefacts Similarities Differences</i>
<b>WALTS (Components)</b>	<p>C1: Compose questions to find out about your family history.</p> <p>C2: Explore primary sources (photos and items from family members, things special to you) What do the sources tell us?</p> <p>C3: Create a family tree that shows different generations of family, from grandparents to present day</p> <p>C4: Plot births of your family on a timeline.</p> <p>C5: Explain how your family has made you special</p>	<p>C1: Compare London now and in the past</p> <p>C2: Explore what life was like in the 17<sup>th</sup> century <i>Cause and Consequence</i></p> <p>C3: Know and order the events of The Great Fire of London <i>Cause and Consequence</i></p> <p>C4: Explain how we know about The Great Fire of London (sources) <i>Sources and Evidence</i></p> <p>C5: Know what happened after The Great of London <i>Historical Significance</i></p>	<p>C1: Discuss our favourite toy with reasoning</p> <p>C2: Explore what toys my parents and grandparents played with <i>Similarity and Difference</i></p> <p>C3: Know what toys were like in the past <i>Similarity and Difference</i></p> <p>C4: Compare toys now and toys in the past <i>Similarity and Difference</i></p> <p>C5: Explore how teddy bears have changed overtime <i>Change and Continuity</i></p> <p>C6: Explain how toys have changed overtime <i>Change and Continuity</i></p>

		C6: Explain the impact of The Great Fire of London <i>Historical Significance</i>	
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Place known events and objects in chronological order.</li> <li>✓ Sequence events and recount changes within living memory. <i>Exploration/Discovery</i></li> <li>✓ Use common words and phrases relating to the passing of time.</li> <li>✓ Find answers to some simple questions about the past from simple sources of information.</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe London now and in the past <i>Settlements/Civilisations</i></li> <li>✓ Know what it was like to live in the 17<sup>th</sup> century <i>Settlements/Civilisations</i></li> <li>✓ Explain the reasons for and events of The Great Fire of London <i>Exploration/Discovery</i></li> <li>✓ Explain the significance of this event for future London <i>Settlements/Civilisations, Trade</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Discuss their favourite toy using language related to the past <i>Exploration/Discovery</i></li> <li>✓ Ask questions about toys in the past <i>Exploration/Discovery</i></li> <li>✓ Make comparisons between toys in the past and present <i>Exploration/Discovery</i></li> <li>✓ Sequence artefacts from different periods of time</li> <li>✓ Describe how toys have changed over time <i>Trade</i></li> </ul>

Y2	Autumn 2	Spring 2	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	How did Trevithick change transport?	Who was Grace Darling and when did she live?	Who were Rosa Parks and Emily Hobhouse?
<i>Drivers: First Order Concepts</i>	<i>Commitment: Exploration/Discovery</i>		<i>Courage: Invasion</i> <i>Commitment: Exploration/Discovery</i>
<b>Disciplinary knowledge</b>	<i>Sources and Evidence</i> <i>Cause and Consequence</i> <i>Historical Significance</i>	<i>Sources and Evidence</i> <i>Cause and Consequence</i>	<i>Similarity and Difference</i> <i>Change and Continuity</i>
<b>Tier 3 Vocabulary</b>	engineer, locomotive coal wagon invention steam engine track railway Industrial Revolution.	Sources Past Victorian time period Century event change Legacy Impact change	<i>Race</i> <i>Gender</i>  <i>War</i>

Key historical figures	<i>Richard Trevithick</i> George Stephenson,	<i>Grace Darling</i>	<i>Rosa Parks Race; Belief</i> <i>Emily Hobhouse Religion or Belief</i>
<b>WALTS (Components)</b>	<p>C1: Describe how the first trains and railways were developed and their features.</p> <p>C2: Explain why engineers Richard Trevithick and George Stevenson were important.</p> <p>C3: Describe what life was like for young Richard Trevithick.</p> <p>C4: Using secondary sources compare steam locomotives and trains from the past and present day</p> <p>C5: describe how and why the railway network in Britain grew and changed over time</p> <p>C6: Create a timeline of significant events in the history of rail travel</p>	<p>C1: Explain who Grace Darling is and why she is remembered</p> <p>C2: Describe what everyday life was like for Grace Darling, how is it different to life now <i>Change and Continuity</i></p> <p>C3 Using sources -paintings of the sea rescue-how do they differ? What do they tell us?</p> <p>C4: Explain how Grace Darling changed Sea rescue</p> <p>C5: Explain the role of the RNLI today (visit Newquay lifeboat station)</p> <p>C6: Create a timeline of the RNLI since its formation in 1824</p>	<p>C1: Explain discrimination and equity</p> <p>C2: Describe Rosa Parks and Emily Hobhouse childhoods (visit story of Emily museum in Liskeard)</p> <p>C3: Explain why Rosa Parks and Emily Hobhouse became activists</p> <p>C4: Describe battleground and hospital conditions in Boer war</p> <p>C5: Consider why Rosa and Emily became famous</p> <p>C7: Identify how equity for all protected characteristics has changed <i>Similarity and Difference; Change and Continuity</i></p> <p>C8: Chronologically sequence and contrast Emily Hobhouse and Rosa Parks lives. <i>Similarity and Difference</i></p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Place events in order and comment on the order.</li> <li>✓ Know how rail transport has changed overtime</li> <li>✓ Use sources to compare changes and similarities of trains from past and present day</li> <li>✓ Understand the impact of Richard Trevithick and George Stevenson on rail transport</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Know who Grace Darling is why she is remembered.</li> <li>✓ Compare everyday life for Grace Darling and life now</li> <li>✓ Show understanding of how we can use sources to tell us about the past.</li> <li>✓ Place events in order and comment on the difference between past and present lifeboats</li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Know who Rosa Parks and Emily Hobhouse are <i>Exploration/Discovery</i></li> <li>✓ Know about the Boer War <i>Invasion</i></li> <li>✓ Understand the impact of Emily Hobhouse and Rosa Parks <i>Exploration/Discovery</i></li> <li>✓ Explain what equality and equity are <i>Exploration/Discovery</i></li> </ul>

Y3	Autumn 2	Spring 2	Summer 2
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Why did the Iron Age replace the Stone Age?</b>	<b>How did ancient civilisations thrive? Ancient Egyptians focus</b>	<b>How did The Maya differ for the ancient Egyptians?</b>
<i>Drivers: First Order Concepts</i>	<i>Community: Settlements/Civilisations Commitment: Exploration/Discovery Co-Operation: Trade</i>	<i>Community: Settlements/Civilisations Commitment: Exploration/Discovery Compassion: Power</i>	<i>Community: Settlements/Civilisations Commitment: Exploration/Discovery</i>
<b>Disciplinary knowledge</b>	<i>Similarity and Difference Change and Continuity</i>	<i>Historical Interpretation Sources and Evidence</i>	<i>Similarity and Difference Cause and Consequence</i>
<b>Key historical figures</b>	Amesbury Archer Dorothy Garrod <i>Gender</i>	Cleopatra VI <i>Gender</i> Khufu <i>Religion and Belief</i> Hatshepsut <i>Gender</i> Howard Carter	<i>Civilization Chichen Itza Itzamna Cacao Classic period Hieroglyphs Epigrapher</i>
<b>Tier 3 Vocabulary</b>	<i>Archaeologists Palaeolithic Mesolithic Neolithic Hunter-Gathers B.C A.D Prehistory Nomad Settlement</i>	<i>Civilisations Dynasty Mummified Canopic jars Sarcophagus Hieroglyphics Pharoh Cleopatra VI</i>	<i>Itzamna/ Kukulcan (Gods) Lady of Tikal <i>Gender, Age</i> John Stephens (<i>Rediscovery links to Gender, Race, Religion and beliefs</i>)</i>
<b>WALTS (Components)</b>	C1: Know how long ago prehistoric man lived <i>Similarity and Difference</i>  C2: Use evidence from Skara Brae to discover about life in the Stone Age  C3: Know who the Amesbury Archer is  C4: Explain how bronze changed life in the Stone Age <i>Change and Continuity</i>  C5: Explain how trade changed during the Stone and Iron Age <i>Change and Continuity</i>	C1: Know when and where the Ancient Egyptians lived  C2: Explain the importance of the Egyptian Gods and Goddesses <i>Historical Interpretation</i>  C3: Evaluate the reasons and challenges of building an Egyptian pyramid  C4: Explain how and why the Egyptians mummified people	C1: Recognise when and where the ancient Maya lived  C2: Evaluate the challenges of settling in the rainforest <i>Cause and Consequence</i>  C3: Explain the importance of Maya Gods and Goddesses  C4: Explain what the archaeological remains tell us about Maya cities  C5: Evaluate the reasons for the decline of the Maya cities <i>Cause and Consequence</i>  C6: Compare and contrast Egyptian and Maya civilizations <i>Similarity and Difference</i>

	C6: Describe and explain the changes between the Stone Age and Iron Age <i>Change and Continuity</i>	C5: Make inferences about Egyptians beliefs, using primary sources <i>Sources and Evidence</i>  C6: Evaluate significant Ancient Egyptians beliefs <i>Historical Interpretation</i>	
<b>Assessment Checkpoint</b>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Explain how bronze was better than stone and the impact this had on farming <i>Trade Exploration/Discovery</i></li> <li>✓ Explain how trade increased during the Iron Age and why coins were needed <i>Trade</i></li> <li>✓ Identify changes and continuities between the Neolithic and Iron Age periods <i>Settlements/Civilisations</i></li> <li>✓ Explain which period they would prefer to have lived in, providing evidence for their choice. <i>Settlements/Civilisations</i></li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Explain key periods in Ancient Egypt <i>Settlements/Civilisations</i></li> <li>✓ Explain the links between Ancient Egyptian beliefs and mummification <i>Power</i></li> <li>✓ Name sources that can be used to find out about Ancient Egyptian beliefs <i>Exploration/Discovery</i></li> </ul>	Children who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>✓ Sequence the key periods in the Maya civilisation <i>Settlements/Civilisations</i></li> <li>✓ Identify periods that were happening in Britain at the same time <i>Exploration/Discovery</i></li> <li>✓ Explain how the Maya settled in the rainforest <i>Settlements/Civilisations</i></li> <li>✓ Explain the reasons for the decline of the Maya civilisation <i>Exploration/Discovery</i></li> </ul> <p>Identify similarities and differences between the Maya civilisation and the Anglo-Saxons <i>Settlements/Civilisations</i></p>

Y4	Autumn 1	Spring 1	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	How did the Ancient Greeks change our world?	What was the Impact in Britain of the Roman invasion?	Invaders: how does the Anglo-Saxon invasion compare to the Roman invasion?
<i>Drivers: First Order Concepts</i>	<i>Community: Settlements/Civilisations</i> <i>Commitment: Exploration/Discovery</i> <i>Compassion; Power</i>	<i>Community: Settlements/Civilisations</i> <i>Courage: Invasion</i> <i>Compassion; Power</i>	<i>Community: Settlements/Civilisations</i> <i>Courage: Invasion</i> <i>Compassion: Power</i>
<b>Disciplinary knowledge</b>	<i>Similarity and Difference</i> <i>Historical Interpretation</i>	<i>Historical Significance</i> <i>Cause and Consequence</i>	<i>Change and Continuity</i> <i>Historical Significance</i>
<b>Tier 3 Vocabulary</b>	<i>Civilisations</i> <i>Pharoh</i> <i>Mythos</i> <i>Democracy</i> <i>Architecture</i> <i>Mount Olympus</i>	<i>Invasion</i> <i>Inferences</i> <i>Legacy</i> <i>Combat</i> <i>Historians</i> <i>Romanisation</i> <i>Centurion</i> <i>Emperor</i>	<i>Settlers</i> <i>Invaders</i> <i>Angles</i> <i>Britons</i> <i>Celt</i> <i>Empire</i> <i>Invasion</i> <i>Conquest</i> <i>Chronology</i> <i>Civilisations</i>

			<i>Advancement</i>
<b>Key Historical Figures</b>	<i>Julius Ceasar Pakal the Great Tutankhamun</i>	<i>Boudica Gender Julius Ceasar Emperor Claudius</i>	<i>Julius Caesar Boudica Gender Alfred the Great</i>
<b>WALTS (Components)</b>	<p>C1: Understand where and when the three Ancient Civilisations lived in order to compare and contrast – Egyptians, Maya, Greeks. <i>Similarity and Difference</i></p> <p>C2: Understand the importance of the gods and beliefs in the Ancient civilisation beliefs – focus on Greek Gods and compare.</p> <p>C3: Identity similarities and differences between Athens and Sparta. <i>Historical Significance</i></p> <p>C4: Understand how Athenian democracy worked. <i>Similarity and Difference</i></p> <p>C5: Understand the importance of the ancient Greek philosophers. <i>Historical Interpretation</i></p> <p>C6: Identify and explain the lasting achievements of the Ancient civilisations <i>Historical Interpretation</i></p>	<p>C1: Understand why the Romans invaded Britain <i>Cause and Consequence</i></p> <p>C2: Describe how Britain responded to the Roman Invasion <i>Cause and Consequence</i></p> <p>C3: Understand how Roman Soldiers were equipped for war</p> <p>C4: Understand Roman army battle formations</p> <p>C5: Make inferences about life in Roman times <i>Cause and Consequence</i></p> <p>C6: Identify the Roman legacy in Britain <i>Historical Significance</i></p>	<p>C1: Know who the Anglo-Saxons and Scots were and understand why they invaded Britain. <i>Historical Significance</i></p> <p>C2: Describe the features of Anglo-Saxons settlements and how they changed from prehistoric times. <i>Change and Continuity</i></p> <p>C3: Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. <i>Sources and Evidence</i></p> <p>C4: Understand how Anglo-Saxons converted to Christianity. <i>Historical Significance</i></p> <p>C5: Understand and form opinions on King Alfred. <i>Sources and Evidence</i></p> <p>C6: Understand how Anglo-Saxon rule ended. <i>Historical Significance</i></p>
<b>Assessment Checkpoint</b>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify the key periods in the Ancient civilisations <i>Settlements/Civilisations</i></li> <li>✓ Understand what the Ancient civilisations believed in <i>Power</i></li> <li>✓ Compare the Ancient civilisations <i>Settlements/Civilisations</i></li> </ul> <p>Identify the achievements of the Ancient civilisations <i>Exploration/Discovery</i></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Explain the meaning of empire and invasion <i>Invasion</i></li> <li>✓ Understand the chronology of the Roman invasion of Britain <i>Invasion</i></li> <li>✓ Identify the consequences of the Roman invasion <i>Power</i></li> <li>✓ Explain why the Romans needed a powerful army <i>Power</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Name the key features of Anglo-Saxon settlements. <i>Settlements/Civilisations</i></li> <li>✓ Identify reasons for the Anglo-Saxon invasion of Britain. <i>Power/Invasion</i></li> <li>✓ Identify changes and continuities in settlements from prehistoric Britain <i>Settlements/Civilisations</i></li> <li>✓ Describe how Anglo-Saxons beliefs changed. <i>Power, Discovery</i></li> </ul>

		✓ Identify how the Romans changed Britain <i>Settlements/Civilisations</i>	✓ Explain the threat the Vikings posed to the Anglo-Saxons. <i>Power/Invasion</i> ✓
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Y5	Autumn 1	Spring 1	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>Were the Vikings the most successful invaders?</b>	<b>How powerful were the Tudor Monarchs?</b>	<b>What was the impact of the Industrial Revolution in Britain?</b>
<i>Drivers: First Order Concepts</i>	<i>Community: Settlements/Civilisations</i> <i>Courage: Invasion</i> <i>Co-Operation: Trade</i> <i>Compassion: Power</i>	<i>Compassion: Power</i> <i>Commitment: Exploration/Discovery</i>	<i>Community: Settlements/Civilisations</i> <i>Co-Operation: Trade</i> <i>Compassion; Power</i>
<b>Disciplinary knowledge</b>	<i>Historical Interpretation</i> <i>Sources and Evidence</i>	<i>Sources and Evidence</i> <i>Historical significance</i> <i>Causes and Consequence</i>	<i>Sources and Evidence</i> <i>Change and Continuity</i>
<b>Tier 3 Vocabulary</b>	<i>Danelew</i> <i>Migration</i> <i>Danegald</i> <i>Pagans</i> <i>Pillaged</i> <i>Raid</i> <i>Monastery</i> <i>Conquer</i> <i>Knarr</i> <i>Longhouse/Dragonship</i> <i>Invade</i> <i>Raiders</i> <i>Voyagers</i>	<i>Armada</i> <i>Catholicism</i> <i>Dynasty</i> <i>Heir</i> <i>Monarch</i> <i>Protestantism</i> <i>Reformation</i> <i>Renaissance</i>	<i>Primary/Secondary sources</i> <i>Imperial</i> <i>Revolution</i> <i>Merchant</i> <i>Legislation</i> <i>Inventions</i> <i>Technological</i> <i>Steam</i>
<b>Key Historical Figures</b>	<i>Alfred the Great</i> <i>Guthrum</i> <i>King Canute</i>	<i>Henry VIII</i> <i>Elizabeth I Gender</i> <i>Cardinal Wolsey</i>	<i>Queen Victoria Gender</i> <i>James Watt</i> <i>Isambard Kingdom Brunel</i>
<b>WALTS (Components)</b>	C1: Explain when and why the Vikings came to Britain.  C2: Evaluate the validity of a source to discover information about the Vikings <i>Sources and Evidence</i>	C1: Explain who were the Tudor monarchs and when they lived.  C2: Evaluate the reasons why a source might represent a particular viewpoint. <i>Sources and Evidence</i>	C1: Explain the key features of Victorian society using sources. <i>Sources and Evidence</i>  C2: Explain how the living conditions changed during the Industrial Revolution <i>Change and Continuity</i>



	<p>C3: Know and explain how the Vikings travelled to Britain</p> <p>C4: Know the importance of trade to the Vikings</p> <p>C5: Explain the consequences of the Anglo-Saxon and Vikings' struggles for Britain <i>Cause and Consequence</i></p> <p>C6: Extract and interpret information from a range of sources to discover what Viking life was like in Britain. <i>Sources and Evidence</i> <i>Historical Interpretation</i></p>	<p>C3: Explain the reasons for Henry VIII's break with Rome. <i>Historical significance</i></p> <p>C4: Understand how Elizabeth I used propaganda. <i>Sources and evidence</i></p> <p>C5: Know the reasons behind the Spanish Armada and the reasons for the Spanish defeat <i>Cause and Consequence</i></p> <p>C6: Interpret information from a range of sources to explore how much England had changed during the Tudor Period. <i>Historical significance</i></p>	<p>C3: Explain how the working conditions changed during the Industrial Revolution <i>Change and Continuity</i></p> <p>C4: Explore what inventions revolutionised the lives of British people <i>Change and Continuity</i></p> <p>C5: Explain the impact of the Industrial Revolution to locations in the UK <i>Change and Continuity</i></p> <p>C6: Explain the impact of the political changes that took place during the Industrial Revolution (compare this to the Ancient Greeks democracy) <i>Change and Continuity Sources and Evidence</i></p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify the different reasons for migration to Britain <i>Trade, Power</i></li> <li>✓ Explain where the Vikings came from and why they invaded Britain <i>Invasion</i></li> <li>✓ Describe how sources can be biased</li> <li>✓ Explain whether the Vikings were traders or raiders and providing supporting evidence <i>Trade, Invasion</i></li> <li>✓ Identify Viking trading routes <i>Trade</i></li> <li>✓ Identify important events in the Anglo-Saxon and Viking struggle for Britain <i>Settlements/Civilisations</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify reasons why the Tudor Monarchs are significant in British History <i>Power</i></li> <li>✓ Describe the events that led to the break with Rome <i>Power</i></li> <li>✓ Describe the reasons and outcome of the Spanish Armada <i>Exploration and Discovery, Power</i></li> <li>✓ Describe how sources can be biased</li> <li>✓ Identify some different ways that England had changed during Tudor times <i>Exploration and Discovery Power</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Know the key events of the Industrial Revolution <i>Trade</i></li> <li>✓ Explain the impact of the Industrial Revolution on locations and people <i>Settlements/Civilisations</i></li> <li>✓ Compare political changes during the Industrial Revolution and Ancient Greece <i>Power</i></li> <li>✓ Describe the legacy of the Industrial Revolution <i>Trade, Settlements/Civilisations</i></li> </ul>



Y6	Autumn 2	Spring 2	Summer 1
<b>Lead Enquiry Question (Composite Outcome)</b>	<b>What was the impact of WW1 on British people?</b>	<b>How has crime and punishment changed through time?</b>	<b>How has Newquay harbour been used over time?</b>
<i>Drivers: First Order Concepts</i>	<i>Community: Settlements/Civilisations Courage: Invasion Compassion; Power</i>	<i>Courage: Invasion Compassion; Power Community: Settlements/Civilisations</i>	<i>Commitment: Exploration/Discovery Co-Operation: Trade Community: Settlements/Civilisations</i>
<b>Disciplinary knowledge</b>	<i>Cause and Consequence Similarity and Difference</i>	<i>Cause and Consequence Similarity and Difference Historical Significance</i>	<i>Sources and Evidence Change and Continuity</i>
<b>Tier 3 Vocabulary</b>	<i>Propaganda Trench Warfare Western Front Impact</i>	<i>Law enforcement violence gallows Theft Justice Guilty Homocide Sentence Parole</i>	<i>metalliferous mining entrepreneur quay industrial communication transport import export</i>
<b>Key Historical Figures</b>	<i>Hebert Henry Asquith David Llyod George</i>	<i>Henry II</i>	<i>Richard Lomax JT Treffry</i>
<b>WALTS (Components)</b>	<p>C1: Understand the causes of WW1 <i>Cause and Consequence Similarity and Difference</i></p> <p>C2: Understand how the Battle of the Somme was won. <i>Historical Significance</i></p> <p>C3: Interpret sources of propaganda to recruit for the war effort <i>Cause and Consequence</i></p> <p>C4: Understand the emotions and experiences of children during the great war. <i>Cause and Consequence</i></p> <p>C5: Identify the impact of WW1 on women's lives. <i>Historical Significance</i></p>	<p>C1: Understand how criminals were caught and punished 800 years ago when no police force was in place. <i>Cause and Consequence Similarity and Difference</i></p> <p>C2: Investigate sources of information that inform us how law and order was enforced in Medieval times <i>Sources and Evidence</i></p> <p>C3: explore the need for changes in criminal punishment between 1500 and 1750. <i>Historical Significance</i></p> <p>C4: explore the rise and fall of crime in the 19th century and why this occurs throughout history. <i>Cause and Consequence</i></p>	<p>C1: Explore the timeline of Newquay Harbour and its use through time <i>Historical Significance</i></p> <p>C2: Investigate sources of information which tell us what it was like to live and work in and around the Newquay harbour area <i>Sources and Evidence</i></p> <p>C3: Investigate what life for mining entrepreneurs who used Newquay harbour for trade <i>Historical Significance</i></p> <p>C4: Introduce the key people who have effected Newquay harbour's change of use through time <i>Historical Significance</i></p> <p>C5: Gather evidence to back up opinions during a debate about whether or not the introduction of tourism was positive or</p>

	<p>C6: Explain why migrants come to Britain. <i>Cause and Consequence, Similarity and Difference</i></p>	<p>C5: consider how and why the criminal justice system has changed over the last 100 years. <i>Sources and Evidence Similarity and Difference</i></p> <p>C6: Gather evidence to back up opinions during a debate about how the criminal justice system will change in the future using evidence from the past <i>Cause and Consequence</i></p>	<p>negative for Newquay harbour and its people. <i>Cause and Consequence</i></p> <p>C6: Reflect on how the closure of the East Wheal Rose iron ore mine (due to a major mine disaster) influenced the change of use at Newquay harbour. <i>Cause and Consequence</i></p>
<p><b>Assessment Checkpoint</b></p>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify the causes of World War 1. <i>Power</i></li> <li>✓ Identify the different phases in the great war <i>Invasion</i></li> <li>✓ Use sources to make inferences and deductions <i>Invasion</i></li> <li>✓ Describe the impact that wars have on different groups of people <i>Settlements/Civilisations</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Identify and describe the origins of crime and punishment <i>Exploration/Discovery</i></li> <li>✓ Describe the differences between the police force overtime <i>Settlements/Civilisations</i></li> <li>✓ Use sources to make inferences and deductions <i>Exploration/Discovery</i></li> <li>✓ Talk confidently about the relationship between crime and the UK's economic situation at the time <i>Settlements/Civilisations</i></li> <li>✓ Understand how Royalty and the church has affected our criminal justice development through history <i>Power</i></li> </ul>	<p>Children who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>✓ Describe key events in Newquay harbour's history <i>Exploration/Discovery</i></li> <li>✓ Describe the impact that the East Wheal Rose mining disaster has had on different groups of people <i>Settlements/Civilisations</i></li> <li>✓ Describe some of the key people who have driven the development of Newquay harbour <i>Power</i></li> <li>✓ Explain how fishing has influences the development of tourism with the harbour <i>Exploration/Discovery</i></li> </ul>