



St Monica's Catholic Primary School

Philosophy

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

What we teach and what your children learn in History

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in History in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on stmonicas@st-monicas.co.uk

Our Intent, Implementation and Impact statement for History

Intent:

History is about understanding the history of our local area, Britain and the wider World. It is about understanding how one element of the past influences the next and how these can impact our lives today. Our History curriculum is designed to inspire pupils' curiosity about the past and what we can learn from it. Pupils gain clear knowledge and understanding of their World and the chronology of events that have led us to where we are today. Our curriculum ensures that pupils can recall key facts and information whilst also developing their historical enquiry skills. This is achieved through the analysis and interpretation of a range of information sources, along with ongoing questioning opportunities. Our curriculum is designed to inform adequately its contents to children and parents who origin is and/or education has taken place outside Britain.

Implementation:

History units begin with a pre-assessment of current knowledge and vocabulary. Key vocabulary is identified for each unit taught as in the key vocabulary for each topic as above. These are explicitly taught during the learning sequence and teachers and pupils continually assess the understanding of these. Along with our progressive knowledge curriculum, historical skills are consolidated and built upon through each unit and year group. Key areas of learning are revisited at the start of each unit within the pre-assessments, making clear links made to previous learning. This allows for pupils to consolidate their knowledge and thus gain a broad and deep understanding of their given topic. Our History plans state progressive knowledge and skills to ensure a full coverage. Our plans are differentiated beyond the core knowledge listed above to provide for the learning needs of all learners and to ensure all learners, including SEND, Pupil Premium and high attainers, are challenged, including through cross curricular links. Classroom working walls reflect the learning journey of the class, highlighting key knowledge, skill development and target vocabulary. At the end of a unit, post-learning assessments provide an opportunity for pupils to demonstrate what they have learnt across their given topic and reflect upon and consolidate their learning. These also provide formative assessment for future learning in addition to the informal assessment which has taken place throughout the topics to close gaps, including with regard to previous learning.

Impact: Children are enthused about their History learning and are keen to extend this learning beyond the classroom. Children experience a wide-ranging number of learning challenges and develop the skills to be independent and critical thinkers. Children have a chronological understanding of British History from the Stone Age to present day, as well as having explored the ancient civilisations. Children can draw comparisons and make connections between different time periods and their own lives. Children of

all abilities and backgrounds achieve well in History as measured throughout topics, including assessment as above and end of topic judgments, including about gaps in knowledge and skills filled. Children talk enthusiastically about their learning in History and are eager to further their learning in the next stages of their education. Children's progress of learning is evident in their books. Fundamental British Values are evident in History and children understand how History can celebrate difference. As our Year 6 pupils transition to secondary school, they will have developed a historical mind of inquiry, including making connection between the past and present.

Y	Term	Topic	Core Topic Knowledge	Skills	Vocabulary
1	1	“Castles” Events beyond living memory	<ul style="list-style-type: none"> • Compare and contrast characters from stories; including figures from the past e.g. know what a knight did and about coats of arms • Comment on images of familiar situations in the past • Use time language such as long ago, before I was born e.g. understand that castles were built a long time ago and be able to name some of the reasons they were originally built • Identify key actions that make a person significant e.g. name and briefly retell the story of William the Conqueror e.g. ordering picture cards • explain what caused the significant action/event e.g. understand the differences between the first castles that were built and stone castles. Compare them and talk about which castle is a better design, including looking at pictures as sources. Build a model castle with a moat, drawbridge and bailey. • ask what/when/why questions to find out historical information • writes simple factual sentences e.g. about a knight’s armour, castle life, why castles needed defences and about their re-enacted banquet 	<ul style="list-style-type: none"> • Sequence events in chronological order • Describe why people did things in the past • Begin to identify different ways to represent the past • Use a wide range of sources • Find answers to simple questions about the past 	King Duke France England William the Conqueror King Harold Ships Battle Castles Drawbridge Moat Bailey stone knight coat of arms armour helmet gauntlets breastplate jousting banquet attack

Y	Term	Topic	Core Topic Knowledge	Skills	Vocabulary
Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
1	2	<p>“Explorers”</p> <p>Transport changes and famous explorers</p>	<ul style="list-style-type: none"> • Understand and talk about changes within living memory including changes in national life • Know and use phrases of passing time e.g. yesterday/today • Understand the lives of significant individuals in the past who have contributed to national and international achievements • Compare historical figures from different periods e.g. Amelia Earhart and Christopher Columbus 	<ul style="list-style-type: none"> • Understand difference in things that happened in the past and present • Use a timeline to place important events • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my adults were young. • Recall some facts about people/events before living memory • Say why people acted/made decisions the way that they did • Look at books, videos, photographs, pictures and artefacts to find out about the past • Find answers to simple questions about the past from sources of information e.g. artefacts 	<p>Past</p> <p>Present</p> <p>Timeline</p> <p>Transport</p> <p>Horse and cart</p> <p>Car</p> <p>Aeroplane</p> <p>Time words</p> <p>Amelia Earhart</p> <p>Christopher Columbus</p> <p>Exploring World</p> <p>now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born</p>

Y	Term	Topic	Core Topic Knowledge	Skills	Vocabulary
Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
1	3	“Brave and Beautiful Me” Own life and history of locality	<ul style="list-style-type: none"> • Understand and can talk about changes within living memory including changes in national life • Understand the lives of significant individuals in the past who have contributed to national and international achievements • Use books, pictures and artefacts to find about the past • Talk about significant historical events, people and places in own locality (Milton Keynes) 	<ul style="list-style-type: none"> • Sequence events in their own life in chronological order • Putting two pictures in time order using now and then • Describe things that happened to themselves and others in the past • Use a timeline to place important events • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my adults were young • Recognise the difference between past and present in their own and others’ lives • Look at books, videos, photographs, pictures and artefacts to find out about the past • Explore events, look at pictures and ask questions e.g. “Which things are old and which are new?” or “What were people doing?” 	Chronological Events Sequence Life Time words now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
2	1	“Choccu – woccy-doohdah” The History of Chocolate	<ul style="list-style-type: none"> • Recount changes in own lives over time thinking about the evolution of chocolate. • Put events in order of when they happened. • Discuss the origins of chocolate making links to the Mayans/Aztec. • Know key characters, dates and events in the history of chocolate. • Discuss how Christopher Columbus claims to have introduced chocolate to Europe and facts surrounding this. • List key events in the history of John Cadbury and the Cadbury company. • Put some of these on a timeline in chronological order. 	<ul style="list-style-type: none"> • Know key dates, characters and events • Understand the different ways in which we learn about the past. • Use information to describe the past • Recount changes in my own life over time • Order significant events, movements and dates on a timeline • Put objects in order of when they happened, using a scale the teacher has given me. 	Chocolate Cacao Cocoa Aztec Mayan South America Christopher Columbus John Cadbury Timeline Past Present Years Timeline Dates Events Source

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
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2	2	“The Great Fire of London” Significant events beyond living memory	<ul style="list-style-type: none"> • Know the key events that happened during the GFOL and be able to think of some questions they would like answering. • Use their reading skills and prior knowledge to answer comprehension styled questions about these events. • Name Samuel Pepys and explain why he is a significant person in history. • Write in the first person, recapping the events of the GFOL. • Children will be able to compare London in 1666 and London today and notice / explain the similarities and differences over the period of time. 	<ul style="list-style-type: none"> • Know key dates, characters and events • To understand some of the ways in which we find out about the past and identify different ways in which it is represented. • To gain knowledge about events beyond living memory that are significant nationally or globally. • Order significant events, movements and dates on a timeline • Identify and compares similarities and differences across different periods • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. 	Thomas Farynor Baker Pudding Lane 1666 Smoke Fire Flames Escape Window Samuel Pepys Frightened Burning Wooden buildings Lord Mayor River Thames Diary

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2	3	"The History of Disney" A significant individual	<ul style="list-style-type: none"> • Understand who Walt Disney was, what the Walt Disney company is and how significant it is. • Understand the timeline and development of the Disney company. • Children will have some understanding of how Disney introduced his earliest motion picture and how this was developed. • Children will have some understanding of early film and cinema. • Compare and contrast Disney films from the past and present and identify changes which have occurred. Compare ways in which film has been made in the past. • Compare Disneyland in the past and present. • Understand theme parks and amusements as we know them today. • Know how over time, theme parks and amusements have changed. • Discuss and understand the impact that Disney has had on our lives today. 	<ul style="list-style-type: none"> • Understand how individuals in the past have contributed to national and international achievements. • Compare aspects of life from different periods. • Understand and use the words past and present when telling others about an event. • Use information to describe the past. • Compare pictures or photographs of people/events in the past. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. • Identify different ways in which the past is represented. • Ask questions about the past. • Use a wide range of information to answer questions. • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. 	Past Present Time Walt Disney Disney Company Animation Cinema Film Black and White Progression Amusement Change Source Compare Similarity Difference Significant

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
4	1	“Tomb Raiders” The achievements of the earliest civilisations- Ancient Egypt	<ul style="list-style-type: none"> • Talk about the achievements of the earliest civilisations – Ancient Egypt • Know some events from Ancient Egypt • Recognise the terms BC and AD • Order events on a timeline • Explain and describe Egyptian gods using a range of sources • Describe ways in which Ancient Egyptians worshipped their Gods, including by creating fact files • Research and explain how the Ancient Egyptians used the River Nile, including using pictures • Understand how the Egyptians prepared for the afterlife, including role playing mummification • Examine artefacts and pictures to find out what the Egyptians invented • Explain what the Egyptians achieved and how they shape our society today 	<ul style="list-style-type: none"> • Use terms related to the period and begin to date events, including with BC and AD • Use evidence to reconstruct life in the time studied • Offer a reasonable explanation for some events • Describe how some of the events studied from the past affect/influence life today • Study the evidence available • Use textbooks and historical knowledge • Know that people in the past represent events or ideas in a way that persuades others • Use evidence to build up a picture of a past event • Ask a variety of questions and find answers about the past • Recall, select and organise historical information • Communicate knowledge and understanding • Communicate ideas about from the past using different genres of writing, drawing, diagrams and drama role play 	tomb hieroglyph code breaking, mummy mummification canopic jars coffin masks pyramid BC and AD civilisation, pyramid gods River Nile Irrigation artefact invention papyrus sickle plough irrigation

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
4	2	“Ancient Maya” A non-European society that provides a contrast with British history	<ul style="list-style-type: none"> • Talk about a non-European society that provides contrasts with British history- the Maya Civilisation • Explain when and where the Maya Civilization lived Know about Maya inventions and how they affect our lives today • Know the features of a god and why the Mayas believed they were important • Understand the daily life of a Maya, including farming, writing, sport and daily life • Use evidence to describe what was important to people from the past, including hierarchy, food and religion. • Know some important Maya landmarks and know what they were used for • Use evidence to describe what was important to people from the past, including hierarchy, places, food and religion. • Begin to understand how we can learn about historical periods using and using the terms ‘primary’ and ‘secondary sources’. 	<ul style="list-style-type: none"> • Describe the main changes in a period in history • Place events from period studied on a timeline • Identify key features and events of time studied • Describe similarities and differences between people, events and artefacts studied • Use evidence to describe what was important to people from the past • Study the evidence available • Know that people in the past represent events or ideas in a way that persuades others • Choose relevant material to present a picture of one aspect of life in time past • Recall, select and organise their historical information • Communicate their knowledge and understanding • Communicate ideas about from the past using different genres of writing. 	<p>understanding of difference between Maya (term used for the people and civilization) and Mayan (term used just for the language)</p> <p>slave farmer noble priest warrior landmark monument temple pyramid primary source secondary source explorer</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
4	3	“Terrible Tudors” British History beyond 1066	<ul style="list-style-type: none"> Organise key events from Tudor Britain onto a timeline Explain how Henry VII came into power Make links between a local historical site and the Gunpowder Plot Research the reign of Henry VIII and organise this in a fact file and chronologically Organise historical information, using printed sources and the internet to make links between Gayhurst House, Everard Digby and the Gunpowder Plot with a partner. Name the wives of Henry VIII and explain how each marriage ended. Name and organise the monarchs of Tudor Britain Make comparisons between the lives of the rich and poor Compare the lives of Tudor Britons to our lives today 	<ul style="list-style-type: none"> Conduct a local history study Order significant events and dates on a timeline Use evidence to show how the lives of rich and poor people from the past differed Look for links and effects in time studied Study the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Know that people in the past represent events or ideas in a way that persuades others Use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs, music, artefacts, historic buildings to collect evidence about the past Recall, select and organise their historical information Communicate their knowledge and understanding 	timeline sources chronological order Bosworth Tudor Rose links Gayhurst House, Everard Digby, Gunpowder Plot, conspiracy divorced beheaded died cause effect monarch reign Henry VII, Henry VIII, Edward VI, Jane Grey, Mary I, Elizabeth I

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
5	1	“Anglo-Saxons” Britain’s settlement by Anglo Saxons and Scots	<ul style="list-style-type: none"> • Talk about Britain’s settlement by Anglo-Saxons • Understand why the Anglo-Saxons came to England e.g. children to record video call to Hengest or Horsa pleading for help against the Scots. • Know that we can still see Anglo-Saxon influence today e.g. place names and have an awareness of those in the local area through the use of maps. • Know that the past was different to today and that there were different roles in Anglo-Saxon villages requiring different skills e.g. children to apply for a job of their choice in an Anglo-Saxon Village • Know that artefacts e.g. about Sutton Hoo can be interpreted in different ways and that they tell us different things about how people lived in the past • Compare different periods in the past and have an understanding that the gods of certain different cultures were similar e.g. compare Greek and Anglo-Saxon gods • Research a historical figure e.g. Alfred the Great, understand his importance and pose their own questions of what they want to find out about him. • Think about bias e.g. Anglo-Saxon Chronicle and write about the reliability of sources 	<ul style="list-style-type: none"> • Compare an aspect of life with the same aspect in another period • Choose reliable sources of information to find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Evaluate evidence to choose the most reliable forms • Recall, select and organise their historical information • Communicate their knowledge and understanding • Plan and present a self-directed project or research about the studied period 	Anglo-Saxons Angles Saxons Scandanavia Anglo-Saxon kingdoms withdrawal events impact aspect of life artefacts establish settlements advertisement job qualities evidence artefacts Sutton Hoo primary source secondary source reliable compare contrast sources bias primary source secondary source

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
5	2	“Vicious Vikings” The Viking and Anglo-Saxon struggle for the Kingdom of England	<ul style="list-style-type: none"> • Know where the Vikings came from and why they invaded Britain e.g. Lindisfarne. • Know the order of events in Viking times and be able to identify missing dates, including on a timeline • Understand the significance of a historical figure e.g. Ethelred the Unready • Have an appreciation of poetry from the time and match the poem to key events e.g. match verses of the poem Danegeld and match to the key events. • Know and understand key aspects of Viking life including religious, cultural and political events • Compare and contrast justice between Viking times and today, including an understanding of Viking punishments • Understand the Battle of Hastings and bias in the Bayeux tapestry • Know the difference between a primary and secondary source • Understand why the Viking and Anglo Saxon periods ended e.g. write a diary entry from the point of view of William the Conqueror 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Describe the main changes in a period in history • Study different aspects of different people • Examine causes and results of great events and the impact on people • Compare life in early and late ‘times’ studied • Compare an aspect of life with the same aspect in another period • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history • Give reasons why there may be different accounts of history • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions 	Lindisfarne Vikings monastery chronological order Scandinavia Danegeld poetry rhythm longhouses enquiry society criminal justice defendant court ordeal wergild society Normans Saxons Hastings sources primary secondary bias compare contrast Bayeux Tapestry significant event enquiry

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
5	3	“Groovy Greeks” Ancient Greece	<ul style="list-style-type: none"> • Know some key events of the Ancient Greek Era and the order in which they happened. • Understand where Greece is and the extent of the Greek Empire • Understand democracy, its limitations in Ancient Greece and how it is the basis for our democracy today. • Identify differences between the past and today e.g. democracy e.g. prepare and deliver speeches to be class school councillor • Understand that Ancient Greece was not one society but a number of different ones e.g. the Spartans and the Greek and complete Hot or Not grid using different facts, ranking information about each side based on whether it is positive or negative • Understand the religion of Ancient Greece and the importance of the Greek gods to society e.g. Greek god fact files • Understand the importance of the Battle of Marathon and how it was viewed by different societies at the time – Spartans and Greeks • Understand the historical importance of different artefacts and the difference between primary and secondary sources and what they can tell us about the past e.g. pictures of artefacts of the Trojan War and Visitor – Portals to the Past 	<ul style="list-style-type: none"> • Know and sequence key events of time studied • Use relevant terms and period labels • Examine causes and results of great events and the impact on people • find out about the past. • Give own reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied • Describe how historical events studied affect/influence life today. • Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) • Begin to identify primary and secondary sources • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions • Communicate their knowledge and understanding using different genres including speech making, fact files, comparison grids 	Alexander the Great Europe Empire borders Mediterranean Sea Democracy ballot box elections Senate speeches Parliament Athenians Spartans Marathon persuasion bias preference propaganda artefacts sources primary secondary evidence point of view gods Zeus Ares Hera Poseidon

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
6	1	"The Victorians" British History beyond 1066	<ul style="list-style-type: none"> • Explain the difference of primary and secondary sources Explain, using sources, what the workhouse was, why people went there and what the conditions were like • Understand why some children had to work during the Victorian era and name and explain the conditions of these jobs e.g. create a fact file on a job a Victorian child would have undertaken, referring to sources • Children should be able to compare their life to that of a poor Victorian e.g. conclude, with reasons, the period in which they would prefer to live • Explain, with facts who Queen Victoria was, some key events of her life and describe viewpoints on her e.g. list important events in her life and explain why they are important and write a news report celebrating her life • Explain some of the changes for people across the Victorian era, supported by knowledge of Victorian charities and inventions e.g. understand improvements led by Dr Barnardo and choose which Victorian invention they think is most important • Understand life at school a Victorian child through our Victorians Day 	<ul style="list-style-type: none"> • Use relevant dates and terms • Know key dates, characters and events of time studied • Give reasons why changes may have occurred, backed up by evidence. • Describe similarities and differences between some people, events and artefacts studied. • Recognise primary and secondary sources • Use documents, printed sources (e.g. archive materials) and visits to collect evidence about the past. • Select and organise information to produce structured work, making appropriate use of dates and terms • Communicate ideas about from the past using different genres of writing, drawing, diagrams, drama role-play and using ICT 	primary secondary sources workhouse paupers conditions mines Monarch Monarchy Empire reign Victorian names handwriting rote learning drills portraits games

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
6	2	<p>“Benin AD 900 – 1300”</p> <p>A non-European society that provides contrasts with British history</p>	<ul style="list-style-type: none"> Place key historical events correctly on a timeline in chronological order. Know the difference between ‘British History’ and ‘World History’ and name events from both Make simple comparisons between different periods of history Explain what is meant by the Kingdom of Benin and how it was formed, including having knowledge of its creation myth To know where and when the Kingdom of Benin was located Be able to retell key historical events/ stories and start to make links and compassions of historical beliefs and views. Explain what was meant by ‘Oba’ and their role in describing how Benin was ruled (e.g. create a plaque showing the power of Obas) Understand and explain how art was used to display power. Name and explain some of the jobs of the Benin people and understand why these jobs were important (e.g. create a job advertisement) Explain the reasons behind the fall of Benin Know that people have different thoughts and views of British Invasion Explain advantages and disadvantages of different evidence types after sorting out evidence types 	<ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Consider ways of checking the accuracy of interpretations – fact, fiction or opinion Be aware that different evidence will lead to different conclusions Evaluate evidence to choose the most reliable forms. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, artefacts to collect evidence about the past. Select and organise information to produce structured work, making appropriate use of dates and terms Communicate ideas about from the past using different genres of writing, drawing and diagrams. 	<p>Africa</p> <p>Borders</p> <p>Benin</p> <p>World History</p> <p>British History</p> <p>Chronological order</p> <p>Atlas</p> <p>similarities</p> <p>differences</p> <p>Conglomerate</p> <p>Ogiso</p> <p>Igodomigodo</p> <p>moat</p> <p>elder</p> <p>dynasty</p> <p>Kingdom</p> <p>chief</p> <p>protection</p> <p>creation</p> <p>storytelling</p> <p>myths</p> <p>cultures</p> <p>religions</p> <p>Oba (king/ ruler),</p> <p>power</p> <p>plaque</p> <p>trades: crafts,</p> <p>warrior, advisor,</p> <p>hunter</p> <p>Empire</p> <p>Europe</p> <p>advantages</p> <p>disadvantages</p>

Y	T	Topic	Core Topic Knowledge	Skills	Vocabulary
6	3	<p>“Medicine through Time”</p> <p>A theme of History</p>	<ul style="list-style-type: none"> Understand and Ancient Egyptian approaches to medicine e.g. to propose treatments - use a comic strip to demonstrate their good understanding of Ancient Egyptian approaches to medicine, applying this to treat a patient as if they were a doctor at the time Explore the Roman attitude to medicine and how this was influenced by the Greeks e.g. through tweets, children will be able to give out Roman advice on medicine. Understand The Black Plague and be able to write about their experiences as if they had lived a day then Understand Tudor herbal and folk cures/remedies and be able to describe the ingredients they used at the time and why Research medical advancements and significant people during the Victorian period Know key facts about a significant figure in Victorian medicine, including information about their early life, adulthood, achievements and what they will be remembered for Compare medical practices of the 20th and 21st century with one of the time periods they have studied Understand how medical practices have changed and developed across the time periods studied 	<ul style="list-style-type: none"> Compare beliefs and behaviour with another time studied Know key dates, characters and events of times studied Give reasons why changes may have occurred, backed up by evidence Describe similarities and differences between some people and events studied Describe how some of the things studied from the past affect/influence life today Make links between some of the features of past societies (e.g. religion, technology.) Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs to collect evidence about the past. Select and organise information to produce structured work, making appropriate use of dates and terms Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play and using ICT 	<p>Swnw (sew-new)</p> <p>remedies</p> <p>antibacterial</p> <p>incantations</p> <p>papyrus</p> <p>embalming</p> <p>talismans</p> <p>physicians</p> <p>symptoms</p> <p>surgeon</p> <p>humours</p> <p>chamber pots</p> <p>sewers</p> <p>bacteria</p> <p>fleas</p> <p>infected</p> <p>fevers</p> <p>Samuel Pepys</p> <p>Great Fire of London</p> <p>diagnosed</p> <p>quarantined</p> <p>leeches</p> <p>Florence Nightingale</p> <p>Joseph Lister</p> <p>Louis Pasteur</p> <p>pasteurisation</p> <p>NHS</p> <p>healthcare</p> <p>government</p> <p>vaccines</p>