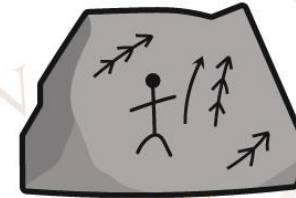


Cause

Consequence



Change and
Continuity

Power

Conflict

Civilisation and
Community

History

Historical
Interpretation

Similarity and
Difference

Religion and
Belief

Achievement

Sources and
Evidence

Significance

Choices + Vocabulary



	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn	Families	Local Area: Bolton in the Past (Short Study)	School through the Ages	Stone Age to Iron Age	Ancient Greece	Early Islamic Civilisation	Victorians
	Celebrations						
Spring	Houses and Homes	First Flight (Short Study)	Great Fire Of London	Achievements of the Earliest Civilisations	Romans in Britain	Vikings vs Saxons	World War II
	Toys						
Summer	Growing Up	Hospitals: Mary Seacole and Samuel Taylor Chadwick	Queens: Victoria and Elizabeth II	Ancient Egypt	Anglo Saxons and Scots	Industrial Revolution	Craft a Museum (Consolidation Project)
	Travel and Transport						

Subject Progression History



Substantive Concepts Overview

	EYFS						Y1			Y2			Y3			Y4			Y5			Y6	
	Families	Celebrations	Houses	Toys	Growing up	Transport	Bolton in Past	First Flight	Hospitals	Schooling	GFOL	Queens	Stone Age to Iron Age	Ancient Civilisations	Ancient Egypt	Ancient Greece	Romans in Britain	Saxons and Scots	Early Islamic Civ	Vikings vs Saxons	Industrial Revolution	Victorians	WWII
Civilisation and Community (including society/ hierarchy)	✓		✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Power (including Empire and Leadership)						✓					✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
Conflict (including invasion, war and conquest)								✓	✓	✓			✓		✓	✓	✓	✓	✓	✓			✓
Achievement (including invention and legacy)			✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	
Religion and Belief		✓										✓	✓	✓	✓	✓	✓	✓	✓				

Subject Progression History

Substantive Knowledge

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	<ul style="list-style-type: none"> - Families - Celebrations - Houses and homes - Toys - Growing up - Travel and Transport 	<ul style="list-style-type: none"> - Bolton in Past - First Flight - Hospitals 	<ul style="list-style-type: none"> - Schooling - Great Fire of London - Queens 	<ul style="list-style-type: none"> - Stone Age to Iron Age - Ancient Civilisations - Ancient Egyptians 	<ul style="list-style-type: none"> - Ancient Greece - Romans in Britain - Anglo Saxons and Scots 	<ul style="list-style-type: none"> - Early Islamic Civilisation - Vikings vs Saxons - Industrial Revolution 	<ul style="list-style-type: none"> - Victorians - WW2
Civilisation and Community (including society/ hierarchy)	<p><u>Families</u></p> <ul style="list-style-type: none"> • Know what their role is (and those of their family members) in their family. <p><u>Houses</u></p> <ul style="list-style-type: none"> • Houses in the local area are a mix of old and new. • Some houses are over 100 years old. 	<p><u>Bolton in the Past</u></p> <ul style="list-style-type: none"> • More people now live in Bolton • There are more buildings in Bolton now <p><u>Hospitals</u></p> <ul style="list-style-type: none"> • Some believe Mary Seacole wasn't allowed to go to the war because of her skin colour 	<p><u>Schooling</u></p> <ul style="list-style-type: none"> • Punishments could include physical things like the cane <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • Houses were close together and made of wood <p><u>Queens</u></p> <ul style="list-style-type: none"> • More women were able to work under Queen Elizabeth II rule 	<p><u>Stone to Iron Age</u></p> <ul style="list-style-type: none"> • Hunter-gatherers would have hunted animals and collected fruit to survive • Population increased in the Bronze Age <p><u>Early civilisation overviews</u></p> <ul style="list-style-type: none"> • All were located in fertile river valleys which allowed for agriculture <p><u>Ancient Egypt</u></p> <ul style="list-style-type: none"> • River Nile was used for transport to trade with other settlements • Annual floods happened which helped crops grow and provided mud for bricks and pots • Society used a hierarchy 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • Many Greek settlements were built along the coast • Trade had to become a major way of life because of dry climate • Sparta was more military-based; Athens was more education-based and democratic • Athenian women were restricted; Spartan women had more rights <p><u>Romans in Britain</u></p> <ul style="list-style-type: none"> • Towns – built roads between the new towns • Currency introduced – coins instead of trading <p><u>Saxons and Scots</u></p> <ul style="list-style-type: none"> • 7 main kingdoms • Most houses were made of wood • Most men and women were farmers 	<p><u>Early Islamic Civilisation</u></p> <ul style="list-style-type: none"> • Civilisation had spread as far as Spain, covering over a third of the population • Baghdad was the capital and was between 2 rivers to help trade • Lots of trade happened, which helped expand the civilisation • Hospitals were available <p><u>Vikings vs Saxons</u></p> <ul style="list-style-type: none"> • Took over all Saxon kingdoms except Wessex • Created the Kingdom of England • Small villages and towns grew and Vikings and Saxons lived in same villages • More discoveries tell us that Vikings were more settlers than raiders • Evidence shows settlements (such as pottery and pins) <p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> • Many factories were built in the cities and terraced houses were built close by • Products were cheaper to make and also cheaper to buy. 	<p><u>Victorians</u></p> <ul style="list-style-type: none"> • Population became 4x bigger (1700-1900) • Britain became the 'workshop of the world' • Society separated into Upper, Middle and Lower Class • Children as young as 6 worked in factories due to cheaper cost and their size • Poor people were put in workhouses • Workhouses were seen as a cruel environment • John Snow discovered cholera was waterborne • New sewer networks designed to prevent outbreaks • Life expectancy increased because of the changes <p><u>WW2</u></p> <ul style="list-style-type: none"> • Children's experiences of evacuation varied • Rationing was widespread and helped equal out the food • Women worked in factories (like they did in WW1) • Rationing helped give everyone an equal share

Subject Progression History



						<ul style="list-style-type: none"> Britain became richer and more powerful People moved from farms and villages into bigger towns and cities to find work. Cities grew larger, but were often crowded 	
Power (including Empire and Leadership)	<u>Travel and Transport</u> <ul style="list-style-type: none"> Some people in the past who were more powerful had more access to transport. 		<u>Great Fire of London</u> <ul style="list-style-type: none"> The King ordered the Mayor to knock the houses down Thomas Bludworth (Mayor) didn't think the fire was strong at first <u>Queens</u> <ul style="list-style-type: none"> Queen Victoria (1837-1901) Queen Elizabeth II (1952-2022) Queen Victoria grew the British Empire 	<u>Stone to Iron Age</u> <ul style="list-style-type: none"> Kingdoms were set up by Celtic tribes in the Iron Age and ruled by a king or queen <u>Early civilisation overviews</u> <ul style="list-style-type: none"> Each civilisation was ruled by a king <u>Ancient Egypt</u> <ul style="list-style-type: none"> Pharaohs (type of king) ruled over Ancient Egypt Hatshepsut was one of only a few female pharaohs 	<u>Ancient Greece</u> <ul style="list-style-type: none"> Athens created the first known democracy Citizens went to the assembly once a month and voted on important matters Sparta used a monarchy <u>Romans in Britain</u> <ul style="list-style-type: none"> Empire spread to nearly 20% of the world <u>Saxons and Scots</u> <ul style="list-style-type: none"> Alfred the Great Fought off the Vikings Alfred the Great's foundations allowed England to become a unified kingdom after he died Alfred the Great monks to write the 'Anglo Saxon Chronic Aethelflaed was daughter of Alfred the Great Aethelflaed Became Lady of the Mercians in 911AD Aethelflaed known for her military strength 	<u>Vikings vs Saxons</u> <ul style="list-style-type: none"> Alfred the Great was King of Wessex Alfred defended Wessex and won the Battle of Edington (878AD) Alfred made a peace agreement with King Guthrum 	<u>Victorians</u> <ul style="list-style-type: none"> Laws were introduced to protect children's rights Some people believed that workhouses saved the government money <u>WW2</u> <ul style="list-style-type: none"> Hitler's actions threatened the peace in Europe Neville Chamberlain went to war 1st September 1939.
Conflict (including invasion, war and conquest)		<u>First Flight</u> <ul style="list-style-type: none"> Planes used in wars and battles <u>Hospitals</u> <ul style="list-style-type: none"> Seacole was brave for going to a war and made the soldiers better Mary Seacole improved lives of soldiers with food and comfort 	<u>Schooling</u> <ul style="list-style-type: none"> Children were evacuated to the countryside 	<u>Stone to Iron Age</u> <ul style="list-style-type: none"> Celts set up hillforts to protect themselves from attack The Romans invaded in AD43 to end prehistoric Britain. <u>Ancient Egypt</u> <ul style="list-style-type: none"> Alexander the Great and the Greek army 	<u>Ancient Greece</u> <ul style="list-style-type: none"> Roman Empire was growing in power Battle of Corinth (146BC) ended Ancient Greece era but Romans kept the culture <u>Romans in Britain</u> <ul style="list-style-type: none"> Julius Caesar invaded Britain 55BC, but withdrew troops 	<u>Early Islamic Civilisation</u> <ul style="list-style-type: none"> Took about 100 years to spread Lighter armour made it easier to fight and conquer <u>Vikings vs Saxons</u> <ul style="list-style-type: none"> Came to raid monasteries in small numbers over a few hundred years Came to settle in Saxon kingdoms as 	<u>WW2</u> <ul style="list-style-type: none"> The war was mainly fought in the air; more casualties and civilian damage Air raid shelters limited the amount of casualties and deaths at home Germany were trying to cut off food supplies for the British

Subject Progression History



		<ul style="list-style-type: none"> She visited the battlefield to help injured soldiers 		<ul style="list-style-type: none"> invaded Ancient Egypt in 332BC. Romans invaded in 30BC and defeated Pharaoh Cleopatra, becoming part of the Roman Empire 	<ul style="list-style-type: none"> King Claudius invaded Britain 43AD and succeeded Natural resources such as iron and land were some of the main reasons to invade 60-61AD – Boudica leads rebellion because the Romans didn't keep their promise after Iceni King died Roman army was very well organised and powerful 350AD – Picts and Scots attack the border 401-410AD – Romans withdraw from Britain to fight in other parts of the empire; Anglo Saxons and Scots begin to settle <p><u>Saxons and Scots</u></p> <ul style="list-style-type: none"> Scots were attacking from the north, so they were invited by the Romans to be soldiers. They came to find land to farm; they were not classed as invaders, but settlers. 	<p>they needed more land</p> <ul style="list-style-type: none"> Edward the Confessor died (1042) 1066 – two invasions and battles happened Battle of Hastings marked the end of the Viking/Saxon era 	
<p>Achievement (including invention and legacy)</p>	<p><u>Houses</u></p> <ul style="list-style-type: none"> Houses in Bolton have become more modern. Some older houses still have features from a long time ago (e.g. buildings for outside toilets). <p><u>Toys</u></p> <ul style="list-style-type: none"> Know the similarities and differences between modern toys and toys that were made in the past. <p><u>Travel and Transport</u></p> <ul style="list-style-type: none"> Transport has become more modern and more efficient with the 	<p><u>First Flight</u></p> <ul style="list-style-type: none"> Wright Brothers created the first powered flight in 1903 Planes now carry passengers and can go further <p><u>Hospitals</u></p> <ul style="list-style-type: none"> A doctor who set up 2 clinics at Bolton Hospital His money after his death set up Bolton Museum Samuel Taylor Chadwick and Mary Seacole both have statues Machines have been invented to help nurses and doctors now 	<p><u>Schooling</u></p> <ul style="list-style-type: none"> Schools wouldn't have been able to do home learning in the past as they didn't have the technology <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> Houses are now made of brick and stone First fire brigades were set up after the fire <p><u>Queens</u></p> <ul style="list-style-type: none"> Invention of trains and photographs (Q.Victoria) Invention of mobile phones 	<p><u>Stone to Iron Age</u></p> <ul style="list-style-type: none"> Stone was used to create tools and weapons; these became smaller and sharper Learnt how to control fire Tools were made better because of the discovery of Bronze (melting copper and tin together) <p><u>Early civilisation overviews</u></p> <ul style="list-style-type: none"> Ancient Sumer – the wheel Indus Valley – town planning Ancient Egypt – irrigation Shang Dynasty - writing 	<p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> Democracy used in most countries in Western World Architecture still influences buildings today The Arts (theatre) we see today is inspired by Greek entertainment <p><u>Romans in Britain</u></p> <ul style="list-style-type: none"> Towns – built roads between the new towns Currency introduced – coins instead of trading 	<p><u>Early Islamic Civilisation</u></p> <ul style="list-style-type: none"> Houses were much more advanced House of Wisdom showed how advanced the civilisation was – largest collection of books Number system we used today was developed by the civilisation (including 0) Astronomy study At least 4 physicians were world leaders at the time – Abu-Bakr Al Razi <p><u>Industrial Revolution</u></p> <ul style="list-style-type: none"> Richard Arkwright - The Spinning Frame – 1769 	<p><u>Victorians</u></p> <ul style="list-style-type: none"> Rapid expansion of railways Transport across the country became quicker – newspapers, produce, etc. Time became standardised – 'Railway Time'

Subject Progression History



	invention of new cars/trains.			<u>Ancient Egypt</u> <ul style="list-style-type: none"> Believed that slaves built the pyramids; evidence shows they weren't slaves 		<ul style="list-style-type: none"> Reduced the cost of cotton spinning and changed the industry Samuel Crompton - Spinning Mule – 1779 Created it in Hall I' th' Wood Allowed 1000 spindles to be operated at once and make cotton quicker 	
Religion and Belief	<u>Celebrations</u> <ul style="list-style-type: none"> Know some similarities and differences between celebrations they (or others) have been a part of. 		<u>Queens</u> <ul style="list-style-type: none"> Elizabeth II - Religion became more diverse 	<u>Stone to Iron Age</u> <ul style="list-style-type: none"> Tombs and burial sites show us prehistoric ancestors had religious beliefs <u>Early civilisation overviews</u> <ul style="list-style-type: none"> Sumer, Indus and Egypt were all ruled based on religion <u>Ancient Egypt</u> <ul style="list-style-type: none"> Pyramids built as giant burial tombs for pharaohs Mummification was the process of protecting a body after death Ancient Egyptians believed they took whatever objects they were buried with to the afterlife 	<u>Ancient Greece</u> <ul style="list-style-type: none"> Believed in many Gods and Goddesses and built temples and statues to honour them Held the Olympic games every 4 years in their honour Believed in an afterlife in the 'Underworld' <u>Romans in Britain</u> <ul style="list-style-type: none"> Introduced Christianity – belief in one God <u>Saxons and Scots</u> <ul style="list-style-type: none"> Solidified Christianity as main religion 	<u>Early Islamic Civilisation</u> <ul style="list-style-type: none"> Each neighbourhood had its own mosque Muslims believed that God wanted them to bring Islam to more people 	

Disciplinary Knowledge

	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
	<ul style="list-style-type: none"> - Families - Celebrations - Houses and homes - Toys - Growing up - Travel and Transport 	<ul style="list-style-type: none"> - Bolton in Past - First Flight - Hospitals 	<ul style="list-style-type: none"> - Schooling - Great Fire of London - Queens 	<ul style="list-style-type: none"> - Stone Age to Iron Age - Ancient Civilisations - Ancient Egyptians 	<ul style="list-style-type: none"> - Ancient Greece - Romans in Britain - Anglo Saxons and Scots 	<ul style="list-style-type: none"> - Early Islamic Civilisation - Vikings vs Saxons - Industrial Revolution 	<ul style="list-style-type: none"> - Victorians - British Leadership - WW2
Cause	Ask questions about events they (or others) have celebrated.	Start to think about the reason for events (such as why the Wright Brothers made the first aeroplane).	<p>Know that some events have more than one cause.</p> <p>Know that the cause of events is sometimes identified later.</p>	<p>Know that historians sometimes disagree about the causes of aspects of history e.g. what caused ancient Britons to build Stonehenge; what caused the Ancient Egyptians to build pyramids.</p> <p>Know that some causes can be short term, but some can be longer e.g. the cause of the fall of the Ancient Egyptian empire.</p>	<p>Know that some causes of events can be political, social, economic, technological e.g. the causes of Anglo Saxon invasion; the demise of the Ancient Greek civilisation.</p> <p>Know that there are the economic benefits (and also downsides) which can cause events.</p>	<p>Know that many factors, some that are unseen, can lead to and cause events.</p> <p>Build their knowledge to answer questions such as, 'how was the Kingdom of England created?'</p> <p>Identify economic, military, sociological, political reasons for events in history.</p>	Know that some events have a clear cause but others have mixed and complex reasons e.g. the start of the second world war (political, economic, sociological, militaristic reasons)
Consequence	Know that people create inventions to try and make things better (e.g. houses, toys, transport).	<p>Identify more than one impact of an event, invention, or the work of a significant person.</p> <p>Talk about the impacts of an event e.g. invention of plane = more people travelling for holidays.</p>	<p>Know that there are different impacts from an event e.g. The Great fire.</p> <p>Know that the impacts can be to how people live, to buildings, to laws, etc.</p> <p>Know that there can be impacts from peoples' works e.g. creation of the telephone.</p>	<p>Start considering the impact of developments e.g. the impacts of the Nile Floods to the Egyptians, etc.</p> <p>Start looking at economic, social, and political impacts.</p>	<p>Describe and sum up the impact of different events such as the conflict between Athens and Sparta.</p> <p>Describe and sum up the impact of laws or political system.</p> <p>Describe the impact on trade, buildings, peoples'</p>	<p>Test out a hypothesis (proposed explanation) and add to it as they gain further knowledge.</p> <p>Reflect back on periods in history and identify different types of consequences.</p>	Link the impact of events and change across time periods and test these out when their knowledge grows e.g. the development of railways had a greater impact on revolution, cities and villages, people's money than did the canals.

Subject Progression History



					lives, military and social impact. Know the impacts of events in short and in the long-term.		
Change and continuity	<p>Know that some celebrations repeat each year.</p> <p>Know that they change as they get older.</p> <p>Know that transport has changed over time.</p>	<p>Know that while some things change others stay the same.</p> <p>Know that inventions can take time to be used regularly.</p> <p>Look at the local area, what has changed a lot and what has continued.</p>	<p>Know how places have changed over time e.g. London.</p> <p>Know that people's views have changed over time e.g. about school, about the internet, etc.</p>	<p>Consider some enquiry questions and talk about change and continuity e.g. 'how much change did the discovery of bronze bring?'</p> <p>Compare life within the stone age, and, in the bronze and iron ages.</p>	<p>Answer questions about periods in history thinking about: extent or degree of change; pace or rate of change; nature or type of change; and, how the change happened.</p> <p>Know that some things changed because of an event e.g. the Roman invasion</p>	<p>Know that change is as a result of a series of events rather than a natural process.</p> <p>Look at eras and periods in history and how things changed and what continued e.g. how life changed for those in villages in the Industrial Revolution</p>	<p>Know how to describe change in different ways e.g. from different perspectives about the change in the law about child labour how this changed factory owners' thinking; parents' thinking due to loss of income; child's perspective.</p>
Similarity and difference	<p>Talk about what is similar and different about their family to another family.</p> <p>To understand the differences between old and new houses.</p> <p>Understand the differences between toys that were made in the past, and modern toys (e.g. technology, materials, etc.)</p> <p>Understand how they have grown and talk about the differences (e.g. taller, older).</p>	<p>Talk about what is similar and different between people in history e.g. Queen Victoria and Queen Elizabeth II.</p> <p>Identify what is similar and different in an artefact e.g. a photograph, an old and new plane.</p>	<p>Talk about what is similar and different about a place e.g. from a map, from photographs, from pictures e.g. London in 1665 and in October 1666.</p> <p>Talk about the similarity and difference in experiences e.g. the experience of Samuel Pepys compared with the baker on Monument Street.</p>	<p>What is similar and different between beliefs and customs e.g. the afterlife in Egyptian culture compared with Stone Age/Iron Age; the ways that early civilisations were ruled/governed.</p>	<p>Compare events, people, stories, cultures and traditions to identify similarities and differences.</p> <p>Learn how to draw contrasts between peoples' experiences and beliefs.</p>	<p>Analyse generalisations e.g. The Vikings were a warring race; Vikings just wanted money and to trade.</p> <p>Evaluate how different civilisations could be so different at the same time period (e.g. Saxons and Early Islam)</p>	<p>Identify similarities and differences between different people in the same society e.g. rich and poor, villager and farmer.</p>

Subject Progression History



	Know that older transport and newer transport are made of different materials.						
Significance	<p>Know that celebrations are significant to different people.</p> <p>Know that houses have been made more modern from inventions.</p> <p>Know that their birth was a significant event.</p>	Know that some events such as the Wright Brothers' first flight, were not significant until later.	<p>Identify a significant feature of an event or a person and explain why it was significant e.g. why was the attitude of the Lord Mayor significant in not stopping the great fire.</p> <p>Know that some people and inventions are significant and explain their significance.</p>	<p>Know that historians, after events have happened, have ascribed significance to a person, invention or event.</p> <p>Know that some significant things happened over a longer period such as the change to the bronze age.</p> <p>Know that some discoveries are significant because they change how historians think about the past.</p>	<p>Know that in many cases it is the women and poor people who have been left out of history e.g. some female chieftains at the time of the Roman invasion.</p> <p>Be able to give more than 1 reason why someone is classed as significant, using evidence.</p>	<p>Know that historians choose to leave information out because they do not believe it to be significant such as Anglo Saxons and Vikings living together in the same villages.</p> <p>Start to select from multiple events/inventions and explain which is the most significant with supporting evidence.</p>	Identify significance from different perspectives: social, economic, military and political e.g. rationing
Sources and evidence	<p>Look at images of their families and discuss them.</p> <p>Look at images of celebrations they (or others) have been a part of.</p> <p>Ask questions about photographs and videos they have looked at.</p> <p>Use a local area walk to identify old and new houses.</p> <p>Look at and explore toys from the past and</p>	<p>Start to use sources to gather information with support.</p> <p>Know that photographs do not show the whole picture, they do not show, what happened, before, after or who else was in the picture.</p>	<p>Know that there can be more than one source for the same event.</p> <p>Make conclusions from a source of evidence. What does it tell us?</p> <p>Use evidence to agree or disagree with a historical question.</p>	<p>Know that objects and artefacts are primary sources.</p> <p>Draw evidence by looking at pots, tools, artefacts left by people long ago.</p> <p>Combine evidence from more than one different source and make a conclusion.</p> <p>Establish evidence to agree or disagree with an interpretation.</p>	<p>Know that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Draw together evidence from more than 2 sources: objects, paintings, mosaics, buildings.</p> <p>Establish evidence for a historical question.</p>	<p>Look at evidence that contradicts. What is one piece of evidence saying compared with another piece.</p> <p>Know how we can piece together a picture of the past from different sources of evidence.</p> <p>Study diverse non-textual sources such as music, oral myths/legends, houses and homes</p> <p>Interrogate a source in depth.</p>	<p>Gather evidence for a specific historical question.</p> <p>Study individual sources in depth and investigate collections of sources, to understand how historians approach sources and evidence.</p>

Subject Progression

History



	compare to modern toys. Look at and discuss images and artefacts of older transport.				Investigate collections of sources e.g. collect of Greek pottery.		
Historical interpretation	Know that the past includes events that have happened before they were born.	Know that there may be many interpretations of the same period, event, object or person. Know how an interpretation of the importance of a person may be different then to now.	Know that someone might interpret a past event as an opportunity which might be different to someone's opinion at the time. Know what hindsight is.	Look at different interpretations of the same event or same object e.g., Stonehenge.	Know that some evidence from the past is propaganda, bias, opinion or misinformation (and begin to question it) Know reasons why there may be different accounts of history.	Know that one historian who is an expert in social history might interpret events differently to a different type of historian. Know that people in the past had a point of view and that this can affect interpretation.	Know that a modern historian might interpret things differently to a historian hundreds of years ago. Know that bias and propaganda affects interpretations and we should take bias into account.