


History Enquiry Questions and Assessment Checkpoints

2023/2024 EYFS Understanding the world - Past and present	Spring 1 Spring 2	Summer 2
Lead Enquiry Question (Composite Outcome)	<p align="center">Spring 1: What will I find down on the farm? Comment on images of familiar situations in the past</p> <p align="center">Spring 2: Are we there yet? Comment on images of transport vehicles from the past</p>	<p align="center">Summer 1: Which house would you choose to live in? Explore our homes and homes and household objects from the past.</p> <p align="center">Summer 2: Would you find a starfish in the woods? – (Geography only focus)</p>
Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened ? (Personal Development, curriculum links)	Farm visit to Penrice	
Substantive Concepts – Schema <i>(Sticky Knowledge)</i>	<i>Exploration/Discovery</i>	<i>Exploration/Discovery</i>
Disciplinary knowledge	<i>Sources and Evidence</i>	<i>Sources and Evidence</i>
Key historical figures	Amelia Earheart - <i>Gender</i>	
Texts		
Tier 3 Vocabulary	Past Present Machinery Inventions Improvements Similarity Difference	Past Present Inventions Improvements Similarity Difference



History Enquiry Questions and Assessment Checkpoints

<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: How do farms operate in the present?</p> <p>CQ2: How do farms operate in the past?</p> <p>CQ3: What is good about the changes in farming? What has not been so good?</p> <p>CQ4: How can you travel? (identifying different types of transport)</p> <p>CQ5: What is the same / different about old and new cars?</p> <p>CQ6: How did people used to travel? How do they travel today?</p> <p>CQ7: Who was Amelia Earheart and why is she important?</p>	<p>CQ1: What is my house like?</p> <p>CQ2: What are houses like around me? Are they similar?</p> <p>CQ3: What do different types of houses look like? What are they called? (houses, flats, bungalow, terraced)</p> <p>CQ4: What makes a house a house? (Label different parts of a house – roof, chimney, window, brick, door.)</p> <p>CQ5: What is inside my house? Have these things always been there? (what has changed over time)</p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify some similarities and differences between now and the past. <i>Exploration/Discovery</i> ✓ Describe how farms worked in the past using pictures and videos <i>Exploration/Discovery</i> ✓ Describe how farms worked in the present using pictures and videos <i>Exploration/Discovery</i> ✓ Know how aspects of farming have changed from the past <i>Exploration/Discovery</i> ✓ Explain how there have been some advantages / disadvantaged to changes in farming. <i>Exploration/Discovery</i> ✓ Know and explain how transport has changed from the past including trains, cars, bikes, boats and planes <i>Exploration/Discovery</i> ✓ discuss prominent people from the past <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify some similarities and differences between now and the past. <i>Exploration/Discovery</i> ✓ Know and describe different parts of a house <i>Exploration/Discovery</i> ✓ Know and describe different types of houses <i>Exploration/Discovery</i> ✓ Know and explain how household objects have changed from the past and the advantages of the changes. <i>Exploration/Discovery</i>

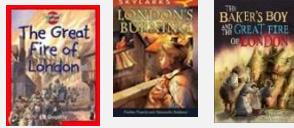
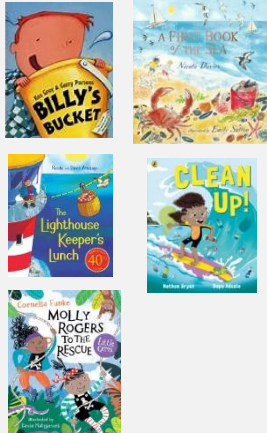


History Enquiry Questions and Assessment Checkpoints

	✓ explain who Amelia Earheart was, the transport she used and what she did <i>Exploration/Discovery</i>	
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2023/2024 Y1	Spring 1	Summer 1
Lead Enquiry Question (Composite Outcome)	What happened when London was on fire?	How have seaside holidays changed over the last 100 years?
Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened ? (Personal Development, curriculum links)	Fire Service / Station	Visit to Charlestown harbour
Substantive Concepts – Schema (Sticky Knowledge)	<i>Settlements/Civilisations</i> <i>Exploration/Discovery</i> <i>Trade</i>	<i>Settlements/Civilisations</i> <i>Exploration/Discovery</i> <i>Trade</i>
Disciplinary knowledge	<i>Historical Significance</i> <i>Cause and Consequence</i> <i>Sources and Evidence</i>	<i>Historical Interpretation</i> <i>Sources and Evidence</i>
Key historical figures	<i>Samuel Pepys</i> <i>King Charles II</i> <i>Thomas Farriner</i>	<i>Queen Victoria</i> Gender <i>King Edward VII</i> <i>King George V</i>

History Enquiry Questions and Assessment Checkpoints

<p>Texts</p>		
<p>Tier 3 Vocabulary</p>	<p>Significant Event Impact Samuel Pepys River Thames King Charles II Tudors</p>	<p>Evidence Sources Victorian Period Pier Promenade Tourist Feature Attractions</p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: What is London like now?</p> <p>CQ2: What was life like in the 17th century? <i>Cause and Consequence</i></p> <p>CQ3: What were the key events of The Great Fire of London? <i>Cause and Consequence</i></p> <p>CQ4: How do we know about The Great Fire of London? (sources) <i>Sources and Evidence</i></p> <p>CQ5: What lessons were learned from the Great fire of London? <i>Historical Significance</i></p>	<p>CQ1: What is a holiday? What is it like to go on a seaside holiday? (now)</p> <p>CQ2: When was the Victorian era? (timeline)</p> <p>CQ3: What was life like in the Victorian era?</p> <p>CQ4: What were holidays like in the Victorian era? (Use sources of evidence discover what seaside holidays were like in the past). <i>Sources and Evidence</i></p> <p>CQ5: What is the same and different about holidays then and now? <i>Historical Interpretation</i></p>


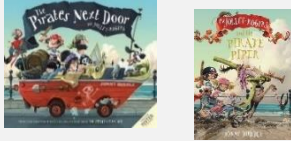


History Enquiry Questions and Assessment Checkpoints

	<p>CQ6: What was the impact of The Great Fire of London?</p> <p><i>Historical Significance</i></p>	
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Describe London now and in the past <i>Settlements/Civilisations</i> ✓ Know what it was like to live in the 17th century <i>Settlements/Civilisations</i> ✓ Explain the reasons for and events of The Great Fire of London <i>Exploration/Discovery</i> ✓ Explain the significance of this event for future London <i>Settlements/Civilisations, Trade</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what a holiday is <i>Exploration/Discovery</i> ✓ Know what life was like in Victorian times <i>Settlements/Civilisations</i> ✓ Ask questions about holidays in the past <i>Exploration/Discovery</i> ✓ Describe how holidays have changed overtime <i>Trade</i> ✓ Explain some of the reasons why seaside holidays have changed over the last 100 years <i>Trade</i>

2023/2024 Y2	Spring 1	Summer 1
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>What impact did Rosa Parks and Emmeline Pankhurst have on our world today?</p>	<p>Piracy in Cornwall: fact or fiction?</p>
<p>Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened? (Personal Development, curriculum links)</p>		
<p>Substantive Concepts – Schema (Sticky Knowledge)</p>	<p><i>Leaders Exploration/Discovery</i></p>	<p><i>Exploration/Discovery Trade</i></p>

History Enquiry Questions and Assessment Checkpoints

Disciplinary knowledge	<i>Similarity and Difference</i> <i>Change and Continuity</i> <i>Historical Significance</i> <i>Historical interpretation</i>	<i>Historical Interpretation</i> <i>Historical Significance</i>
Tier 3 Vocabulary	Similarities Differences Famous Race Equality Rights Activist Welfare	Golden Age of Piracy Trade Interpretation Significance Smuggling Jolly Roger Myth Legend Sloop Galleon
Key historical figures	<i>Rosa Parks</i> Race <i>Emily Hobhouse</i> Gender	<i>Lady Mary Killigrew</i> Gender <i>Anne Bonney</i> Gender <i>Blackbeard</i> John Carter – Kind of Prussia
Texts		
Component Questions (components to be explored throughout the unit)	CQ1: Who was Rosa Parks? What was her childhood like? <i>Historical Significance</i> CQ2: Why was Rosa Parks famous? <i>Historical Significance</i> CQ3: What impact did Rosa Parks have on our world today? <i>Historical Interpretation</i> CQ4: Who was Emmeline Pankhurst? What was her childhood like?	CQ1: When was 'The Golden Age of Piracy'? CQ2: Were there pirates in Cornwall? <i>Historical Significance</i> CQ3: Do we know of any famous pirates? (John Carter links) <i>Historical Significance</i> CQ4: Who was Lady Mary Killigrew? Are the rumours true? <i>Historical Interpretation</i>


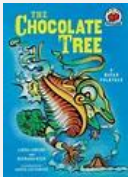


History Enquiry Questions and Assessment Checkpoints

	<p>CQ5: Why was Emmeline Pankhurst famous? <i>Historical Significance</i></p> <p>CQ6: What impact did Emmeline Pankhurst have on our world today? <i>Historical Interpretation</i></p> <p>CQ7: What are the similarities and differences between the times when Rose and Emmeline were alive to today? (late 1980's, early 1900's) <i>Similarity and Difference; Change and Continuity</i></p>	<p>CQ5: What impact did pirates have on our county today? <i>Historical Interpretation</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know who Rosa Parks and Emily Hobhouse are <i>Exploration/Discovery</i> ✓ Know about the Crimean War <i>Invasion</i> ✓ Understand the impact of Rose Parks and Emily Hobhouse <i>Exploration/Discovery</i> ✓ Compare life then to now <i>Exploration/Discovery</i> ✓ Be able to describe the positive impact these women have had on our world today <i>Leaders</i> ✓ 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain 'The golden age piracy' <i>Exploration/Discovery</i> ✓ Plot 'The golden age piracy' on a timeline / know when this happened <i>Exploration/Discovery</i> ✓ Know why Cornwall was famous for piracy <i>Exploration/Discovery</i> ✓ Explain why pirates existed <i>Trade</i> ✓ Describe the life of local pirates in the past <i>Exploration/Discovery</i>

2023/2014 Y3	Spring 2	Summer 2
<p>Lead Enquiry Question (Composite Outcome)</p>	<p>Why did the Iron Age replace the Stone Age?</p>	<p>How did the Mayan Civilisation survive?</p>
<p>Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits)</p>		

History Enquiry Questions and Assessment Checkpoints


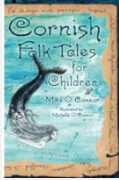
<p>How/why will children feel enlightened? (Personal Development, curriculum links)</p>		
<p>Substantive Concepts – Schema <i>(Sticky Knowledge)</i></p>	<p><i>Settlements/Civilisations</i> <i>Exploration/Discovery</i> <i>Trade</i></p>	<p><i>Settlements/Civilisations</i> <i>Exploration/Discovery</i></p>
<p>Disciplinary knowledge</p>	<p><i>Similarity and Difference</i> <i>Change and Continuity</i> <i>Historical Interpretation</i></p>	<p><i>Similarity and Difference</i> <i>Cause and Consequence</i> <i>Historical Interpretation</i></p>
<p>Key historical figures</p>	<p>Amesbury Archer Dorothy Garrod <i>Gender</i></p>	<p>Itzamna/ Kukulcan (Gods) Lady of Tikal <i>Gender, Age</i> John Stephens (<i>Rediscovery links to Gender, Race, Religion and beliefs</i>) Frederick Catherwood</p>
<p>Texts</p>		
<p>Tier 3 Vocabulary</p>	<p>Archaeologists Palaeolithic Mesolithic Neolithic Hunter-Gathers B.C A.D Prehistory Nomad Settlement</p>	<p><i>Civilization</i> <i>Chichen Itza</i> <i>Itzamna</i> <i>Cacao</i> <i>Classic period</i> <i>Hieroglyphs</i> <i>Epigrapher</i></p>
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: When was the pre-historic period? <i>Similarity and Difference</i></p> <p>CQ2: What was life like in the Stone Age? (use evidence from Skara Brae to discover about life in the Stone Age)</p>	<p>CQ1: When and where did the Maya live?</p> <p>CQ2: What are the challenges of settling in the rainforest? <i>Cause and Consequence</i></p> <p>CQ4: What was the importance of Maya Gods and Goddesses to the Maya Civilisation?</p>



History Enquiry Questions and Assessment Checkpoints

	<p>CQ3: Who was Amesbury Archer? Why are they famous? <i>Historical Interpretation</i></p> <p>CQ4: How did bronze change life in the Stone Age? <i>Change and Continuity</i></p> <p>CQ5: How did trade change during the Stone and Iron Age? <i>Change and Continuity</i></p> <p>CQ6: How were the Stone Age and Iron Age different? <i>Change and Continuity</i></p>	<p>CQ5: What do the archaeological remains tell us about Maya cities? <i>Historical Interpretation</i></p> <p>CQ6: What caused the decline of the Maya cities? <i>Cause and Consequence</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain how bronze was better than stone age and the impact this had on farming <i>Trade Exploration/Discovery</i> ✓ Explain how trade increased during the Iron Age and why coins were needed <i>Trade</i> ✓ Identify changes and continuities between the Neolithic and Iron Age periods <i>Settlements/Civilisations</i> ✓ Explain which period they would prefer to have lived in, providing evidence for their choice. <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the key periods in the Maya civilisation <i>Settlements/Civilisations</i> ✓ Identify periods that were happening in Britain at the same time <i>Exploration/Discovery</i> ✓ Explain how the Maya settled in the rainforest <i>Settlements/Civilisations</i> ✓ Explain the reasons for the decline of the Maya civilisation <i>Exploration/Discovery</i>

History Enquiry Questions and Assessment Checkpoints

2023/2024 Y4	Spring 2	Summer 1
Lead Enquiry Question (Composite Outcome)	Who were the Ancient Greeks?	King Arthur: A real legend?
Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened ? (Personal Development, curriculum links)		Visit Tintagel Castle
<i>Substantive Concepts – Schema (Sticky Knowledge)</i>	<i>Settlements/Civilisations Exploration/Discovery Leaders</i>	<i>Leaders Exploration/Discovery</i>
Disciplinary knowledge	<i>Similarity and Difference Historical Interpretation</i>	<i>Historical interpretation</i>
Tier 3 Vocabulary	<i>Civilisations Architecture Mount Olympus</i>	Similarities Differences Famous
Key Historical Figures	<i>Alexander the Great</i>	<i>King Arthur</i>
Texts		





History Enquiry Questions and Assessment Checkpoints

<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: When did the the Ancient Greeks live?</p> <p>CQ2: How was life different for Ancient Greeks to our lives today? <i>Similarity and Difference</i></p> <p>CQ2: What was the importance of the gods to the Ancient Egyptians?</p> <p>CQ3: Who were the Ancient Greek Leaders? Were they all human?</p> <p>CQ4: What are the lasting achievements of the Ancient Greeks? <i>Historical Interpretation</i></p>	<p>CQ1: Who was King Arthur?</p> <p>CQ2: When was King Arthur alive? (timeline – links to eras learned previously e.g. Romans) <i>Historical Significance</i></p> <p>CQ3: How is King Arthur significant to Cornwall? (Tintagel Castle) <i>Historical Interpretation</i></p> <p>CQ4: How do we know that King Arthur wasn't a real King? <i>Historical interpretation</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the key periods in the Ancient Greeks <i>Settlements/Civilisations</i> ✓ Understand what the Ancient Greeks believed in <i>Leaders</i> ✓ Describe the achievements / impact of the Ancient Greeks on today's society <i>Exploration/Discovery</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know who King Arthur is <i>Leaders</i> ✓ Know that are links to Cornwall – Tintagel Castle <i>Settlements/Civilisations</i> ✓ Explain why King Arthur was not a 'real' King and that sources of information aren't always reliable



History Enquiry Questions and Assessment Checkpoints

2023/2024 Y5	Spring 2	Summer 1
Lead Enquiry Question (Composite Outcome)	How successful was the Viking invasion?	What was the impact of the Industrial Revolution in Britain?
Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened ? (Personal Development, curriculum links)		
Substantive Concepts – Schema (Sticky Knowledge)	<i>Settlements/Civilisations</i> <i>Invasion</i> <i>Trade</i> <i>Leaders</i>	<i>Settlements/Civilisations</i> <i>Trade</i> <i>Leaders</i>
Disciplinary knowledge	<i>Historical Interpretation</i> <i>Sources and Evidence</i>	<i>Sources and Evidence</i> <i>Change and Continuity</i>
Tier 3 Vocabulary	<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>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>
Key Historical Figures	<i>Alfred the Great</i> <i>Guthrum</i> <i>King Canute</i>	<i>Queen Victoria</i> <i>Gender</i> <i>James Watt</i> <i>Isambard Kingdom Brunel</i>
Texts		

History Enquiry Questions and Assessment Checkpoints



<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: How do we know about the Vikings? Are the sources reliable? <i>Sources and Evidence</i></p> <p>CQ2: What other sources can we use to explore what Viking life was like in Britain? (Extract and interpret information from a range of sources). <i>Sources and Evidence Historical Interpretation</i></p> <p>CQ3: When and why did the Vikings come to Britain?</p> <p>CQ4: How did the Vikings travel to Britain?</p> <p>CQ5: Why was trade important to the Vikings?</p> <p>CQ6: What was the impact of the Anglo-Saxon and Vikings' struggles on Britain? <i>Cause and Consequence</i></p>	<p>CQ1: What was Victorian society like? <i>Sources and Evidence</i></p> <p>CQ2: How did the living conditions change during the Industrial Revolution? <i>Change and Continuity</i></p> <p>CQ3: How did the working conditions change during the Industrial Revolution? <i>Change and Continuity</i></p> <p>CQ4: What inventions revolutionised the lives of British people? <i>Change and Continuity</i></p> <p>CQ5: What impact did the Industrial Revolution have on locations in the UK? <i>Change and Continuity</i></p> <p>CQ6: What was the impact of the political changes that took place during the Industrial Revolution? (compare this to the Ancient Greek democracy) <i>Change and Continuity</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the different reasons for migration to Britain <i>Trade, Leaders</i> ✓ Explain where the Vikings came from and why they invaded Britain <i>Invasion</i> ✓ Describe how sources can be biased ✓ Explain whether the Vikings were traders or raiders and providing supporting evidence <i>Trade Invasion</i> ✓ Identify Viking trading routes <i>Trade</i> ✓ Identify important events in the Viking struggle for Britain <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the key events of the Industrial Revolution <i>Trade</i> ✓ Explain the impact of the Industrial Revolution on locations and people <i>Settlements/Civilisations</i> ✓ Compare political changes during the Industrial Revolution and Ancient Greece <i>Leaders</i> ✓ Describe the legacy of the Industrial Revolution <i>Trade, Settlements/Civilisations</i>



History Enquiry Questions and Assessment Checkpoints

2023/2024 Y6	Spring 1		Summer 1	
Lead Enquiry Question (Composite Outcome)	What impact did World War II have on Britain?		What was the impact of the Race to Space?	
Enrichment Opportunities What will inspire pupils? (hook) How could you enrich learning? (trips/visits) How/why will children feel enlightened ? (Personal Development, curriculum links)			Cornwall Spaceport	
Substantive Concepts – Schema (Sticky Knowledge)	<i>Settlements/Civilisations</i> <i>Invasion</i> <i>Leaders</i>		<i>Exploration/Discovery</i> <i>Leaders</i>	
Disciplinary knowledge	<i>Cause and Consequence</i> <i>Similarity and Difference</i>		<i>Sources and Evidence</i> <i>Change and Continuity</i>	
Tier 3 Vocabulary	<i>Triple Entente</i> <i>Triple Alliance</i> <i>Allies</i> <i>Propaganda</i> <i>Trench Warfare</i> <i>Western Front</i> <i>Impact</i> <i>Air raid</i>	<i>Battle of Britain</i> <i>Black Market</i> <i>Rationing</i> <i>Blitz</i> <i>Conscription</i> <i>Evacuee</i> <i>Luftwaffe</i> <i>Hitler Youth</i>	<i>20th Century</i> <i>Exploration</i> <i>Space Race</i> <i>Cold War</i> <i>Soviet Union (USSR)</i> <i>Iron Curtain</i> <i>Escalation</i> <i>Tourism</i> <i>Advancement</i>	<i>Technological</i> <i>National security</i> <i>Satellites</i> <i>Outer Space Treaty</i> <i>International Space Station</i> <i>Sputnik</i> <i>Vostok 1</i> <i>Apollo 11</i>
Key Historical Figures	<i>Beatrice Shilling Gender</i> <i>Captain Tom Moore Age</i> <i>Alan Turing Sexual Orientation</i> <i>Adolf Hitler</i> <i>Winston Churchill</i> <i>Clement Atlee</i>		<i>Dorothy Vaughan, Mary Jackson, Katherine Johnson,</i> <i>Christine Darden Gender, Race</i> <i>Dr Temple Grandin Gender, Disability</i> <i>John F Kennedy</i> <i>Nikita Khrushchev</i> <i>Tim Peake</i> <i>Yury Gagarin</i> <i>Buzz Aldrin</i>	

History Enquiry Questions and Assessment Checkpoints

<p>Texts</p>		
<p>Component Questions (components to be explored throughout the unit)</p>	<p>CQ1: What was the cause of WWII? <i>Cause and Consequence Similarity and Difference</i></p> <p>CQ2: Have there been any others wars since then?</p> <p>CQ3: What impact did the Falklands war have on Great Britain? <i>Cause and Consequence</i></p> <p>CQ4: How was WWII won?</p> <p>CQ5: What was ‘the Battle of Britain? Why is it significant?</p> <p>C6: What is the impact of war on different groups of people? <i>Cause and Consequence, Similarity and Difference</i></p>	<p>C1: Explore the key historical events of space exploration <i>Change and Continuity</i></p> <p>C2: Describe the ‘Space Race’ and why this was important to different countries <i>Change and Continuity</i></p> <p>C3: Describe the early achievements of the Space Race</p> <p>C4: Explore the impact of failed missions and disasters of the Space Race using sources. <i>Sources and Evidence</i></p> <p>C5: Know about the lives of significant people who have travelled to space</p> <p>C6: Explore what’s next for the race to space – deep space exploration, Mars and even Space tourism! <i>Change and Continuity</i></p>
<p>Assessment Checkpoint</p>	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the causes of different wars <i>Leaders</i> ✓ Know other key warfare that has taken place in the last century which has included British soldiers ✓ Identify the different phases in the Battle of Britain <i>Invasion</i> ✓ Use sources to make inferences and deductions <i>Invasion</i> ✓ Describe the impact that wars have on different groups of people <i>Settlements/Civilisations</i> 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the key events of space exploration <i>Exploration/Discovery</i> ✓ Describe the success and failures of some space missions <i>Exploration/Discovery</i> ✓ Explain the importance of exploring space <i>Power, Exploration/Discovery</i> ✓ Explain the legacy of space exploration <i>Exploration/Discovery</i> ✓ Consider the future of space exploration and the impact this may have on future generations <i>Exploration/Discovery</i>



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