



History curriculum coverage map

Subject: History		AUTUMN		SPRING		SUMMER	
Values		RESPECT	FREEDOM	COURAGE	HONESTY	RESPONSIBILITY	HOPE
Nursery		-Talk about the lives of the people around them and their roles in society; -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -Understand the past through settings, characters and events encountered in books read in class and storytelling.				Children to create a family tree and talk about the past in reference to being born ... years ago.	
Reception							
Year 1	Topic	Local History Changes within living memory, school now and then etc. Events & Change (Timeline and changes within their lives)		Famous flights The lives of significant individuals in the past who have contributed to national and international achievements. People		Victorians Significant historical events and Queen Victoria (inc. history of toys) People	
	Enquiry focus & questions	How has Redditch changed? - What was Redditch like when I was born? - What has changed since I was born? - How can a timeline show how Redditch has changed?		What famous flights have impacted air travel today? - Who is Amelia Earhart and what is she well-known for? - What is Apollo 11 and the importance of it? - Who is Louis Bleriot and what did we learn from him?		How has life changed from the Victorian times? - Who was Queen Victoria? - What was life like during the Victorian times? - How did children's lives differ to their lives now?	
Year 2	Topic	Local History Changes within living memory Events & Change (Landmarks in Redditch - The National Needle Museum, ruins of 11 th Century Bordesley Abbey, St Stephens Church)		The Great Fire of London Events beyond living memory that are significant nationally or globally Events & People		Monarchy The lives of significant individuals in the past who have contributed to national and international achievements. King Charles I&II People; Change	
	Enquiry focus & questions	What makes Redditch, Redditch? - What historical landmarks are there in Redditch? - What is the significance of the landmarks? - How have they changed overtime?		What makes the Great Fire of London 'Great'? - How do we know about the GFoL? - Why did the fire burn for so long? - How did the fire change the city?		How has Britain's monarchy changed over time? - What is a monarch and who are some important monarchs? - How are King Charles II and III similar and different? - Why do we still have a monarchy?	
Year 3	Topic	Local History Local History study and needlework Events & Change (Needle museum, development of the mill and its significance)		The Stone, Bronze and Iron Age Changes in Britain from the Stone Age to the Iron Age. Events		Monarchy Queen Elizabeth I Events & People	



	Enquiry focus & questions	What is Redditch most famous for? - Why is Redditch famous for its needle manufacturing? - What is so significant about the mill? - How were needles made and how does this compare to the processes today?	How did Britain change from the Stone Age to now? - What can archaeological artefacts tell us about these Ages? - What was a day during the Stone Age like? - How did daily life change, when people began to use bronze and iron?	What was significant about Queen Elizabeth's reign? - What was life like in the Elizabethan era? - What did it take for Queen Elizabeth I to become the Queen and was it fair? - How does she compare to Queen Elizabeth II
Year 4	Topic	Local History Local History study Events & Change (Growth and development of Redditch, from its time as Bordesley Abbey to what it is now)	Romans The Roman Empire and its impact on Britain, Boudicca Events & People	Anglo Saxons & Vikings The development of the Anglo Saxons and what impact the Scots had. Events
	Enquiry focus & questions	How has Redditch become the town it is today? - What came before 'Redditch'? - What were the most significant events in its development? - What would a timeline of Redditch's history look like?	Did the Romans do more good than bad? - Why and how did the Romans want to invade Britain? - What was life in Roman Britain like and did they leave any lasting changes in Britain? - What has Boudicca taught us?	How did the power struggle between the Anglo Saxons and Vikings shape Britain? - Why did the Anglo-Saxons come to Britain and where did they settle? - Why did the Vikings come to Britain and where did they settle? - How did England become a unified country?



Medium Term Plan

YEAR 1

Unit/Key Qu	Qu 1 (2 lessons)	Qu 2 (2 lessons)	Qu 3 (2 lessons)	Key Vocabulary	Key Skills	Core knowledge
Local history <i>How has Redditch changed?</i>	What was Redditch like when I was born? 1 - talk about and find out about where and when you were born - create a class timeline of births including the place - what is a timeline? What do we use them for? 2- find and explore pictures of what Redditch was like when they were born, look at a map and explore the main areas of Redditch. Identify Redditch as a town and talk about what that means.	What has changed since I was born? 1 - Recap our findings from what Redditch was like when you were born. Talk about how it has changed from then to now - look at now and then photos. Develop a list of questions that we could ask other people to help us answer our key question. 2 - Children to carry out their questionnaire - who would be the best people to ask? How is this a good way of finding out?	How can a timeline show how Redditch has changed? 1 - Children to look at some pictures of Redditch and begin to order them from the past to now. How can they tell? What will help them order the pictures? 2 - Create a timeline of Redditch using the pictures and dates.	past, present, timeline, change, compare, living memory, Redditch, town	-observe and use pictures, photographs and artefacts to find out about the past -sequence pictures from different periods -describe memories and changes that have happened in their own lives -talk, write and draw about things from the past	-to know when they were born -to identify Redditch as a town and the place they live -to identify changes and talk about them -to know what a timeline is and create one -to create and carry out a questionnaire
Famous flights <i>What famous flights have impacted air travel today?</i>	Who is Amelia Earhart and what is she well-known for? 1 - Research who Amelia Earhart is. Find information out about her young life, growing up, family etc. 2 - Research what she is famous for - why is her gender so important with regards to what she has achieved? How has she helped aviation?	What is Apollo 11 and the importance of it? 1 - What is Apollo 11? Who was involved in the missions? 2 - What is so significant about the Apollo 11 missions? What have they added to our development within human flight?	Who is Louis Bleriot and what did we learn from him? 1 - Who is Louis and what is significant about his findings? 2 - What is so important about these three figures and how have they changed the world?	Aviator, source, launch, orbit, heroine, flight, Louis Bleriot, Apollo 11, Amelia Earhart	-observe or handle evidence to ask simple questions about the past -sequence pictures from different periods -know and recount episodes from stories and significant events in history -use drama/role play to communicate their knowledge about the past	-to know what a timeline is and create one -to name significant individuals -to be able to talk about significant individuals and their contributions -to say how someone's achievements can impact us and the future
Over each lesson add to a class timeline the life and achievements of these three milestones/people						



Victorians <i>How has life changed from the Victorian times?</i>	What was life like during the Victorian times? 1 - Discuss what the Victorian period is, show it on a timeline and explore a range of photos and artefacts from this period 2 - explore what a day in the life of a Victorian looked like and how a child lived. Discuss this in more detail by referring to school life and what this looked like. Also explore their home lives and what they were expected to do.	Who was Queen Victoria? 1 - Look at a picture of Queen Victoria, introduce who she is and find out about her life. Show the development of her life on a timeline (this could be the same timeline from the first lesson) 2 - Delve into the most significant parts of her life and research more about them - what made her such a good Queen?	How did children's lives differ to their lives now? 1 - can the children remember what life was like for children during the Victorian times? Recap this and then discuss what they did during leisure time, what did they play with, what 'fun' things did they do at school? Etc. 2 - Children to compare what life is like now to what it was like in the Victorian times for children.	Queen Victoria, royal family, reigned, different, lifestyle, compare	- observe or handle evidence to find answers to simple questions about the past on the basis of simple observations - identify similarities and differences between ways of life in different periods - sequence pictures from different periods - recognise some similarities and differences between the past and the present	- to say who Queen Victoria was and about her life - to recall facts about what life was like during the Victorian era - to compare between life now and life during the Victorian era
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YEAR 2

Unit/Key Qu	Qu 1 (2 lessons)	Qu 2 (2 lessons)	Qu 3 (2 lessons)	Key Vocabulary	Key Skills	Core knowledge
Local history <i>What makes Redditch, Redditch?</i>	What historical landmarks are there in Redditch? 1 - Explore Redditch on a map and look at the area it covers. Talk about how Redditch is a town and what that means. What places do the children know in Redditch? How long have they been in Redditch? Could these be classed as landmarks? 2 - Show photos of various landmarks e.g. The National Needle Museum, ruins of 11th Century Bordesley Abbey, St Stephens Church.	What is the significance of the landmarks? 1 - Children to research using fact sheets and or the internet to find information out about the chosen landmarks. Children to find important dates and the purpose of them 2 - Why are these landmarks significant? What is their importance within Redditch?	How have our landmarks changed overtime? (timeline) 1 - Look at some pictures of the landmarks from different periods, how have they changed? Do they look the same as when they were first built? Are they still functional? Do we still use them today? 2 - Create a timeline of when the landmarks were built and when any significant changes were made	landmark, cause, impact, town, development, The National Needle Museum, ruins of 11th Century Bordesley Abbey, St Stephens Church	- start to use stories or accounts to distinguish between facts and fiction - choose and select evidence and say how it be used to find out about the past - order dates from earliest to latest on a simple timeline	- to name Redditch as a town and talk about its development - to name and describe some important landmarks - to say why some landmarks are significant - to know and understand how to create a timeline using given dates



	Children to then identify and mark these on a map.					
The Great Fire of London <i>What makes the Great Fire of London 'Great'?</i>	How do we know about the GFoL? 1 - Children to find out about GFoL through a range of sources; books, fact sheets, iPads and pages from Samuel Pepys diary. Discuss their findings and bring the information together as a class, talking about any differences in information and talking about why this has happened (stories differ from the past due to inconsistencies in recording) 2 - talk about Samuel Pepys and how his diary informed us about the GFoL. Research information about his life and his diary.	Why did the fire burn for so long? 1 - Why is the GFoL such an important piece of history? What have we learned from it and how has it impacted us today? 2 - Explore the spread of the fire by creating a timeline of how it spread and then talking about why it spread so quickly and so far.	How did the fire change the city? 1 - Recap the timeline made from the spread of the fire as a reminder and then talk about the changes that were made because of it and why these were so important, not just then but for us today. 2 - create a timeline of the changes that occurred after the fire and the significance of these	consequence, legacy, spread, great, architect, impact Christopher Wren, Samuel Pepys	-start to compare two versions of a past event -explain that there are different types of evidence and sources that can be used to help represent the past -choose and select evidence and say how it be used to find out about the past -describe significant individuals from the past -sequence artefacts and events that are close together in time -order dates from earliest to latest on a simple timeline	-to recall the main events of the GFoL -to know where the information came from regarding the GFoL -to know Samuel Pepys and the significance of his diary -to know how the GFoL has impacted us today
Monarchy <i>How has Britain's monarchy changed over time?</i>	What is a monarch and who are some important monarchs? 1 - Research the term 'monarch' and find out what it means. How many can the children name? Discuss the impact of a monarch and the significance of having one to our country. 2 - Create a timeline of monarchs from the past	How are King Charles II and III similar and different? 1 - Find King Charles II and III on the timeline from last lesson. Do you recognise them? Do some more detailed research about each one. 2 - find similarities and differences between the Kings, not just the period they rule/d in but how they rule/d.	Why do we still have a monarchy? 1 - What are the roles and responsibilities of the monarch? Have these changed over time? Talk about how times have changed as well as the monarchs, but some things have remained the same. 2 - Why are traditions an important part of a country's identity? What would our country be like without them? Find out	monarch, King Charles I, King Charles II, heir, reign, empire, tradition	-choose and select evidence and say how it be used to find out about the past -understand that there are reasons why people in the past acted as they did -describe significant individuals from the past -show an understanding of historical terms, such as monarch, parliament, government, war, remembrance	-to say what a monarchy is -to name some monarchs from the past and within their living memory -to create a timeline of monarchs -to compare monarchs -to know why monarchs are important to our country



	and do some research about them.		about the balance between government and the royal family.			
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YEAR 3

Unit/Key Qu	Qu 1 (2 lessons)	Qu 2 (2 lessons)	Qu 3 (2 lessons)	Key Vocabulary	Key Skills	Core knowledge
Local history <i>What is Redditch most famous for?</i>	Why is Redditch famous for its needle manufacturing? 1 - Recap the history of Redditch, its landmarks and the significance of these. Talk about what we think Redditch is most well-known for when it comes to its history. Discuss its needle history and the development of this. 2 - Find information about the development of needle manufacturing, create a timeline of this to highlight how came to be such an important manufacturer of needles and why this was important to Redditch and its growth.	How were needles made and how does this compare to the processes today? 1 - look at some pictures that show the different processes of making needles. Children to order the pictures from start to end. Children to create a list of the above processes - ordering their own pictures and writing about them in more detail. 2 - Look into the jobs that this entailed. Which jobs paid the most? Why is this the case? Was the risk worth the higher pay? How has this changed today? Do we still make needles in the same way? Why has it changed?	What is so significant about the mill? 1 - find out about the water mill and how it was used to help manufacture needles. What makes this such a significant feature in Redditch 2 - What can we still see at the mill today? Research the fact that it is one of the only surviving water mills in the world containing original machinery. Why is this? How did our mill survive when others didn't?	new town, needles, water mill, industry, manufacturing, heritage,	-use a range of primary and secondary sources to find out about the past -note key changes over a period of time and be able to give reasons for those changes -identify key features, aspects and events of the time studied -create a timeline	-to recall the processes of making needles in the past (in Redditch) -to talk about the importance of the needle industry in Redditch -to learn about the jobs that people did to make the needles and the dangers associated with them -to know about the water mill and its importance
The Stone, Bronze & Iron Age <i>How did Britain change from the</i>	What can archaeological artefacts tell us about these Ages? 1 - Create a timeline to show the Stone Age,	What was a day during the Stone Age like? 1 - What was the Stone Age like? What developments were there during this period? Did adults and	How did daily life change, when people began to use bronze and iron? 1 - find out about and explore the changes during	prehistory, BC, efficient, archaeologist, artefacts, stone, bronze, iron, settlements	-look at more than two versions of the same event or story in history and identify differences -understand that a timeline can be divided into BC/BCE and AD	-to know the order of the Ages and their dates -to identify the Stone Age as a time in prehistory before metal was discovered



Stone Age to now?	Bronze Age, Iron Age and now. Tell the children we will be finding out all about the Stone Age, Bronze Age and Iron Age. Research the dates for these periods and children to predict what the names of the periods symbolise. 2 – Children to be given a selection of artefacts and photos to sort into the three eras. Once done, children to research information about the artefacts found and their purpose. Encourage the children to think about how these artefacts have develop over time.	children have different roles? How do we know this? 2 – focus on hunting and gathering. What did this look like? What impact did it have on their daily lives? How do we know this?	the Brone Age and the impact they had. 2 – find out about and explore the changes during the Iron Age and the impact they had and it was different from bronze.		-note key changes over a period of time and be able to give reasons for those changes -find out about the everyday lives of people in the time studied compared with our life today -identify key features, aspects and events of the time studied -present, communicate and organise ideas about the past using a range of high-leverage tasks	-to know Skara Brae is an archaeological site from the Stone Age -to understand that we learn about prehistory from archaeologists -to know what bronze and iron are
Monarchy <i>What was significant about Queen Elizabeth's reign?</i>	What was life like in the Elizabethan era? 1 – Explore what the Elizabethan era was and why it was called this. Talk about Queen Elizabeth's reign and the impact she had 2 – Investigate 'a day in the life of an Elizabethan', what this entails and how the children lived.	What did it take for Elizaeth I to become the Queen and was it fair? 1 – Look at Queen Elizabeth's family tree and to see her parents and siblings. Find out about who were the previous monarchs before her. 2 – Explore how the 'throne' is 'handed down' and how males were given rights over females. Discuss how this was how things were in the past and that we are lucky that things have changed for the better with regards to equal opportunities.	How does Queen Elizabeth I compare to Queen Elizabeth II? 1 – Who was Elizabeth II? When did she reign? Where does she fit in with regards to the monarch timeline? 2 – Make comparisons between the two Queens and the eras.	Queen Elizabeth I, Queen Elizabeth II, monarch, reign, empire, era,	-construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information -present, communicate and organise ideas about the past using a range of high-leverage tasks	-to name Queen Elizabeth as a monarch talk about her era -to say what the Elizabethan era is and what life was like during it -to know about Queen Elizabeth's family tree



YEAR 4



Unit/Key Qu	Qu 1 (2 lessons)	Qu 2 (2 lessons)	Qu 3 (2 lessons)	Key Vocabulary	Key Skills	Core knowledge
Local history <i>How has Redditch become the town it is today?</i>	What came before 'Redditch'? 1 – complete research using fact sheets and the internet to find out about the start of Redditch and what it was like before Redditch became an established town. 2 – Children to explore a set of pictures/photos of Redditch and how it developed over time. Order the pictures and talk about how they were able to do this, what clues did the pictures have that helped them?	What were the most significant events in its development? 1 – Find out about the Bordesley Abbey and its significance in the development of Redditch. Briefly recap the needle industry and the work covered in Year 3 2 – Explore when Redditch became a 'New town' and what this development meant for Redditch, its growth and population	What would a timeline of Redditch's history look like? 1 – Create a timeline of the main development points in Redditch's history. 2 – Create an information poster/leaflet/brochure about Redditch's history and development	industry, development, Bordesley Abbey, population, increase, Cistercian	-gather more detail from sources such as maps to build up a clearer picture of the past -sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	-to know about Redditch's past and how it developed over time -to create a timeline, highlighting the most significant parts of Redditch's history -to say why the needle industry was important to Redditch -to say when Redditch became a New Town and what this meant for Redditch
The Romans <i>Did the Romans do more good than bad?</i>	Why and how did the Romans want to invade Britain? 1 – Begin by exploring the Romans and their first invasion of Britain and how it was unsuccessful. Introduce Julius Caesar and his contributions and how he was finally able to successfully invade Britain. 2 – Map out the spread of the Roman Empire, the countries	What was life in Roman Britain like and did they leave any lasting changes in Britain? 1 – Research daily life, families, housing, food, school, children etc. during Roman times. 2 – Look at the changes the Romans made when they invaded Britain, are any of those changes still here today? In particular Redditch? (Ickniel Road is a Roman Road)	What has Boudicca taught us? 1 – Find out about Prasutagus and his family. Look into what the Romans did to him and what Boudicca did as a result. 2 – Talk about Boudicca and how she stood up for herself against the Romans. Discuss the significance of her being a female and going up against men and why	primary source, secondary source, empire, emperor, invasion, conquer, rebellion, AD, settlements	-investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different -gather more detail from sources such as maps to build up a clearer picture of the past -regularly address and sometimes devise own questions to find answers about the past -begin to undertake their own research -sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time	-to mark the spread of the Roman Empire on a map -to know what AD means -to know that the beginning of the Roman invasion was in 43AD -to recall Boudicca and the importance of her -to name the changes Romans brought to Britain -to name Julius Caesar and discuss his efforts



	that they invade. Find out about why they invaded these countries, in particular Britain. Create a timeline of the Romans		this was unusual for this period of time.		-explain how people and events in the past have influenced life today -describe connections and contrasts between aspects of history, people, events and artefacts studied -start to present ideas based on their own research about a studied period	-to say what daily life was like during the Roman times
Anglo Saxons & Vikings <i>How did the power struggle between the Anglo Saxons and Vikings shape Britain?</i>	Why did the Anglo-Saxons come to Britain and where did they settle? 1 - Research who the Anglo-Saxons were, where they came from and their religion. 2 - Find out why the Anglo-Saxons came to Britain and what they did when they arrived? Did they have an impact on our country?	Why did the Vikings come to Britain and where did they settle? 1 - Research who the Vikings were and how they came to Britain 2 - Find out why the Vikings came to Britain. What did they want and where did they settle?	How did England become a unified country? 1 - Create a timeline which include the Anglo-Saxons and Vikings. 2 - Look at the timeline made and refer to the changes each invasion brought with it. Talk about King Alfred and how he unified Britain.	raider, sea farers, horde, convert, monastery, King Alfred	-investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different -gather more detail from sources such as maps to build up a clearer picture of the past -regularly address and sometimes devise own questions to find answers about the past -begin to undertake their own research -sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time -explain how people and events in the past have influenced life today -describe connections and contrasts between aspects of history, people, events and artefacts studied -start to present ideas based on their own research about a studied period	-to know when and why the Anglo-Saxons and Vikings came to Britain -to be able to set out key dates on a timeline -to say who King Alfred was and how he united Britain -to know about Anglo-Saxon religion



Skills Progression

Skill Area	Year 1	Year 2	Year 3	Year 4
Interpretation	<i>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented</i>		<i>Children should understand how our knowledge of the past is constructed from a range of sources which provide us with evidence for certain ideas</i>	
	-observe and use pictures, photographs and artefacts to find out about the past	-start to compare two versions of a past event -start to use stories or accounts to distinguish between facts and fiction -explain that there are different types of evidence and sources that can be used to help represent the past	-look at more than two versions of the same event or story in history and identify differences	-investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different
Investigations	<i>Children should ask and answer questions, using other sources to show that they know and understand key features of events</i>		<i>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</i>	
	-observe or handle evidence to ask simple questions about the past - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations	-choose and select evidence and say how it be used to find out about the past	-use a range of primary and secondary sources to find out about the past -construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information	-gather more detail from sources such as maps to build up a clearer picture of the past -regularly address and sometimes devise own questions to find answers about the past -begin to undertake their own research
Chronological understating	<i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</i>		<i>Pupils should continue to develop chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>	
	-sequence pictures from different periods	-sequence artefacts and events that are close together in time -order dates from earliest to latest on a simple timeline	-understand that a timeline can be divided into BC or BCE and AD	-sequence several events, artefacts or historical figures on a timeline using dates, including those that are



	-describe memories and changes that have happened in their own lives -use words and phrases such as; old, new, earliest, latest, past, present future			sometimes further apart, and terms related to the unit being studied and passing of time
Knowledge & understanding of events, people & changes in the past	<i>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events</i>		<i>Children should note connections, contrasts and trends over time.</i>	
	-recognise some similarities and differences between the past and the present -identify similarities and differences between ways of life in different periods -know and recount episodes from stories and significant events in history	-understand that there are reasons why people in the past acted as they did -describe significant individuals from the past	-note key changes over a period of time and be able to give reasons for those changes -find out about the everyday lives of people in the time studied compared with our life today -identify key features, aspects and events of the time studied	-explain how people and events in the past have influenced life today -describe connections and contrasts between aspects of history, people, events and artefacts studied
Presenting, organising & communicating	<i>Pupils should use a wide vocabulary of everyday historical terms.</i>		<i>Pupils should develop the appropriate use of historical terms.</i>	
	-talk, write and draw about things from the past -use drama/role play to communicate their knowledge about the past	-show an understanding of historical terms, such as monarch, parliament, government, war, remembrance -use historical vocabulary to retell simple stories about the past	-use and understand appropriate historical vocabulary to communication information such as ruled, reigned, kingdom -present, communicate and organise ideas about the past using a range of high-leverage tasks	-start to present ideas based on their own research about a studied period



Intent, Implementation & Impact

Intent:	Implementation:	Impact:
At Holyoakes Field First school, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. Through linking lessons to a range of topics, children have the opportunity to investigate and interpret the past in a variety of different ways. Children will learn and continually build upon historical skills whilst exploring British history and that within the wider world.	History is taught through termly themes, allowing children to become immersed in a range of knowledge and skills. • Lessons are sequenced well and build upon prior knowledge, skills and understanding • Displays are used to celebrate and consolidate the learning that takes place • A school history week is used to celebrate history as a subject and provide the children with an opportunity to share their learning with others	By the end of Year 4, pupils: • Can reflect on history within their living memory as well as that of the past • Will be able to use subject specific vocabulary to verbalise their knowledge • Ask questions to find out more or what question what comes next • Use their chronological awareness to talk about events in order • Discuss the impact of particular periods from the past on how we live today