

# Dunsford Community Academy



DUNSFORD

COMMUNITY ACADEMY

## CURRICULUM OVERVIEW 2021-22

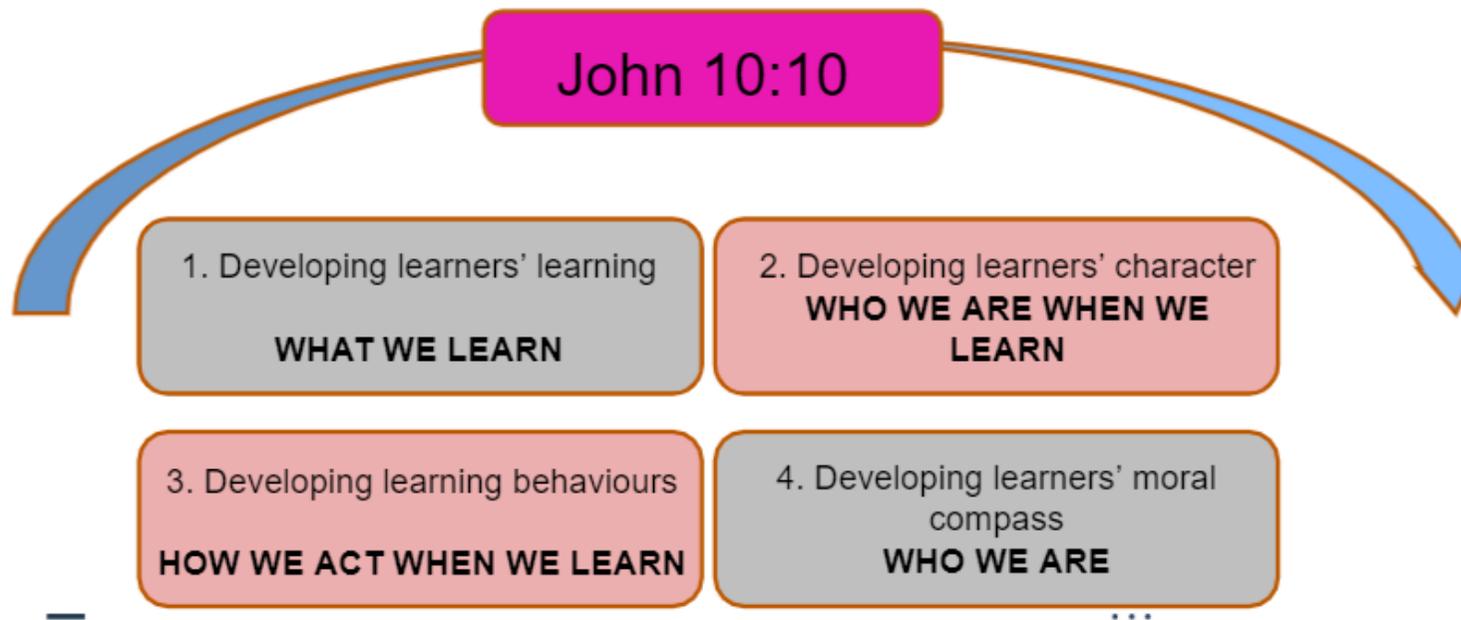
### History

Dunsford Community Academy's curriculum is intrinsically linked to our vision statement ***'Together we learn, Together we grow, Together we bloom.'*** Our curriculum is ambitious and we want our pupils to imagine what is possible for them to achieve and to develop confidence to fulfil their hopes and aspirations. Our ambition is to give the children the purpose and desire to create change in our local communities and the wider world beyond.

Our curriculum is the beating heart of our academies and is rooted in John 10:10.

***“I came that they might have life and live it to the full”***

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.



## Curriculum Intent

Developing learners' learning  
**WHAT WE LEARN**

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learning behaviours  
**HOW WE ACT WHEN WE LEARN**

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' character  
**WHO WE ARE WHEN WE LEARN**

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learners' moral compass  
**WHO WE ARE**

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

## History

As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections,

identifying contrasts and trends over time and recognising how the past impacts upon the present and our futures.

**Key Concepts: Settlement, Change, Government, Invasion, Impact, Transport, Trade, Religion and Beliefs, Invasion**

**Skills Progression**

Year	Chronology	Range and Depth	Interpretation	Enquiry	Organisation & Communication
1	<p>I can sequence events or objects in my life, in chronological order</p> <p>I can sequence 3 or 4 artefacts from different periods of time</p>	<p>I can begin to describe similarities and differences</p> <p>I can use a range of sources to find out characteristic features of the past</p>	<p>I can describe memories of key events in my life</p> <p>I can begin to identify different ways to represent the past (i.e. photos, stories, adults)</p> <p>I can begin to identify different ways to represent the past (e.g. photos, stories, adults)</p>	<p>I can sort 3 or 4 artefacts into 'then' and 'now'.</p> <p>I can ask and answer questions related to different sources and objects. I.e. What happened? What was it like?</p> <p>I can use as wide a range of sources as possible.</p>	<p>I can create timelines (3D with objects/sequential pictures)</p>
2	<p>I can label timelines with an increasingly broader vocabulary of everyday historical terms</p> <p>I can sequence artefacts closer together in time, sequence events, photos etc</p>	<p>I can find out about people and events in other times and identify differences in their lives</p> <p>I can confidently describe similarities and differences between artefacts and photos</p> <p>I can describe key events and when they happened in time</p> <p>I can compare 2 events of a past event</p>	<p>I can develop empathy and understanding (Hot seating, speaking and Listening)</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can identify different ways to represent the past</p>	<p>I can begin to discuss the effectiveness (reliability) of sources</p> <p>I can use timelines</p> <p>I can use a source - why, what, who, how, where - to ask questions and find answers</p>	<p>I can annotate photos</p>
3 & 4	<p>I can place the time studied on a timeline</p> <p>I can place events from the period studied on a timeline.</p> <p>I can use terms related to the period and begin to date events</p> <p>I can understand more complex terms i.e. BC/AD</p>	<p>I can find out about everyday lives of people in time studies and use evidence to reconstruct life in the time studied</p> <p>I can compare with our life today</p> <p>I can identify reasons for and results of people's actions</p> <p>I understand why people may have had to do something</p> <p>I can identify key features and events and look for links and effects in time studied</p>	<p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can identify and give reasons for different ways in which the past is represented.</p>	<p>I can use a range of sources to find out about a period</p> <p>I can observe small details in artefacts and pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the library/e-learning for research and ask and answer questions</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p>	<p>I can communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama.</p> <p>I can work independently and in groups</p>
5 & 6	<p>I can place current study on a timeline in relation to other studies</p> <p>I can relate current studies to previous studies</p>	<p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p>	<p>I can compare accounts of events from different sources and consider what may be fact and what may be fiction</p> <p>I can link sources and work out how</p>	<p>I can use evidence/ a range of sources to build up a picture of life in time studied</p> <p>I can select relevant sections of</p>	<p>I can record and communicate knowledge in different forms</p> <p>I can work independently and in</p>

	<p>I can make comparisons between different times in History.</p> <p>I can use relevant terms and periods</p> <p>I can sequence up to 10 events on a timeline</p>	<p>I can study different aspects of life of different people i.e. men and women</p> <p>I can compare an aspect of life with the same aspect in another period including looking at beliefs and behaviours</p> <p>I can write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate my explanation</p> <p>I know key dates, characters and events of the time studied</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>	<p>conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations - fact, fiction or opinion</p> <p>I am aware that different evidence will lead to different conclusions</p> <p>I can confidently conduct research</p>	<p>information</p> <p>I can recognise primary and secondary sources</p> <p>I can suggest omissions and the means of finding out</p> <p>I can gather knowledge from a range of sources and bring it together in a fluent account</p>	groups showing initiative
					<p>I can use a variety of ways to communicate knowledge and understanding, including extended writing</p> <p>I can plan and carry out individual investigations</p>

Subject content Key stage 1:

*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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

Year	Term	NC Objectives/ Coverage		Key knowledge and Skills	Suggested Vocabulary	Broadening Horizons
A exa	Autu mn	My Family History	Changes within living memory – where appropriate, these should be	<ul style="list-style-type: none"> <li>I can understand and sequence time i.e. days of week/months of year.</li> </ul>		

mple  Year 1 A		<ul style="list-style-type: none"> <li>- Family tree</li> <li>- Changes in family life</li> <li>- Homes / food/ life</li> </ul>	<p>used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality</p>	<ul style="list-style-type: none"> <li>• I can use past present and future to describe events</li> <li>• I know and can talk about key events in my life</li> <li>• I understand family trees and can draw my own</li> <li>• I can compare houses/food from the past and present</li> <li>• I can predict what houses/food may be like in the future</li> </ul>		
		<p>Changes within Living memory</p> <p>Focus on TOYS</p> <p><b>Change</b></p>		<p><b>Key Historical skills</b></p> <p>Range and depth - I can begin to describe similarities and differences in artefacts.</p> <ul style="list-style-type: none"> <li>• Interpretation - I can begin to identify different ways to represent the past (e.g. photos, stories, adults .</li> <li>• Enquiry - I can sort artefacts into "then" and "now"; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can create timelines (3D with objects/ sequential pictures)</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• - I can find out about toys today</li> <li>• - I can compare similar toys from different times</li> <li>• - I can recognise how toys have changed over time.</li> </ul>	<p>modern, 21st century, describe, evidence, sources, research, past, before, after, old, compare, similarities, differences, impact, future</p> <p>toys - dolls house; slate; cog; spinning top</p>	<p>Exeter Museum</p> <p>Parents/relatives toys, photographs</p>
	Spring	<p>Events beyond living memory that are significant nationally or globally -</p> <p>Focus on The Great Fire of London</p> <p><b>Settlement</b></p>		<p><b>Key Historical skills</b></p> <p>Chronology -I can sequence events or objects in chronological order, including events in their own life.</p> <ul style="list-style-type: none"> <li>• Range and depth - I can use a range of sources to find out characteristic features of the past.</li> <li>• Interpretation - I can begin to identify different ways to represent the past (e.g. photos, stories, adults.</li> <li>• Enquiry - I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can create timelines (3D with objects/ sequential pictures)</li> </ul> <p><b>Key Knowledge</b></p>	<p>cause, effect, past, present, older, newer, cart, monument, destroyed, devastated, London, ashes, embers, smoke, burning, bakery, spread, rebuild</p> <p>'Vlad and the Great Fire' by Kate Cunningham</p>	<p><a href="http://www.fireoflondon.org.uk/">http://www.fireoflondon.org.uk/</a></p>

				<ul style="list-style-type: none"> <li>- I understand what London was like at the time of the Great Fire and how this compares to London today</li> <li>- I know when the Great fire of London happened and I can use sources to say why it happened</li> <li>- I can sequence events of the Great Fire of London</li> <li>- I can ask and answer questions about the causes of the Great Fire of London</li> <li>- I can use sources to say how London changed since the fire</li> </ul>		
Summer	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods -</p> <p>Focus on Neil Armstrong</p> <p><b>Changes</b></p>		<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can label timelines with an increasingly broader vocabulary of everyday historical terms.</li> <li>• Range and depth - I can find out about people and events in other times.</li> <li>• Interpretation - I can compare pictures or photographs of people or events in the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• - I can identify people from the present and past who are famous and identify how they became famous (introduction to lesson 1)</li> <li>• - I know about the key events in Neil Armstrong's life.</li> <li>- I know about the journeys that Neil Armstrong made and why he made them (Apollo 11 mission to the moon)</li> <li>- I understand the importance of man landing on the moon for the first time</li> <li>- I can empathise with Neil Armstrong and share feelings he may have had when landing on the moon</li> <li>- I understand how Neil Armstrong links to astronauts of today such as Tim Peake</li> </ul>	<p>Neil Armstrong, United States, astronaut, moonwalk, lunar module, surface, lift off, exploration, control centre, crater, NASA, walk, orbit, spaceflight, United States, Apollo 11; NASA; luna module; astronaut; expedition, voyage, compare, culture, moonwalk, orbit, lift-off, surface.</p>		

Year 1 B	Autumn	<p>Events beyond living memory that are significant nationally or globally -</p> <p>Focus on The Gunpowder Plot <b>Government</b></p>	<p><b>Key Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can sequence events or objects in chronological order, including events in their own life; I can label timelines with an increasingly broader vocabulary of everyday historical terms.</li> <li>• Range and depth - I can use a range of sources to find out characteristic features of the past.</li> <li>• Interpretation - I can begin to identify different ways to represent the past (e.g. photos, stories, adults).</li> <li>• Enquiry - I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can create timelines (3D with objects/ sequential pictures); I can annotate photographs</li> </ul> <p><b>Key Historical Knowledge</b></p> <p>- I can explain the significance of Guy Fawkes. - I can understand the sequence of events that led to the Gunpowder plot. - I can understand why people in the past acted as they did (plotters, option and motivation) - I can explain how the Gunpowder plot is remembered (one lesson)</p>	<p>cause, effect, past, present, older, newer</p> <p><b>record vocab related to focus chosen</b> e.g. Gunpowder Plot - traitor; parliament; treason, invasion, motive, Guy Fawkes, Thomas Catesby, Thomas Winter, Thomas Percy, John Wright, Protestant, Catholic, state opening, House of Lords, James I</p>	
	Spring	<p><b>Significant events, people and places within the locality</b></p> <p>Focus on railway line disbanded to Dunsford, Brunel <b>Trade, Transport</b></p>	<p><b>Key Historical Skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can sequence artefacts closer together in time, sequence events sequence photos etc</li> <li>• Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>• Interpretation - I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers</li> <li>• Organisation and communication - I can annotate photographs</li> </ul> <p><b>Key Historical Knowledge</b></p>	<p>Travel, transport, invention, settlement, trade, sources, information, compare, past, present, similarities, differences, impact, future, evidence, sources</p>	<p>Visit to the local railway (Haytor granite tramway)</p>

				<ul style="list-style-type: none"> <li>- I can find out the different ways in which people have travelled from past to present (introduction to lesson 1- ways that people have travelled)</li> <li>- I can find out about an early form of travel: the railway</li> <li>- I can understand how railways have changed since they were invented <b>and compare them to railways today.</b></li> <li>- I can find out about Brunel's life and inventions <b>and explain why he became famous.</b></li> <li>- I can understand <b>and explain</b> how trains changed people's lives in the 19th century.</li> <li>- I can learn about the Brunel and the invention of the railway <b>and explain the significance of this.</b></li> </ul>		
Summer	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods -</p> <p>Focus on Mary Seacole <b>Changes</b></p>		<p><b>Key Historical skills</b></p> <p>Chronology - I can sequence events or objects in chronological order.</p> <ul style="list-style-type: none"> <li>• Range and depth - I can use a range of sources to find out characteristic features of the past.</li> <li>• Enquiry - I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can create Timelines (3D with objects/ sequential pictures)</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can identify people from the present and past who are famous and identify how they became famous/what makes them significant (introduction to lesson 1)</li> <li>I can learn about Mary Seacole</li> <li>- I know about the key events in Mary Seacole's life and why she acted as she did.</li> <li>- I understand why the British turned Mary's offer of help down</li> <li>- I understand why Mary Seacole went to the Crimea and what she achieved there</li> <li>- I can compare hospitals in the Crimea with hospitals today</li> <li>- I understand why Mary Seacole was given medals for her work <b>and explain why she was important.</b></li> </ul>	<p>British, Scottish, Jamaican, slave, cholera, fever, Crimean war, British Hotel, soldiers, bankrupt, healer, Florence Nightingale, Victorian era</p>	<p>Visit from a nurse working today Opportunity for a question and answer session</p> <p>Visit to a local hospital</p>	

Subject content Key Stage 1:

*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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*

Subject content Key Stage 2:

*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.*

Year	Term	NC Objectives/ Coverage	Key knowledge and skills	Suggested vocabulary	Broadening Horizons
Year 2/3/4 A	Autumn	Changes in Britain from the Stone Age to the Iron Age  This will include a	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>Chronology - I can sequence events or objects in chronological order.</li> <li>Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>Interpretation - I can identify different ways to represent the past.</li> </ul>	primitive, hunter, gatherer, shelter, dweller, Neolithic, Skara Brae, domestic, Neanderthal, extinct, pelt, antler, archaeologist, prehistoric, artefacts,	Discussion with a farmer about the impact of the Stone Age on farming today  Visit Kent's Cavern

	<p>focus on :  <i>a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Settlement</i></p>	<ul style="list-style-type: none"> <li>Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers.</li> </ul> <p>(Y3/4)</p> <ul style="list-style-type: none"> <li>Chronology - I can place the time studied on a timeline; I can sequence events or artefacts</li> <li>Range and depth - I can find out about everyday lives of people in time studies; I can compare with our life today; I can identify reasons for and results of people's actions</li> <li>Interpretation - I can distinguish between different sources and evaluate their usefulness</li> <li>Enquiry - I can use a range of sources to find out about a period observe small details – artefacts, pictures</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I understand the concept of BCE and CE and can position events on a timeline</li> <li>- I understand who the first people were to live in Britain and I know how we today know about them</li> <li>- I know what Britain was like at the time of the Stone Age</li> <li>- I understand what humans needed to survive in the Stone Age.</li> <li>- I understand that the first humans were hunter gatherers and can use sources to explain the types of food they ate and how they caught/gathered them</li> <li>- I can explain how the early hunter gatherers evolved into farmers and how they did this</li> <li>- I can understand the significance of Skara Brae.</li> <li>- I can understand how evidence about Stonehenge can give us different answers about the past.</li> </ul>	<p>iron, copper, bronze, alloy, flint, roundhouses, thatched, hillfort, chronological etc</p>	
Spring	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Tudors: Henry VIII Break from Rome</p>	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>Chronology - I can sequence artefacts closer together in time, sequence events sequence photos etc</li> <li>Range and depth - I can find out about people and events in other times.</li> <li>Interpretation - I can identify different ways to represent the past.</li> <li>Enquiry - I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p>(Y3/4)</p>	<p>Church, Catholic, Church of England, Rome, changes, differences, similarities, compare, divorce, religion, reign, monarchy, heir, Pope, Spain, Spanish, marriage, marry, Reformation</p>	<p>Question and Answer session with a member of the Church of England clergy about the differences in the C of E to Catholic practices of Christianity.</p> <p>Visit to a local Museum.</p> <p>Visit to St. Nicholas Priory</p>

	Turning Point <b>Government</b>	<ul style="list-style-type: none"> <li>• Chronology - I can use dates related to the passing of time</li> <li>• I can find out about everyday lives of people in time studies; I can compare with our life today; I can identify reasons for and results of people's actions</li> <li>• Interpretation - can identify and give reasons for different ways in which the past is represented; I can distinguish between different sources and evaluate their usefulness</li> <li>• Enquiry - I can select and record information relevant to the study; Enquiry - I can use a range of sources to find out about a period observe small details – artefacts, pictures; I can use evidence to build up a picture of a past event; I can ask a variety of questions</li> <li>• Organisation and Communication - I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can find out about the importance of the Catholic Church and religion during the reign of Henry VIII</li> <li>- I can find out about why Henry VIII wanted to divorce Catherine of Aragon (needing a male heir)</li> <li>- I can explain why Henry VIII broke from Rome and formed the Church of England</li> <li>- I can compare both the Church of England and the Catholic Church</li> <li>- I can understand how this event was a turning point in history and explain the changes it led to</li> </ul>		
Summer	The achievements of the earliest civilizations : Focus on Ancient Egypt – tombs, beliefs, the afterlife and gods and goddesses  Earliest Civilisation 7000BC Egyptians <b>Religion</b>	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can sequence events or objects in chronological order.</li> <li>• Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>• Interpretation - I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers; I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p><b>(Y3/4)</b></p> <ul style="list-style-type: none"> <li>• Chronology - can understand more complex terms e.g. BCE/AD</li> </ul>	goddesses, deities, Creation, afterlife, pyramid, tomb, mummy, mummification, embalm, burial, preserved, pharaoh, sphynx, canopic jars, natron	

			<ul style="list-style-type: none"> <li>• Range and depth - I can develop a broad understanding of ancient civilisations ; I can use evidence to reconstruct life in time studied; I can identify key features and events look for links and effects in time studied; I can offer a reasonable explanation for some events</li> <li>• Interpretation - I can begin to evaluate the usefulness of different sources</li> <li>• Enquiry - I can ask a variety of questions</li> <li>• Organisation and Communication - I can work independently and in groups; I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</li> </ul> <p><b>Suggested Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- I can describe when and where the Ancient Egyptians lived and understand the term `ancient` and `civilization`</li> <li>- I understand what was happening around the world at the same time in history</li> <li>- I understand what the Egyptians believed and how this was different to Christianity (compare Christian story of Creation to the Egyptian one)</li> <li>- I can use a range of sources to compare different Egyptian gods and explain how I know this</li> <li>- I can research why and how the Egyptians built temples, pyramids and tombs and ask and answer relevant questions</li> <li>- I understand how religion affected everyday life in Egypt</li> <li>- I know what the Egyptians believed about death, what happens when they die, how they bury their dead</li> <li>- I can link the relevance of Tutankhamun's tomb to what this tells us about Egyptian beliefs</li> </ul>		
Year 2/3/4 B	Autumn	<p>The Roman empire and its impact on Britain</p> <p>Focus on the invasion, the success of the Roman army and the romanisation of Exeter</p> <p><b>Settlement, Trade, Government, Religion</b></p>	<p><b>(Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can label timelines with an increasingly broader vocabulary of everyday historical terms; I can sequence artefacts closer together in time, sequence events sequence photos etc</li> <li>• Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>• Interpretation - I can compare pictures or photographs of people or events in the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers; I can use as wide a range of sources as possible; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information; I can create timelines (3D with objects/ sequential pictures)</li> </ul>	<p>invade, settle, empire, army, Julius Caesar, cohort, legionary, centurion, legion, consul, shield, organisation, well-equipped, conquer, Hadrian's Wall, barrack, testudo, Boudicca, Icenii tribe, warrior, legacy, Isca dumnoniorum</p>	<p>Visit to Roman settlement in Exeter and Exeter Museum.</p> <p>Use topic loan on Rome - e.g. artefacts</p> <p>Roman expert to visit.</p>

		<p><b>(Y3/4)</b>  <b><u>Key Historical skills</u></b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline; I can sequence events or artefacts</li> <li>• Range and depth - I can find out about everyday lives of people in time studied; I can compare with our life today; I can identify reasons for and results of people's actions</li> <li>• Interpretation - I can distinguish between different sources and evaluate their usefulness</li> </ul> <p>Enquiry - I can use a range of sources to find out about a period observe small details – artefacts, pictures</p> <ul style="list-style-type: none"> <li>• Organisation and Communication - I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</li> </ul> <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- I know that before the Roman conquest, Britain was a collection of Celtic tribes people</li> <li>- I understand the origins and the basic development of the Roman Empire and how it grew.</li> <li>- I know that the Roman empire spread across Europe, parts of Asia and North Africa</li> <li>- I can use evidence to analyse the effectiveness of the Roman army and state why it was so successful</li> <li>- I understand how the Roman invasion changed the settlement and lives of Celtic tribes people and that Boudicca led a rebellion against the Roman rule</li> <li>- I understand the significant impact that the Romans had on everyday life such as building roads, towns and sewage systems and how they Romanised Exeter and the impact it had on the city</li> <li>- I know that the Romans worshipped many Gods and that Emperor Constantine made Christianity the religion 200 AD.</li> </ul>		
Spring	<p>Local History Study</p> <p><b>Settlement</b></p> <p><b>Religion</b></p> <p>-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b><u>Key Historical skills</u></b>  <b>(Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline;</li> <li>• Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>• Interpretation - I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p><b>(Y3/4)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline;</li> </ul>	<p>Domesday Book, settlement, land use, hierarchy, slaves, slave owners, church, formation, records, evidence</p>	<p>Visit from the vicar of St. Mary's Church</p> <p>Visit from the local Historical Association</p>

		<p>Focus on St Mary's Church/entries in Domesday Book - land use/settlement</p>	<ul style="list-style-type: none"> <li>• Range and depth - I can identify key features and events look for links and effects in time studied; I can offer a reasonable explanation for some events</li> <li>• Interpretation - I can begin to evaluate the usefulness of different sources</li> <li>• Enquiry - I can use evidence to build up a picture of a past event; I can ask a variety of questions</li> <li>• Organisation and communication - I can work independently and in a group; I can display findings in a variety of ways.</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I understand the events leading up to the writing of the Domesday Book and placing it in history</li> <li>- I understand what was happening in the village of Dunsford at that time</li> <li>- I can interpret local records to examine the 'make-up' Dunsford (how it was formed)</li> <li>- I can examine a range of sources for pupils to both ask and answer questions about people's lives during this time (hierarchy/slaves/slave owners)</li> <li>- I can understand the importance of St Mary's Church in the local community over time.</li> </ul>		
Summer	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Changes</b></p> <p>Focus on Greek Legacy</p>	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline; I can sequence events or artefacts</li> <li>• Range and depth - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>• Interpretation - I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p><b>(Y3/4)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place current study on timeline in relation to other studies; I can make comparisons between different times in history; I can use relevant terms and periods</li> <li>• Range and depth - I can study different aspects of life of different people – differences between men and women; I</li> </ul>	<p>human and physical features, artefact, daily life, interpretation, reliability, source, architecture, government, govern, contemporary, legacy, impact,</p>		

			<p>can compare an aspect of life with the same aspect in another period</p> <ul style="list-style-type: none"> <li>● Interpretation - I can begin to evaluate the usefulness of different sources</li> <li>● Enquiry - I can use evidence to build up a picture of life in time studied; I can select relevant sections of information</li> <li>● Organisation and Communication - I can work independently and in groups showing initiative</li> </ul> <p><b><u>Suggested Key Knowledge</u></b></p> <p>- I can place Ancient Greece in world history (<a href="#">understanding of chronology</a>) and know what was happening elsewhere in the world at this time (brief introduction building on Ancient Egyptians location and reasoning).</p> <p>- I understand about the location, physical features and climate of modern Greece and use this to help <a href="#">explain</a> how and why empires grow</p> <p>- I can understand that the Ancient Greeks left a legacy that impacts on the way in which people live today.</p> <p>- I can use sources of information to <a href="#">compare and identify</a> similarities and differences between schools in Ancient Greece compared to schools today</p> <p>- I can use sources of information to <a href="#">explain</a> the impact that the language of the Ancient Greeks has on the language that we speak today and <a href="#">explain</a> the significance of this</p> <p>- I can use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture/buildings, and <a href="#">the influence of greek architecture on landmarks and buildings today</a></p> <p>- I can <a href="#">compare</a> how were the Ancient Greeks were governed and <a href="#">identify similarities</a> with how we are governed today</p> <p>- I can understand how the Olympic Games have changed over time and the importance of this legacy left by the Ancient Greeks</p> <p>- I can use a range of sources to <a href="#">explain and reason</a> which legacy left by the Ancient Greeks is the most important and why</p>		
Year 2/3/4 C	Autumn	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> This will include a focus on:</p> <p>Bronze Age technology</p>	<p><b><u>Key Historical skills</u></b></p> <ul style="list-style-type: none"> <li>● <a href="#">Chronology</a> - I can sequence events or objects in chronological order.</li> <li>● <a href="#">Range and depth</a> - I can find out about people and events in other times; I can confidently describe similarities and differences between artefacts/ photos</li> <li>● <a href="#">Interpretation</a> - I can identify different ways to represent the past.</li> <li>● <a href="#">Enquiry</a> - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers.</li> </ul> <p>(Y3/4)</p>	<p>Ancient, civilization, tool, survival, material, iron, metal, bronze, weapon, settlement, advances, impact, Stonehenge, defence, spear, technology, archaeology, hunter, gatherer, culture, farming</p>	

		<p><b>Changes, Settlement</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline; I can sequence events or artefacts</li> <li>• Range and depth - I can find out about everyday lives of people in time studies; I can compare with our life today; I can identify reasons for and results of people's actions</li> <li>• Interpretation - I can distinguish between different sources and evaluate their usefulness</li> <li>• Enquiry - I can use a range of sources to find out about a period observe small details – artefacts, pictures</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I understand the concept of BCE and CE and can position events on a timeline (understanding the time of the Bronze age between the Stone Age and the Iron Age)</li> <li>- I know what Britain was like at the time of the Bronze Age</li> <li>- I can explain the advances of tools and weaponry during the Bronze age and the impact that this had on everyday life (link to Ancient Sumer)</li> <li>- I understand where the materials were sourced from to make the weapons and how it reached Britain</li> <li>- I can explain what we can learn about the Bronze Age from the Salcombe shipwreck</li> <li>- I can research Grimspound (Postbridge, Dartmoor) to examine lasting evidence of the impact of the Bronze Age on the local area</li> <li>- I can explain the impact that the Bronze Age had on Stonehenge</li> </ul>		
Spring	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Changes</b></p> <p>Focus on social history – the rights of women</p> <ul style="list-style-type: none"> <li>- abolition of slavery</li> <li>- modern day campaigning</li> </ul>	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline;</li> <li>• Range and depth - I can find out about people and events in other times</li> <li>• Interpretation - Interpretation - I can compare pictures or photographs of people or events in the past; I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p><b>(Y3/4)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can use relevant dates and terms; I can sequence up to ten events on a timeline.</li> <li>• Range and depth - I can explain the impact of a past event in terms of cause and effect using evidence to</li> </ul>	<p>slave, slavery, colonies, trade, servant, freemen, master, abolition, campaigners, anti-slavery movement, servitude, race, class, gender</p> <p>suffrage, suffragette, equal rights, peaceful protest, imprisoned, vote, Representation of the People Act, government, parliament, act, freedom</p>	

		<p><i>Link to Year B Spring (hierarchy and slavery)</i></p>	<p>support and illustrate explanation; I know key dates, characters and events of time studied</p> <ul style="list-style-type: none"> <li>• Interpretation - I can link sources and work out how conclusions were arrived at; I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Enquiry - I can recognise primary and secondary sources ; I can use a range of sources to find out about an aspect of time past.</li> <li>• Organisation and Communication - I can use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- I understand that slaves have existed in a range of cultures for thousands of years</li> <li>- I can use sources of evidence to understand how and why the slave trade started</li> <li>- I understand the reasons why slaves were brought to Britain</li> <li>- I understand that there were significant Britons who worked hard to abolish the slave trade such as William Wilberforce and the impact that this has had on society today</li> <li>- I know that men and women had different rights in England in the 19<sup>th</sup> century and in many other countries across the world and explain key differences in these rights</li> </ul> <p>(Extend)</p> <ul style="list-style-type: none"> <li>- I know the key events of the Suffrage Movement that led women to be given equal rights</li> <li>- I can research information about key figure heads in the Suffrage Movement – Millicent Fawcett, and Emmeline Pankhurst and</li> <li>- I can identify the ways in which people protest and campaign today</li> </ul>		
Sum mer	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Focus on the Battle of Britain and the Blitz	<p><b>Key Historical skills (Y2)</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place the time studied on a timeline;</li> <li>• Range and depth - I can find out about people and events in other times</li> <li>• Interpretation - Interpretation - I can compare pictures or photographs of people or events in the past; I can identify different ways to represent the past.</li> <li>• Enquiry - I can use timelines; I can use a source – why, what, who, how, where to ask questions and find answers; I can ask and answer questions related to different sources and objects e.g. What happened? How long ago? What was it like?</li> <li>• Organisation and communication - I can annotate photographs/sources of information</li> </ul> <p><b>(Y3/4)</b></p>	Dunkirk, Luftwaffe, Battle, War, allies, axis, powers, Adolf Hitler, Neville Chamberlain, Winston Churchill, defence, rationing, blackout, food control office, RAF, precaution, Home Front, evacuation, Blitz	

		<b>Invasion, Government</b>	<ul style="list-style-type: none"> <li>● Chronology - I can place current study on timeline in relation to other studies;</li> <li>● Range and depth - I can identify key features and events look for links and effects in time studied; I can offer a reasonable explanation for some events</li> <li>● Interpretation - can begin to evaluate the usefulness of different sources</li> <li>● Enquiry - I can use evidence to build up a picture of a past event; I can ask a variety of questions</li> <li>● Organisation and communication - I can work independently and in a group; I can display findings in a variety of ways.</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I understand the events surrounding the outbreak of World War II</li> <li>- I understand the main powers involved in World War II and the countries that were allies and axis of Britain</li> <li>- I understand what the Battle of Britain was and why it was significant</li> <li>- I understand what the Blitz was and I can explain why it happened</li> <li>- I can understand the significance of the Blitz and I can explain events leading up to it</li> <li>- I can compare the similarities and differences between locations affected by the Blitz in their locality (in Britain and the world)</li> <li>- I can explain the effect that the Blitz had on Britain and the impact that followed</li> </ul>		
Year 5/6 A	Autumn	Britain's settlement by Anglo-Saxons and Scots  Focus on Anglo-Saxon invasions, settlements and kingdoms, place names and village life  <b>Invasion, Settlement, Religion</b>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>Chronology - I can place events from period studied on a timeline; I can use terms related to the period and begin to date events; I can understand more complex terms e.g. BCE/AD</li> <li>Range and depth - I can use evidence to reconstruct life in time studied ; I can identify key features and events look for links and effects in time studied</li> <li>Interpretation - I can begin to evaluate the usefulness of different sources</li> <li>Enquiry - I can choose relevant material to present a picture of one aspect of life in time past; I can ask a variety of questions</li> <li>Organisation and Communication - I can work independently and in groups</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can describe why, where and when the Scots and Anglo-Saxons invaded Britain</li> <li>- I can understand how the Anglo-Saxons have influenced Britain (e.g. some of the place names they established and their meanings.)</li> <li>- I can describe a typical Anglo-Saxon village and what life was like.</li> </ul>	Bayeux Tapestry, bronze, Mercia, runes, Offa's Dyke, shield, lyre, thatched.	

			<ul style="list-style-type: none"> <li>- I can analyse Anglo-Saxon artefacts</li> <li>- I can explain the religious beliefs of the Anglo-Saxons</li> </ul>		
Spring	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Focus on the changing power of the monarchs Queen Victoria <b>Government</b></p>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>● Chronology - I can use relevant dates and terms; I can sequence up to ten events on a timeline.</li> <li>● Range and depth - I can write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation; I know key dates, characters and events of time studied</li> <li>● Interpretation - I can link sources and work out how conclusions were arrived at; I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion ; I can be aware that different evidence will lead to different conclusions ; I can confidently conduct research</li> <li>● Enquiry - I can recognise primary and secondary sources ; I can use a range of sources to find out about an aspect of time past.</li> <li>● Organisation and Communication - I can use a variety of ways to communicate knowledge and understanding including extended writing</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>-I can understand who Queen Victoria was and why her reign was so significant- (length/key changes brought about)</li> <li>- I understand that the Monarchy is the oldest form of government in the United Kingdom</li> <li>- I can briefly compare the monarchy of Victorian Britain to today's monarchy</li> <li>- I can understand that by the end of Queen Victoria's reign in 1901, all power lay in the hands of Parliament in Westminster and why this was significant</li> </ul>	<p>changes, differences, similarities, compare, reign, monarchy, heir, government, parliament, Westminster, power,</p>		
Summer	<p>A non-European society that provides contrasts with British history Earliest Civilisation</p>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>● Chronology - I can place current study on time line in relation to other studies ; I can use relevant dates and terms ; I can sequence up to ten events on a time line.</li> <li>● Range and depth - I can find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings; I can compare beliefs and behaviour with another period studied ; I can compare and contrast ancient civilisations</li> </ul>	<p>Hierarchy, tomb, discovery, beliefs, practices, discovery, significance, Fu Hao</p>		

		<p>Focus on Shang Dynasty 1600BC – 1046 BC</p> <p><b>trade, invasion, settlement</b></p>	<ul style="list-style-type: none"> <li>• Interpretation - I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Enquiry - I can recognise primary and secondary sources; I can use a range of sources to find out about an aspect of time past.</li> <li>• Organisation and Communication - I can use a variety of ways to communicate knowledge and understanding including extended writing</li> <li>• I can plan and carry out individual investigations</li> </ul> <p><b>Suggested Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>- I can explain when and where the Shang dynasty was in existence</li> <li>- I can use archaeological evidence to draw conclusions about what life was like in the Shang dynasty</li> <li>- I can understand that life was different for different people during the Shang dynasty (classes/hierarchy)</li> <li>- I can explain some of the religious beliefs and practices of the people from the Shang dynasty</li> <li>- I can explain who Fu Hao was and why the discovery of her tomb was significant.</li> </ul>		
Year 5/6 B	Autumn	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>- Viking raids and invasion -Anglo-Saxon laws and justice</p> <p><b>invasion, settlement, government</b></p>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place current study on timeline in relation to other studies; I can relate current studies to previous studies</li> <li>• Range and depth - I can compare an aspect of life with the same aspect in another period</li> <li>• Interpretation - I can compare accounts of events from different sources. Fact or fiction; I can offer some reasons for different versions of events</li> <li>• Enquiry - I can begin to identify primary and secondary sources; I can use evidence to build up a picture of life in time studied; I can select relevant sections of information</li> <li>• Organisation and Communication - I can fit events into a display sorted by theme time; I can use appropriate terms, matching dates to people and events</li> </ul> <p><b>Suggested Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I can recall why the Romans left Britain and what Britain was like when they did. I can suggest some of the advantages and disadvantages of this happening.</li> <li>- I know that interpreting the available evidence helps me to know about the Vikings and Anglo Saxons</li> <li>- I know when the Anglo Saxons and Vikings invaded and settled in Britain and the overlap between these societies.</li> <li>- I understand why the Anglo Saxons and Vikings invaded and</li> </ul>	invader, settler, settlement, society, territory, migration, conquer, raiding, archaeology, evidence, kingdoms, account, chronicle, Dark Ages, chronology, difference	

		settled in Britain and what attracted them to Britain. I can compare this to modern day migration. - I can use sources to research the challenges faced by these early groups of settlers (Anglo Saxon and the Vikings) - I understand how the accounts of the arrival of these societies might be interpreted differently, using first-hand accounts.		
Spring	<p><b>A local history study</b></p> <p>Focus on a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality -</p> <p>Dunsford's involvement in World War II and evacuation Blitz <b>invasion, government</b></p>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can place current study on timeline in relation to other studies;</li> <li>• Range and depth - I can identify key features and events look for links and effects in time studied; I can offer a reasonable explanation for some events</li> <li>• Interpretation - can begin to evaluate the usefulness of different sources</li> <li>• Enquiry - I can use evidence to build up a picture of a past event; I can ask a variety of questions</li> <li>• Organisation and communication - I can work independently and in group; I can display findings in a variety of ways.</li> </ul> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>- I understand the events surrounding the outbreak of war and what was happening in Germany in the 1930s</li> <li>- I know which countries were involved and I know the key factors why Britain was attacked</li> <li>- I understand what was happening in Dunsford/Exeter/Devon that was as a direct result to the outbreak of war</li> <li>- I can interpret local records to examine how Dunsford/Exeter/Devon as a community responded to the outbreak of war</li> <li>- I can examine a range of sources for pupils to both ask and answer questions about Dunsford/Exeter/Devon involvement in war (evacuation sites)</li> <li>- I can understand the importance of key sites in Dunsford/Exeter/Devon and what they indicate about life in wartime Britain</li> </ul>	allies, axis, Blitz, Europe, civilians, Adolf Hitler, Neville Chamberlain, Winston Churchill, domestic affairs, defence, rationing, blackout, ARP, food control office, RAF, precaution, Home Front, evacuation, Blitz	
Summer	<p>A non-European society that provides contrasts with British history</p> <p>Focus on the Mayan civilization c. AD 900</p>	<p><b>Key Historical skills</b></p> <ul style="list-style-type: none"> <li>• Chronology - I can make comparisons between different times in history; I can use relevant terms and periods</li> <li>• Range and depth - I can examine causes and results of great events and the impact on people; I can compare life in early and late times studied</li> <li>• Interpretation - I can offer some reasons for different versions of events</li> <li>• Enquiry - I can begin to identify primary and secondary sources; I can select relevant sections of information</li> <li>• Organisation and Communication - I can record and communicate knowledge in different forms.</li> </ul>	Maya, Mayans, Mesoamerica, El Castillo, era, period, century, decade, ancient, civilization, ruins, underworld, nobles, temple, monument, codices, priest, calendar, maize, chocolate, vanilla, squash, papaya, avocado	<a href="https://mayaarchaeologist.co.uk/">https://mayaarchaeologist.co.uk/</a>

		land use, settlement, invasion, government, trade, change,	<b>Suggested Key Knowledge (Mayan civilisation)</b> <ul style="list-style-type: none"><li>- I understand the period of history in which the Classic Maya Civilisation occurred and can compare the Maya timeline with that of UK historical periods</li><li>- I can explain who the Mayan people were and when, where in the world they lived and what the environment was like.</li><li>- I can use research to understand the difficulties of sustaining a civilization in a rainforest environment</li><li>- I know about the advancements of the Mayan civilization and how they developed their writing system and how it was used. I can compare it to our system and interpret what it shows about the Mayan civilization.</li><li>- I know about Mayan trade goods.</li><li>- I can understand and use the Mayan numerical system and compare it to our numerical system, explaining some of the similarities and differences.</li></ul>		
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