

History Long Term Plan – Doncaster and Knottingley

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1					
	<p style="text-align: center;"><u>Transport</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the historical order of different forms of transport. ✓ To know and explain when different types of boats were required throughout British history. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Karl Benz was a German engineer who designed the first petrol powered car. ✓ To know that Amy Johnson was the first woman to fly solo from London to Australia. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know and describe similarities and differences between various boats over time. ✓ To know and describe similarities and differences between types of bicycles over time. ✓ To describe the similarities and differences between types of road transport over time. ✓ To describe the similarities and differences between types of air transport over time. ✓ To describe similarities and differences between different modes of transport throughout history. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know how to use historical sources to understand how transport has changed over time. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions to understand how transport has changed over time. 	<p style="text-align: center;"><u>Dinosaurs</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know generally when dinosaurs existed. ✓ To know that dinosaurs became extinct. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Peter Kaisen was a palaeontologist who was the first person to discover a velociraptor fossil. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To use knowledge gathered from historical sources to explain the features and characteristics of different dinosaurs. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To use books and images to understand what the earth was like when dinosaurs existed. ✓ To know that historical sources can be used to form ideas about dinosaurs. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions to understand how dinosaurs lived on earth. 			
YEAR 2					
	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know generally when the Great Fire of London occurred. ✓ To know the order of events in the Great Fire of London. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that Samuel Pepys recorded his experiences of the Great Fire of London in a diary. ✓ To know why Samuel Pepys was so important to the story of the Great Fire of London. ✓ To know the key events in the 	<p style="text-align: center;"><u>Castles</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know what a castle is. ✓ To know generally when a local castle was first built and that it has been owned by different people over time. ✓ To know how Conisbrough castle has changed over time. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know why Conisbrough Castle was important in their locality. <p>Similarities and Differences</p>		<p style="text-align: center;"><u>Victorian Children</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know that the Victorian era came after the Great Fire of London. ✓ To know some features of Victorian life. ✓ To know that rich and poor people lived differently in the Victorian era. ✓ To know that working class children had jobs during the Victorian era. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know who Queen Victoria was. 	<p style="text-align: center;"><u>Victorian Railways</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know how their local railway station has changed over time. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know that George Stephenson designed a steam engine called The Rocket. ✓ To know that Nigel Gresley designed a famous train called The Mallard, that was built in Doncaster. ✓ To know why Victorians travelled to the seaside.

	<p>Great Fire of London.</p> <ul style="list-style-type: none"> ✓ To know how people reacted during The Great Fire of London. ✓ To know and describe some of the changes that happened because of the Great Fire of London. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. ✓ To understand why one source is more useful than another. ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To ask and answer questions using a range of historical sources, to understand how the Great Fire of London started. 	<ul style="list-style-type: none"> ✓ To use knowledge of defence features to compare similarities and differences between castles. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To use historical sources to gain knowledge about changes to castles over time. ✓ To use historical sources to understand the defence features of Conisbrough Castle. ✓ To gain knowledge from historical sources to justify which castle had the best defence and why. ✓ To understand why one source is more useful than another. ✓ To use historical sources and first-hand experiences to understand how Conisbrough Castle has changed over time. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use knowledge from historical sources to ask and answer question about changes to castles over time. 		<ul style="list-style-type: none"> ✓ To know that that Thomas Barnardo introduced free schools for all children. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know and describe some similarities and differences between Victorian and modern-day domestic jobs. ✓ To know and describe some similarities and differences between Victorian schools and modern-day schools. ✓ To know and describe some similarities and differences between Victorian and modern-day playtimes. ✓ To know and describe some similarities and differences between Victorian and modern-day life. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To compare pictures or photograph sources to gain knowledge of the Victorians. ✓ To understand why one source is more useful than another. <p>Enquiry</p> <ul style="list-style-type: none"> ✓ To use knowledge gained from stories and historical sources to ask questions about the Victorians. 	<ul style="list-style-type: none"> ✓ To know how steam railways changed peoples' lives in the Victorian era. ✓ To understand why steam railways were important to their local area. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know what the key features of a train and railway are. ✓ To know the differences and similarities between Victorian trains and modern trains. ✓ To know the differences and similarities between the uses of Victorian trains and modern trains. ✓ To know that life in a Victorian city was different to life in a Victorian seaside place. ✓ To know the differences and similarities between Victorian and modern-day seaside leisure activities.
--	---	---	--	--	--

YEAR 3

<p><u>Stone Age, Bronze Age and Iron Age</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know what BC and AD mean. ✓ To know the chronological order of the periods of British history previously studied. ✓ To know where the Stone Age, Bronze Age and Iron Age are placed chronologically in British history. after the dinosaurs. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know the ways of life of people in Britain in the Stone Age, Bronze Age and Iron Age. ✓ To know that Stone Age people were hunters and gatherers, and that they used stone tools for everyday tasks. ✓ To know that the Bronze Age people developed new tools and technologies that changed the way of life. ✓ To know that Iron Age people developed new tools and technologies that changed their way of life. ✓ To know that people changed from living in caves to living in early settlements during the Stone Age era. ✓ To know that William Watt discovered a Stone Age settlement called Skara Brae. ✓ To know that Iron Age people lived in roundhouses. ✓ To know that Stonehenge is a Stone Age/Bronze Age landmark. ✓ To know how the settlements and technology of the Stone Age, Bronze Age and Iron Age have influenced our modern day lives. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between the Stone Age and Bronze Age way of life. 	<p><u>Victorian Mines</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To know the dates of the Victorian era and locate it on a timeline. ✓ To know when coal mining became a main industry and locate it on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know the importance of coal mining in supporting the revolutionary changes in British industry. ✓ To know that the industrial revolution was a period of major change in industry, technology and science where goods were made in factories. ✓ To know some of the roles children carried out in coal mines during the Industrial Revolution. ✓ To know that dangerous conditions and safety conditions affected the coal mining industry. ✓ To know that coal miners have gone on strike in the past to protest dangerous working conditions. 		<p><u>Ancient Egyptians</u></p> <p>Chronology</p> <ul style="list-style-type: none"> ✓ To use knowledge of the chronological order of the periods of history previously studied to place the Ancient Egyptian civilisation on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none"> ✓ To know what the role of an archaeologist is. ✓ To know that Howard Cater was an archaeologist who discovered a tomb in Egypt. ✓ To know that Ancient Egyptian farmers used the River Nile differently throughout the year. ✓ To know how the inventions of Ancient Egyptian have influenced our modern day lives. ✓ To know how the Ancient Egyptians constructed pyramids. ✓ To know that the Ancient Egyptians used a process called mummification to preserve pharaohs for the afterlife. ✓ To know how the culture and technology of the Ancient Egyptians still influence modern day life. <p>Similarities and Differences</p> <ul style="list-style-type: none"> ✓ To know the similarities and differences between farming in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. ✓ To know the similarities and differences between the tools used in Ancient Egypt and in Stone Age, Bronze Age and Iron Age Britain. <p>Historical Sources</p> <ul style="list-style-type: none"> ✓ To know that our knowledge of the past is constructed from different sources. ✓ To know that historians can interpret historical sources in different ways and that some sources can be more reliable than others.
---	--	--	--

<div><div>✓ To know the similarities and differences between the Stone Age and Iron Age way of life.</div><div>✓ To know the similarities and differences between Stone Age and Iron Age settlements.</div><div>✓ To know the similarities and differences in farming technologies between the Bronze Age and Iron Age.</div><div>Historical Sources</div><div>✓ To use historical sources to understand how Stone Age people might have lived at Skara Brae.</div><div>✓ To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</div><div>Enquiry</div><div>✓ To use knowledge of the Stone Age and Iron Age to devise historically valid questions about the causes of change in settlements.</div><div>✓ To use knowledge gained from historical sources to ask and answer questions about the original purpose and uses of Stonehenge.</div></div>	<div><div>✓ To know that Lord Anthony Ashley introduced the Mines and Colliery Act in 1842 to improve safety conditions in the mines.</div><div>✓ To know about mining accidents in their local area.</div><div>✓ To know that Parkin Jeffcott tried to rescue miners in the Oaks Colliery disaster.</div><div>✓ To know that Sir Humphry Davy invented the Davy lamp to improve safety in the coal mines.</div><div>✓ To know how safety improved in the coalmining industry over time.</div><div>Similarities and Differences</div><div>✓ To know the similarities and differences between the fuels used before and during the industrial revolution and to know how this compares to modern day.</div><div>Historical Sources</div><div>✓ To know that our knowledge of the past is constructed from different sources.</div><div>✓ To know that a photograph can be a more reliable historical source than a drawing/painting.</div><div>✓ To know how and why different sources can give varied viewpoints of the past.</div><div>Enquiry</div><div>✓ To gain knowledge about what it was like to work in a coal mine by questioning a local ex miner.</div><div>✓ To gain knowledge of the coal mining industry by asking and answering questions using different historical sources.</div><div>✓ To understand the impact of changes in the coalmining industry by devising historically valid questions.</div></div>		<div><div>✓ To use historical sources to understand why the Ancient Egyptians built the pyramids.</div><div>✓ To know that we can gain knowledge of the Ancient Egyptians by interpreting the many buildings and artefacts that remain today.</div><div>Enquiry</div><div>✓ To use historical knowledge to ask and answer questions.</div></div>	
YEAR 4				
<div><div><u>Vikings and Anglo-Saxons</u></div><div>Chronology</div><div>✓ To know that the Anglo-Saxons came before the Vikings but after the Stone Age, Bronze Age and Iron Age.</div><div>✓ To know where to place the Anglo-Saxon and Viking era on a timeline using BC and AD.</div><div>✓ To know when the Anglo-Saxons and Vikings impacted on their local area and to locate this on a timeline.</div><div>Significant People and Events</div><div>✓ To know that that the Scots, Anglo-Saxons and Vikings invaded Britain.</div><div>✓ To know that many British place names have their origin in Anglo-Saxon language.</div><div>✓ To know that Edith Pretty enabled the Sutton Hoo excavation.</div></div>		<div><div><u>Ancient Greece</u></div><div>Chronology</div><div>✓ To know that the Ancient Greek era came after the Ancient Egyptian era on our history timeline.</div><div>✓ To know where to place the Ancient Greek era on a timeline using BC and AD.</div><div>✓ To use knowledge of how the Olympics has changed over time from the Ancient Greek era to the modern day to identify key</div></div>	<div><div><u>Mayans</u></div><div>Chronology</div><div>✓ To know that the Mayans and Ancient Egyptians were both Ancient Civilisations and to know how they relate to one another on a timeline.</div><div>Significant People and Events</div><div>✓ To know that John Lloyd Stephens was an archaeologist who was the first to document Mayan ruins and that Frederick Catherwood drew and depicted the site.</div></div>	

<div><div><div><div><div><div>✓</div><div>To know that Vikings travelled on different types of longships depending on the reason for their journey and their destination.</div></div><div><div>✓</div><div>To know the reasons for the Viking invasion of Lindisfarne which was the first Viking raid on Britain.</div></div><div><div>✓</div><div>To understand the impact of the Viking raid of Lindisfarne on Britain and locations globally.</div></div><div><div>✓</div><div>To know that many British place names have their origin in Viking language.</div></div><div><div>✓</div><div>To know how the Anglo- Saxons and Vikings have impacted on their local area.</div></div><div><div>✓</div><div>To know that Alfred the Great was an Anglo-Saxon king and to understand the importance of some of his main achievements.</div></div><div><div>✓</div><div>To understand the legacy of the Viking era on Britain.</div></div></div><div>Similarities and Differences</div><div><div>✓</div><div>To know similarities and differences between the Anglo-Saxon and Iron Age settlements and house construction.</div><div><div>✓</div><div>To know the similarities and differences between the belief systems of the Anglo-Saxons and Vikings.</div><div><div>✓</div><div>To know similarities and differences between the Anglo-Saxon and the Vikings to evaluate whether they are fairly represented in history.</div></div></div><div>Historical Sources</div><div><div>✓</div><div>To know how the Anglo-Saxons/Vikings lived using a range of historical sources including first-hand and second-hand experiences.</div><div><div>✓</div><div>To know the difference between a primary and secondary historical source.</div><div><div>✓</div><div>To know how the Anglo-Saxons lived using a range of historical sources from the Sutton Hoo excavation.</div><div><div>✓</div><div>To gain knowledge of Alfred the Great and his achievements by interpreting a range of historical resources.</div></div></div><div>Enquiry</div><div><div>✓</div><div>To use knowledge of Viking place names to locate possible Viking settlements in their local area.</div></div></div></div><div><div><div><div><div><div>✓</div><div>events on a timeline.</div></div><div><div>Significant People and Events</div><div><div>✓</div><div>To understand the Ancient Greek idea of democracy and how this impacts on the modern world.</div><div><div>✓</div><div>To know that the Ancient Greeks first introduced the Olympics.</div><div><div>✓</div><div>To know that Homer was the first Greek poet who recounted the events of the Trojan Horse and provided us with information about Ancient Greek life.</div><div><div>✓</div><div>To know that some historians have interpreted the Battle of Troy as a myth.</div><div><div>✓</div><div>To understand the legacy of the Ancient Greek era on modern life.</div></div></div></div><div>Similarities and Differences</div><div><div>✓</div><div>To know some general similarities and differences between the Ancient Greeks and the previous eras studied.</div><div><div>✓</div><div>To understand the similarities and differences between daily life in Athens and Sparta in Ancient Greece.</div><div><div>✓</div><div>To know similarities and differences between the Ancient Greek Olympics and modern-day Olympics.</div></div></div><div>Historical Sources</div><div><div>✓</div><div>To know that most of our knowledge of Ancient Greek life comes from Greek pottery which can be identified as both primary and secondary sources.</div><div><div>✓</div><div>To understand how our knowledge of the past is constructed from different sources and explain ways in which they differ.</div><div><div>✓</div><div>To know that historians can interpret historical sources in different ways and that some sources can be more useful than others.</div><div><div>✓</div><div>To know that historians can interpret historical sources in different ways and that some sources give us different versions of the same event.</div></div></div><div>Enquiry</div><div><div>✓</div><div>To use historical knowledge to ask and answer questions.</div></div></div></div><div><div><div><div><div><div>✓</div><div>To know the key features and purpose of Mayan pyramids.</div></div><div><div>✓</div><div>To know that the Mayans were Pagans who worshipped many deities, who each represented different aspects of life.</div></div><div><div>✓</div><div>To know the key features of Mayan farming techniques.</div></div></div><div>Similarities and Differences</div><div><div>✓</div><div>To know the similarities and differences between the features and purpose of Mayan pyramids and Ancient Egyptian pyramids.</div><div><div>✓</div><div>To know similarities and differences between the beliefs of the Mayans and The Vikings.</div><div><div>✓</div><div>To know the similarities and differences between farming in the Mayans and Ancient Egyptian Civilisations.</div><div><div>✓</div><div>To know the similarities and differences between the social, cultural and religious aspects of Mayan life compared to the other Ancient Civilisation studied.</div></div></div><div>Historical Sources</div><div><div>✓</div><div>To know similarities and difference between the Mayan and Ancient Egyptian Civilisations by interpreting a range of historical sources.</div><div><div>✓</div><div>To gain knowledge of why the Mayans traded using evidence from historical sources.</div></div></div><div>Enquiry</div><div><div>✓</div><div>To know how to use a range of sources to develop historically valid questions.</div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div></div>				
YEAR 5				
<div><div><div><div><div><div>Romans</div><div>Chronology</div><div><div>✓</div><div>To know when Ancient Rome and Roman Britain occurred in History</div></div></div></div></div></div></div>				<div><div><div><div><div><div>Democracy Through the Ages</div><div>Chronology</div><div><div>✓</div><div>To know the chronological order of how democracy developed in Britain.</div></div><div>Significant People and Events</div></div></div></div></div></div>

<p>and to locate these on a timeline using BC and AD.</p> <ul style="list-style-type: none">✓ To know how Ancient Rome and Roman Britain cross-over on a timeline with other eras and ancient civilisations already studied.✓ To know the chronology of the events of the first Roman attempts to invade Britain by Julius Caesar and his army.✓ To know the chronology of the events of Claudius’ invasion of Britain in AD43 and why he was successful.✓ To know when the Roman Empire came to an end in Britain. <p>Significant People and Events</p> <ul style="list-style-type: none">✓ To know how the Roman Republic and Roman Empire are different.✓ To understand how the city of Rome developed into the Roman Republic and expanded to become the Roman Empire.✓ To know why the Roman army were so successful and why this helped the expansion of the Roman empire.✓ To know why Julius Caesar’s invasions of Britain were unsuccessful.✓ To use knowledge of life in Britain before the Roman invasion and knowledge of the Roman army to understand why Claudius was able to defeat the Celts.✓ To know that Boudicca was the leader of the Iceni tribe who revolted against the Romans.✓ To know the key events of Boudicca’s revolt against the Roman invasion.✓ To know how the Roman invasion impacted upon Iron Age Britain through the building of and expansion of larger self-sufficient settlements.✓ To know how the Roman construction of roads improved transportation, trade, communication and defence in Britain.✓ To know how the Romans improved sanitation and health in Britain.✓ To understand the legacy of the Romans and know which aspects have had the greatest impact on modern day Britain.				<ul style="list-style-type: none">✓ To know what democracy means in modern times.✓ To know how the British Parliament impacts on democracy in modern times.✓ To know that Egbert was the first English king.✓ To know that William introduced a feudal system to Britain.✓ To know the meaning of corruption.✓ To know that Henry 8th changed the religion in Britain so that he could get divorced.✓ To know that Guy Fawkes was a Catholic who planned to carry out the Gunpowder plot.✓ To know the reasons why the Catholics decided to carry out the Gunpowder plot.✓ To know that a civil war is a war between people in the same country.✓ To understand the different viewpoints between the Cavaliers and Roundheads.✓ To know the key events of the English Civil War.✓ To know how Cromwell’s power and the execution of Charles I impacted upon democracy.✓ To know that the Suffragettes were influential in women having the right to vote in the UK and how this impacts on modern society. <p>Similarities and Differences</p> <ul style="list-style-type: none">✓ To know the similarities and differences between democracy in Egbert’s rule compared to modern times.✓ To know the similarities and differences between how William and Egbert ruled Britain.✓ To know similarities and differences between the leadership of Emmeline Pankhurst and Guy Fawkes. <p>Historical Sources</p> <ul style="list-style-type: none">✓ To gain knowledge from historical sources to decide whether Henry VIII was a good ruler.✓ To know that some historical sources may be biased and unreliable.✓ To know that historians can interpret historical sources in different ways and that some sources give us different versions of the same event.✓ To know how to support a given viewpoint by selecting evidence form different historical sources. <p>Enquiry</p> <ul style="list-style-type: none">✓ To use knowledge to answer a historical question, justifying their viewpoint with evidence.✓ To know how to select key information form historical sources to follow a line of enquiry.✓ To use their knowledge of factual democratic events to support their viewpoint in a debate.
---	--	--	--	--

<p>Similarities and Differences</p> <ul style="list-style-type: none">✓ To know similarities and differences between the Roman and Viking invasions. <p>Historical Sources</p> <ul style="list-style-type: none">✓ To gain knowledge from historical sources and use existing knowledge to identify when the Ancient Roman and Roman Britain eras may have occurred.✓ To know that some historical sources may be biased and unreliable.✓ To know that some historical sources may be biased and unreliable and select the most useful sources to support their viewpoints. <p>Enquiry</p> <ul style="list-style-type: none">✓ To ask and answer historically valid questions about the significance of the Roman invasion, applying knowledge of Viking invasions.				
YEAR 6				
<p><u>Tudors and Stuarts</u></p> <p>Chronology</p> <ul style="list-style-type: none">✓ To know the changes in British monarchy beyond 1066 and place these in chronological order on a timeline. <p>Significant People and Events</p> <ul style="list-style-type: none">✓ To know changes that Tudor and Stuart monarchs made in their reign.✓ To understand how Tudor and Stuart monarchs shaped religious practices in Britain.✓ To know how and why Lady Jane Grey became the first Queen of England.✓ To know that religious conflict resulted in a division in Ireland.✓ To understand how British monarchs have reacted and dealt with conflict since the Tudor era.✓ To understand how monarchs and other significant leaders have changed Britain over time. <p>Historical Sources</p> <ul style="list-style-type: none">✓ To understand why there may be omissions in historical sources from some periods of history.✓ To understand why some historical sources may be biased and unreliable.✓ To ask and answer historically valid questions using independently selected sources.		<p><u>WWII and the Battle of Britain</u></p> <p>Chronology</p> <ul style="list-style-type: none">✓ To know the chronology of key conflicts in history. <p>Significant People and Events</p> <ul style="list-style-type: none">✓ To know that Adolf Hitler was the leader of the Nazi party in Germany and to understand his role in World War II.✓ To understand why many German people were pro-war.✓ To know that Neville Chamberlain was a British Prime Minister and to understand his role in trying to prevent World War II.✓ To know which countries were axis and allies during World War II.✓ To know the significant events in the Battle of Britain including German’s initial advantage.✓ To know how Germany were defeated at the Battle of Britain.✓ To understand how advances in technology since World War II have impacted modern Britain. <p>Similarities and Differences</p> <ul style="list-style-type: none">✓ To understand similarities and differences between types of conflict and their impact on British and world history.✓ To understand the similarities and differences between the German home front and UK home front.✓ To know similarities and differences between conflict during World War II and modern Britain. <p>Historical Sources</p> <ul style="list-style-type: none">✓ To use knowledge of past events to interpret historical sources and make informed judgements about their validity.✓ To understand motives and reasons for events during WWII using a range of sources to answer historically valid questions.✓ To ask and answer historically valid questions using independently selected sources. <p>Enquiry</p> <ul style="list-style-type: none">✓ To know and describe social, cultural and ethnic diversity in countries at war with Britain and use this to reflect on current global disputes.✓ To understand motives and reasons for events during WWII using a range of sources to answer historically valid questions.		

Enquiry ✓ To use their knowledge of historical events to support and justify their viewpoints in a debate. ✓ To ask and answer historically valid questions using independently selected sources.		✓ To ask and answer historically valid questions using independently selected sources.	
--	--	--	--