AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

Knowledge	**Topic 1**	**Topic 2**	**Topic 3**
Reception	Names the people that make up their immediate family and discusses their age – baby, child, adult, old person. Can discuss what they did in the past: yesterday/at the weekend/ when I was 4 etc. Able to sort toys into old and new, old toys are made of wood, old toys are colourful and made of plastic.	Neil Armstrong was an important person because he was the first person to walk on the moon. (over 50 years ago) To recognise why the moon landing was so special. Helen Sharman was the first British astronaut and first British woman in space (30 years ago).	Our school logo is a lighthouse because John Smeaton came from Austhorpe. The original lighthouse was taken down block by block when the rock cracked. Mary Anning is remembered for finding lots of important fossils. (200 years ago).

Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Talks about past and present events in their own life and their families. Sequence events in their own life so far.	Can use key vocabulary: past, future, yesterday, before, after, then. Understand the way they have changed so far.	Understands the difference between fact and fiction. Comment on images of people and events in the past.	Can answers simple questions about the past from sources of information (eg. story books). Understand the past through settings, characters and events encountered in books.

Year 1	**Great Fire of London** The fire started on Sunday 2nd September 1666 in a bakery on Pudding Lane. In 1666, the buildings in London were: • made of wood and straw • were very close together, making it easy for the flames to spread. It had also been a dry summer, so the buildings were dry. Strong winds were blowing, which helped the flames to spread. People used leather buckets and water squirts to try to put the fire out. King Charles II finally ordered buildings to be pulled down to stop the flames from spreading.	**Significant Individuals- Florence Nightingale, Mary Seacole and Alan Turing** Mary Seacole was a nurse. She was born in Jamaica in 1805. Her mother was Jamaican and her father was Scottish. She was not allowed to become a nurse so set up her own 'British Hotel' hospital for soldiers. Florence Nightingale was a British nurse, born 1820 in Florence, Italy. Florence Nightingale is remembered for changing the way hospitals were run. She became known as 'The Lady with the Lamp'. Alan Turing was an English mathematician and computer scientist.	**Victorians** The Victorians were the people who lived during the reign of Queen Victoria. More and more factories and workhouses were built for people to work in, so towns and cities grew. The railways grew so people could travel faster and further. The poor were very poor - they worked in workhouses and factories. Many rich people had servants. There was no electricity. Not many people could read or write but Queen Victoria made all children go to school.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	The King ordered that buildings should be rebuilt from brick or stone and that streets should be made wider to stop another fire from spreading like the Great Fire of London did. **Gunpowder Plot** The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament. Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. Catholics were treated unfairly. The plotters were all Catholic and wanted King James removed from the throne. A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot. He told the king, who sent guards to search the cellars. They found Guy Fawkes and gunpowder. King James I ordered that people should celebrate his survival on the 5th November. To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate.	During the World War II, the German's were communicating using a special code so others could not understand and find out their secret plans. In 1952, Alan Turing invented the technology to decrypt (read) the code which helped win the war.	Children were made to work in dangerous places such as in coal mines or as chimney sweeps. They worked very long hours for very little money.

Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Can create a simple timeline of their own life. Can match objects to people of different ages. Sequence 3 or 4 artefacts from distinctly different periods of time.	Can recount stories about the past. Can recognise the difference between past and present in their own and others' lives.	Can recognise and explain the difference between fact and fiction. Can discuss the reliability of their memories.	Can answer simple questions about the past using sources of information (books, photos, artefacts).

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	To label timelines with words or phrases such as: past, present, older and newer.			
Year 2 (10 Key knowledge points)	**<u>Castles</u>** Were built to: control areas, defend against attack and to launch attacks. They have certain defensive features like battlements, towers and arrow loops. They have rooms such as: the great hall, dungeon, pantry and garderobe. Were first built by the Normans following the Battle of Hastings in 1066. Motte and Bailey castles were the first type of castles. Motte and Bailey castles were made from wood and a mound of earth, making them cheap and quick to build. The way that castles were built and the materials used changed over time. Different people lived and worked inside a castle such as: a lord, lady, knights, jester, chaplain and gong farmer. Castles stopped being built when new weapons meant they were no longer useful for defence. Castles are not the same as palaces because palaces are not fortified.	**<u>Chocolate – York Chocolate Story</u>** The first type of 'chocolate' originated in Latin America 4000 years ago. It was believed to be the drink of the Gods. Cocoa beans had great value and were used as currency. Chocolate beginning as a 'bitter drink' with chilli peppers. Modern chocolate was invented nearly 200 years ago with the invention of a chocolate press. Explorers brought cocoa beans back from their travels; such as Christopher Columbus and Hernan Cortes. York is known as the 'Chocolate City' because chocolate makers such as Terry's and Rowntree originated. Ingredients could be easily shipped to York from around the world due to the River Ouse. Fairtrade was founded in 1992 and ensures a set of standards are met in the supply chain.	**<u>Seaside – Victorians and 1950's</u>** Seaside resorts have been popular for over 200 years. Victorians enjoyed activities, such as a puppet shows, walks on the promenade and sea bathing. Victorians believed that the sea air and sea bathing would make you healthy. Victorians used bathing machines to get changed and would not sunbath. 120 years ago, was known as the Victorian Era because Queen Victoria was the Queen of England. The 1950's is known as the 'New Elizabethan Age' as Queen Elizabeth ll was the Queen of England. King Charles lll reign is called the Carolean Age (Carolean is Latin for Charles). What people wear at the seaside has changed over the years due to new material and changes in society. The invention of the railway enabled more people to be able visit the seaside. Ice cream was originally called a penny lick and came in a glass holder.	
<u>Skills</u>	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Can sequence photographs or events in order. Can create a detail timeline. To use dates where appropriate.	Recognise why people did things, why events happened and what happened as a result.	Compare pictures or photographs of people or events in the past.	Can use a range of sources to find out about a period in time. Begin to use the internet/books to research a subject.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

		Identify differences between ways of life at different times.	Discuss the reliability of information gather from different sources: internet, books and artefacts.	
Year 3	**Stone Age to Iron Age** The Stone Age (a period of time when humans used stone to make tools) covers a huge period of time - over 3 million years. People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted. Druids were the priests of the tribes we call 'Celts'. Their job was to: • communicate with the more than 400 gods that the people of the tribes believed in. • be like doctors and lawyers. They found cures in plants and resolved disagreements. • sacrificed food, precious objects and even humans to keep the gods happy. People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'. A period of time, with no written records, where early humans made tools from bronze. The Bronze Age in Britain lasted around 1500 years.	**Romans** Julia Caesar was probably the best know Roman leader. He extended the empire by invading other lands. Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire. A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born. Romans used to eat food like dormice dripped in honey. Romans occasionally used a spoon but they would never use a knife and fork. Rich Romans liked to eat exotic food such as stork, roast parrot and even flamingo. When the Romans came to Britain they helped us by creating roads, a written language (Latin) introducing coins and even rabbits. Cartimandua was a 1st century Celtic leader, queen of the Brigantes from around 43 to 69AD. The Brigantes were a Celtic people living in an area of Northern England centred on what is now Yorkshire, and were territorially the biggest tribe in Britain.	**Cottingley Fairies** The Cottingley Fairies appear in a series of five photographs taken by Elsie Wright (1901–1988) and Frances Griffiths (1907–1986), These two young cousins lived in Cottingley, near Bradford in England. In the early 1980s Elsie and Frances admitted that the photographs were faked, using cardboard cut-outs of fairies copied from a popular children's book of the time, but Frances maintained that the fifth and final photograph was genuine.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	The Bronze Age started at different times in different countries. People travelled to other countries and brought skills, tools and knowledge with them. The use of bronze was brought to Britain around 2100 BC and was used for tools, weapons, armour and building materials.			
Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Begin to place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line.	Use dates and terms to describe events. Find out about everyday lives of people in time studied. Compare with our life today Identify reasons for and results of people's actions.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research.
Year 4	**History of Leeds** Leeds is a city in West Yorkshire with a long and interesting history. People have lived in the Leeds area for thousands of years. The name "Leeds" comes from an ancient Celtic kingdom called Loidis. During the Middle Ages, Leeds grew into an important market town. Traders bought and sold goods there, especially wool, which was one of Yorkshire's most valuable products. As the wool trade expanded, Leeds became wealthier and larger.	**Anglo-Saxons** The Anglo-Saxons were made up of three tribes: the Angle, Saxons and the Jutes. They came to Britain from across the North Sea in the middle of the 5th Century. For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. The Anglo-Saxons were fierce people who fought many battles, including fighting each other. The Anglo-Saxons period ended when the Normans conquered Britain in 1066.	**WW2** Hitler hoped that bombing the cities of Britain would affect the morale of the British people and make them think they could not win the war. About 3 million people were evacuated from the cities during WW2. Before the war, most food and goods were imported to Britain by air or sea. This was not possible once the war began so rationing was put in place to ensure everyone got a fair share. People were encouraged to grow as much food as possible so the country could be self-sufficient.	

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	During the Industrial Revolution, Leeds changed rapidly. New factories were built and industries such as cloth making, engineering and printing grew. The opening of the Leeds and Liverpool Canal in 1816 allowed goods to be transported more easily across the country. Railways later helped Leeds become one of the most important industrial cities in Britain. Many people moved to Leeds to find work in the factories and mills. Although industry brought jobs, living and working conditions were often crowded and unhealthy. Over time, improvements were made to housing, sanitation and workers' rights. Leeds continued to grow throughout the twentieth century. Many old factories closed, and new businesses, shops and offices opened instead. Today, Leeds is one of the largest cities in the United Kingdom and is known for its history, culture, universities and sporting achievements. Leeds is also famous for sport. Leeds United Football Club was founded in 1919 and has been an important part of the city's identity ever since. The club plays at Elland Road and is supported by fans from Leeds and across Yorkshire. Important landmarks in Leeds include Kirkstall Abbey, which was founded in 1152, and Leeds Town Hall, which opened in 1858. These buildings help us learn about how Leeds has changed over time.	The name 'Angles' eventually became English and their land 'Angleland' became England. **<u>Vikings</u>** Not all Vikings were warriors. Many came in peace and became farmers. No Vikings wore horns in their helmets. Vikings spoke Norse, which had an alphabet made up of runes. Longships were designed to sail in both deep and shallow water so that they could get close to the shore and sail in rivers to get inland. The most important Viking British City was York, or Jorvik, as it was known by the Vikings. The lands that the Vikings occupied were known as Danelaw. Vikings were pagans and often raided monasteries, looting gold.	As so many men were overseas serving in the army, many women took over jobs in industry, farming and driving that were usually done by men. The Home Guard was formed from volunteers: mostly men who were either too young or too old to serve in the armed forces. Their job was to help protect Britain from invasion by Germany. At one point during the Blitz, London was bombed every night, apart from one night, for eleven weeks. Many families built air raid shelters in their gardens where they stayed during bombing raids. Other people sheltered in tube stations. The major cities of London, Liverpool, Sheffield and Bristol were targeted by the German bombers during the Blitz because they were important places for the manufacture of weapons. Due to the high risk from bombs in large cities, many children were evacuated to the country, where it was thought they would be safe. The German air force was called the Luftwaffe.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Place events, artefacts and historical figures on a time line using dates Understand more complex terms e.g. BCE/CE.	Use historical vocabulary to communicate, including dates, time period, era, change, chronology Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and internet for research.

Year 5	**Ancient Greece**	**Tudors**	**Temple Newsam**
	Ancient Greece is important historically because many things in culture today, especially in modern Europe, have been influenced by the ideas of the ancient Greek civilisation. The sculptures, architecture, philosophy, arts, politics and the scientific and mathematical ideas of ancient Greece are just some of the 'legacies' of ancient Greece. Around 508 BC, democracy was introduced to ancient Athens. After debating issues, the ancient Athenians would vote. At that time, the only people allowed to take part in democracy were adult males who were citizens of Athens. Ancient Greece was not a country. It was made up of city states. There were often battles between these city states but sometimes they would join together against a common enemy. Important city states of ancient Greece included Athens, Corinth and Sparta.	Ordinary Tudor houses were made from a framework of wooden beams with wattle and daub (sticks and twigs mixed with clay and dung) attached between the frame. The wattle and daub was painted white leaving the beams exposed. In poor Tudor houses, chimneys were just a hole in the roof to let out smoke. Windows were made from animal's horns or paper. Water was not used as a drink as it was thought to be unsafe. People, including children, would drink weak ale instead. Poor people had a harsh life. For farmers, the day would begin at 5 am. Work would continue throughout most of the day, only breaking for mealtimes. People who were too old or weak to work were forced to beg, steal, or die. Punishments for crime were brutal – death by hanging for stealing and beggars were whipped through the streets.	The grounds of Temple Newsam was first recorded in the Doomsday book in 1086. The word Newsam means 'new houses' and 'temple' refers to the Knights Templar who used to own the land where the house is built. The house was built by Thomas Lord Darcy between 1500 - 1520. It was the largest house of its day in Yorkshire. It was seized by the King of England, Henry VIII, after he beheaded Darcy in 1537. King Henry gave the house to his niece, Margaret, as a wedding present when she married Matthew Lennox. Margaret and Matthew had a son, Henry Lord Darnley, who was born at Temple Newsam House in 1545. The house was seized for the second time by Queen Elizabeth I when Henry Lord Darnley married Mary Queen of Scots. During WW1 part of the house was converted to a Voluntary Aid Detachment for wounded soldiers.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	The ancient Greeks believed in many different gods and goddesses. Each god/goddess represented a certain aspect of humanity and each was responsible for certain parts of life too. Zeus was the most powerful of all the gods. He was god of the sky and the king of Mount Olympus. The first recorded Games was in 776 BC, in Olympia. The event was part of a festival to honour the Greek god, Zeus. Women were not allowed to compete in the Olympics. This was because ancient Greek women were not treated as equals to men and had fewer freedoms.	In Tudor times, people ate their main meal in the middle of the day. The meal could take up to 3 hours! People used their hands, knives and spoons to eat with. People enjoyed eating all kinds of meat including deer, pheasant and rabbit. They often killed the animals themselves. Tudors also made breads and ate a range of fruit and vegetables. Fish was only normally eaten by those that lived near water. Before 1534, England was a Catholic country. Henry VIII wanted to divorce his first wife but the Pope refused. He broke from the Catholic Church and proclaimed himself a leader of the Church of England. The Battle of Bosworth was the last main battle in the 'War of the Roses', a civil war between the houses of Lancaster and York. The battle was won by the Lancastrians, and Henry Tudor became the first King of the Tudor period. Richard of York had been an unpopular King, so Henry took his chance to take the throne. The wealthy in the Tudor society lived privileged lives: - Fashion: Men wore doublets (jackets) with rounded fronts and slashed trunks. Women wore kirtles (overskirts) over wooden frames (farthingales) and high collars. - Foods: mainly meat, with few vegetables. Beer or wine were popular drinks. -Activities: jousting, hunting, dancing and real tennis.	In 1922 the estate was sold to Leeds City Council for £35,000, with the house included as a gift. The objects and furniture were auctioned off.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Know and sequence key events of time studied. Use relevant terms and period labels. Make comparisons between different times in the past. Begin to use dates and terms accurately in describing events.	Study different aspects of different people - differences between men and women. Describe social, ethnic, cultural or religious diversity of past society. Examine causes and results of great events and the impact on people. Begin to look at rapid change. Compare life in early and late 'times' studied. Compare an aspect of lie with the same aspect in another period.	Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.

Year 6	**Ancient Egyptians**	**Ancient Maya**	**Crime and Punishment**
	Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken. The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read. The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas. Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was	The Maya believed in and worshipped a number of different gods. They believed that the gods had a good side and a bad side and that the gods could help or hurt them. Priests were very important in Maya society as it was believed that they could communicate directly with the gods. They would perform different rituals during festivals or special ceremonies in order to appeal to the gods. The Maya people believed that the earth, which they called the Middleworld, was large and flat and resting on the back of a creature, such as a turtle or crocodile. On the Middleworld grew a tree whose branches reached up into the heavens (the Upperworld) and whose roots grew down into Xibalba (the	**Romans** - Society was made up of the very rich but also of very poor slaves. This resulted in conflict and therefore crime. Slavery was legal and running away from an owner was considered a crime.. Roman laws were called 'The Twelve Tables'. Major crimes would be punished by: crucifixion, sent to fight in arenas or having molten lead poured down your throat. Vigiles were volunteers who patrolled the streets and Urban Cohorts would be sent to deal with emergencies. **Anglo-Saxons** - Anglo-Saxon Britain was not ruled by one person and the Anglo-Saxons were not united.

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	used for bricks and papyrus plants were used to make paper. The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems. The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport. We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs. Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities. **<u>Barnbow Lassies</u>**	Underworld), which was guarded by gods of death who looked like jaguars. Ordinary Maya people believed that, after they died, their souls would travel through a series of caves and tunnels to Xibalba. Rulers and noblemen believed that they had a chance of getting to the Upperworld. The Maya writing system, used to write several different Maya languages, was made up of over 800 symbols called glyphs. Only priests and noblemen would know the whole written language. The Maya developed a complex number and counting system that was advanced for their time. They were one of only two cultures in the world to develop the concept of zero. Maize was a very important crop that formed up to 80% of the Maya people's diets. They believed that the first humans were made from maize dough by the gods.	People found guilty of crimes were either executed or punished with fines.- breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off. If they ran away, they became 'outlaws' (outside the law), and anyone could hunt them down - unless they hid in a church. **Tudors** – Increasing populations, dissolution of the monasteries and gaps between rich and poor meant crime was very common. Public executions were huge events with families, food stalls and people queuing for hours to get a good spot. These included beheadings, hangings, burning, pressings and boiling alive! Begging without a licence would mean you would be whipped out of the town and theft resulted in having a limb chopped off (anything worth more than a shilling resulted in hanging). It was believed that severe punishments would put others off from committing crimes. **Victorians** – Anyone accused of a crime would be put in a 'lock-up' until they could see a magistrate who would decide whether they could be released or if they needed to be sentenced by a judge. Court rooms were created where victim and the accused could defend themselves. The death penalty became less common with a limited number of hangings. A police force was introduced in 1829. Public executions ended in 1868 and gaols (jails) were built to try to prevent people re-offending,

AUSTHORPE PRIMARY SCHOOL
CURRICULUM PROGRESSION OF KNOWLEDGE AND SKILLS
HISTORY

	William Parkin was a mechanic at the Barnbow Munitions factory in Crossgates, Leeds, when a shell exploded in Room 42 on 5 December 1916. The accident killed 35 of the so-called "Barnbow Lasses", but Mr Parkin returned to pull 12 more to safety. The explosion at Barnbow led to the single largest loss of life in the history of Leeds. When World War One broke out, there was unprecedented demand for ammunition and three businessmen found the site for the factory. It was built within three months and employed 17,000 workers, most of them women.			although many were sent out to the Empire to serve sentences abroad. **Modern Times** –There are still large gaps between the rich and poor in society and crime now ranges from physical (theft, assault, drink and drugs etc) to digital crime (e.g. fraud). Prisons now work hard to help rehabilitate people so that they do not re-offend. Technological advances have meant catching criminals can be done by identifying fingerprints, DNA or facial recognition.
Skills	**Chronological understanding**	**Range and Depth of historical knowledge**	**Interpretations of History**	**Historical Enquiry**
	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a time line. Use dates and terms accurately in describing events.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.