



Thames View Primary School
History Curriculum and Skills Progression 2023 - 2024

National Curriculum for KS1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Geography focus	My family history NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	The Space Race (including Neil Armstrong and Katherine Johnson as significant individuals) NC - events beyond living memory that are significant nationally or globally. - 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 for example, Christopher Columbus and Neil Armstrong	Geography focus	Geography focus	Seaside now and then NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

<p>Skills progression</p>		<p>Chronological understanding - Sequence events in their life - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages Range and depth of historical knowledge – Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past Interpretations of history – Compare adults talking about the past – how reliable are their memories? Historical enquiry – Find answers to simple questions about the past from sources of information e.g. artefacts, photos Organisation and communication - Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion... • Drawing pictures... • Drama/role play.. </p>	<p>Chronological understanding - - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages Range and depth of historical knowledge – Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past Interpretations of history – Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? Historical enquiry – Find answers to simple questions about the past from sources of information e.g. artefacts, photos Organisation and communication - Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion.... </p>			<p>Chronological understanding - Sequence 3 or 4 artefacts from distinctly different periods of time - Match objects to people of different ages Range and depth of historical knowledge – Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past Interpretations of history – Use stories to encourage children to distinguish between fact and fiction - Compare adults talking about the past – how reliable are their memories? Historical enquiry – Find answers to simple questions about the past from sources of information e.g. artefacts, photos Organisation and communication - Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion.... </p>
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		<ul style="list-style-type: none">• Making models.....• Writing..• Using ICT	<ul style="list-style-type: none">• Drawing pictures...• Drama/role play..• Making models.....• Writing..• Using ICT			<ul style="list-style-type: none">• Drawing pictures...• Drama/role play..• Making models.....• Writing..• Using ICT
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2	<p>Toys from the past. Introduction of plastic as a material for toys</p> <p>NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Titanic – When was it? What was it? Where did it happen? Who was involved? (significance of different classes) Why did it happen? (could it be avoided?) What have we learned from it? (what happens now as a result of it?)</p> <p>NC - events beyond living memory that are significant nationally or globally.</p>	<p>Significant individual : Jacques Cousteau – covered through the English curriculum</p>	<p>Geography focus</p>	<p>Rochester Castle – Local history study – 1066 onwards – (siege linked to nutrition issues? – science link)</p> <p>Also geography focus – landscape, river etc</p> <p>NC - significant historical events, people and places in their own locality.</p>	<p>Geography focus</p>
Skills progression	<p>Chronological understanding – Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods of their life - Describe memories of key events in lives</p> <p>Range and depth of historical knowledge – Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times</p>	<p>Chronological understanding – Sequence artefacts closer together in time - check with reference book</p> <p>Range and depth of historical knowledge – Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times</p> <p>Interpretations of history – Compare 2 versions of a past event - Compare pictures or photographs of people or events in the past</p>			<p>Chronological understanding – Sequence artefacts/events closer together in time - check with reference book - Sequence photographs etc. from different periods</p> <p>Range and depth of historical knowledge – Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times</p> <p>Interpretations of history – Compare 2 versions of a past event</p>	

	<p>Historical enquiry – Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Organisation and communication - Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play.. • Making models..... • Writing.. • Using ICT 	<p>- Discuss reliability of photos/accounts /stories</p> <p>Historical enquiry – Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Organisation and communication - Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play.. • Making models..... • Writing.. • Using ICT 			<p>- Compare pictures or photographs of people or events in the past</p> <p>- Discuss reliability of photos/accounts /stories</p> <p>Historical enquiry – Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Organisation and communication - Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion.... • Drawing pictures... • Drama/role play.. • Making models..... • Writing.. • Using ICT 	
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National Curriculum for KS2

- changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- the Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

This could include:

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

This could include:

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Geography focus	<p>The Industrial Revolution and Victorians – including Victorian schooling, factories and child workers, the introduction of the railways, industrial pollution</p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	Geography focus	Geography focus	<p>Stone age - when, characteristics, hunter gathering, settlements, Skara Brae, Kit's Coty.</p> <p>Bronze age – when, what etc.</p> <p>Iron Age hill forts domestication.</p> <p>NC - changes in Britain from the Stone Age to the Iron Age</p> <p>E.g. - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>- Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>- Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Vikings – People, land, cloths, long ships, runes, gods</p> <p>NC - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>E.g. - Viking raids and invasion</p> <p>- resistance by Alfred the Great and Athelstan, first king of England</p> <p>- further Viking invasions and Danegeld</p> <p>- Anglo-Saxon laws and justice</p> <p>- Edward the Confessor and his death in 1066</p>
Skills progression		<p>Chronological understanding – Place the time studied on a time line</p> <p>- Use dates and terms related to the study unit and passing of time</p> <p>- Sequence several events or artefacts</p>			<p>Chronological understanding – Place the time studied on a time line</p> <p>- Use dates and terms related to the study unit and passing of time</p> <p>- Sequence several events or artefacts</p>	<p>Chronological understanding – Place the time studied on a time line</p> <p>- Use dates and terms related to the study unit and passing of time</p> <p>- Sequence several events or artefacts</p>

		<p>Range and depth of historical knowledge – Find out about every day lives of people in time studied</p> <ul style="list-style-type: none"> - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something <p>Interpretations of history – Identify and give reasons for different ways in which the past is represented</p> <ul style="list-style-type: none"> - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc. <p>Historical enquiry – Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <p>Organisation and communication - Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion.... 			<p>Range and depth of historical knowledge – Find out about every day lives of people in time studied</p> <ul style="list-style-type: none"> - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something <p>Interpretations of history – Identify and give reasons for different ways in which the past is represented</p> <ul style="list-style-type: none"> - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc. <p>Historical enquiry – Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research <p>Organisation and communication -</p>	<p>Range and depth of historical knowledge – Find out about every day lives of people in time studied</p> <ul style="list-style-type: none"> - Compare with our life today - Identify reasons for and results of people's actions - Understand why people may have wanted to do something <p>Interpretations of history – Identify and give reasons for different ways in which the past is represented</p> <ul style="list-style-type: none"> - Distinguish between different sources – compare different versions of the same story - Look at representations of the period – museum, cartoons etc. <p>Historical enquiry – Use a range of sources to find out about a period</p> <ul style="list-style-type: none"> - Observe small details – artefacts, pictures - Select and record information relevant to the study - Begin to use the library and internet for research
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		<ul style="list-style-type: none">• Drawing pictures...• Drama/role play..• Making models.....• Writing..• Using ICT			<p>Communicate their knowledge through:</p> <ul style="list-style-type: none">• Discussion....• Drawing pictures...• Drama/role play..• Making models.....• Writing..• Using ICT	<p>Organisation and communication - Communicate their knowledge through:</p> <ul style="list-style-type: none">• Discussion....• Drawing pictures...• Drama/role play..• Making models.....• Writing..• Using ICT
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4	<p>Celtic Britain and Roman Invasion, the British resistance - Boudicca, Emperors, Houses, Food, Slavery etc. What the Romans did for us – roads, mosaics, baths, viaducts etc</p> <p>NC - The Roman Empire and its impact on Britain E.g. - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>	Geography focus	Geography focus	<p>Ancient Greece – (1200BC – AD600) Athens vs Sparta, philosophy, alphabet, politics, Battle of Marathon, Olympics, Gods and Myths, Theatre</p> <p>Compare timeline to what was happening in Britain at same time</p> <p>NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	Geography focus	<p>Anglo Saxons Who, What, Where, When, Why they came – push/pull factors, settlements, to Norman Conquest What did they eat? (Science link – digestion),</p> <p>NC - Britain's settlement by Anglo-Saxons and Scots E.g. - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne</p>
Skills progression	<p>Chronological understanding – Place events from period studied on time line - Use terms related to the period and begin to date events</p>			<p>Chronological understanding – Place events from period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC/AD</p>		<p>Chronological understanding – Place events from period studied on time line - Use terms related to the period and begin to date events</p>

<p>- Understand more complex terms e.g. BC/AD</p> <p>Range and depth of historical knowledge – Use evidence to reconstruct life in time studied</p> <ul style="list-style-type: none"> - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events <p>Interpretations of history – Look at the evidence available</p> <ul style="list-style-type: none"> - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge <p>Historical enquiry – Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall,</p>				<p>Range and depth of historical knowledge – Use evidence to reconstruct life in time studied</p> <ul style="list-style-type: none"> - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events <p>Interpretations of history – Look at the evidence available</p> <ul style="list-style-type: none"> - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge <p>Historical enquiry – Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall, select and organise historical information</p> <ul style="list-style-type: none"> - Communicate their knowledge and understanding. 		<p>- Understand more complex terms e.g. BC/AD</p> <p>Range and depth of historical knowledge – Use evidence to reconstruct life in time studied</p> <ul style="list-style-type: none"> - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events <p>Interpretations of history – Look at the evidence available</p> <ul style="list-style-type: none"> - Begin to evaluate the usefulness of different sources - Use text books and historical knowledge <p>Historical enquiry – Use evidence to build up a picture of a past event</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall, select and organise historical information</p> <ul style="list-style-type: none"> - Communicate their knowledge and understanding.
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	select and organise historical information - Communicate their knowledge and understanding.					
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	Geography focus	<p>Ancient Egyptians - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p>NC - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>The Tudors – what change did Henry VIII bring about?</p> <p>NC - a study of an aspect or theme in British (and world) history that extends pupils' chronological knowledge beyond 1066</p> <p>the changing power of monarchs</p> <p>a significant turning point in British history,</p>	Geography focus	Geography focus	<p>Medway history including dockyard, changing land use maps. Kit's Coty onwards</p> <p>NC - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Skills progression		<p>Chronological understanding – Know and sequence key events of time studied</p> <ul style="list-style-type: none"> - Use relevant terms and period labels - Make comparisons between different times in the past <p>Range and depth of historical knowledge – Study different aspects of different people – differences between men and women</p> <ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of lie with the same aspect in another period 	<p>Chronological understanding – Know and sequence key events of time studied</p> <ul style="list-style-type: none"> - Use relevant terms and period labels - Make comparisons between different times in the past <p>Range and depth of historical knowledge –</p> <ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Compare an aspect of lie with the same aspect in another period (kingship – contrast with Alfred the Great and Victoria – Y3/4) <p>Interpretations of history – Compare accounts of events from different sources – fact or fiction</p>			<p>Chronological understanding – Know and sequence key events of time studied</p> <ul style="list-style-type: none"> - Use relevant terms and period labels - Make comparisons between different times in the past <p>Range and depth of historical knowledge – Study different aspects of different people – differences between men and women</p> <ul style="list-style-type: none"> - Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of lie with the same aspect in another period

		<p>Interpretations of history – Compare accounts of events from different sources – fact or fiction</p> <ul style="list-style-type: none"> - Offer some reasons for different versions of events <p>Historical enquiry – Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall, select and organise historical information</p> <ul style="list-style-type: none"> - Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> - Offer some reasons for different versions of events <p>Historical enquiry – Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall, select and organise historical information</p> <ul style="list-style-type: none"> - Communicate their knowledge and understanding. 			<p>Interpretations of history – Compare accounts of events from different sources – fact or fiction</p> <ul style="list-style-type: none"> - Offer some reasons for different versions of events <p>Historical enquiry – Begin to identify primary and secondary sources</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Recall, select and organise historical information</p> <ul style="list-style-type: none"> - Communicate their knowledge and understanding.
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6	<p>WW1 – Build up and catalyst, trench warfare, trench foot, diseases – link to microorganisms</p> <p>How did WW1 end?</p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>- a significant turning point in British history,</p>	<p>WW2 – Why did WW2 start? Dunkirk, Battle of Britain</p> <p>Ration cooking, bread making – link to microorganisms.</p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>- a significant turning point in British history</p>	Geography focus	<p>The Ancient Maya</p> <p>NC - A non-European society which provides contrast with British history</p>	Geography focus	Geography focus
Skills progression	<p>Chronological understanding – Place current study on time line in relation to other studies</p> <ul style="list-style-type: none"> - Use relevant dates and terms - Sequence up to 10 events on a time line <p>Range and depth of historical knowledge – Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> - Compare beliefs and behaviour with another time studied 	<p>Chronological understanding – Place current study on time line in relation to other studies</p> <ul style="list-style-type: none"> - Use relevant dates and terms - Sequence up to 10 events on a time line <p>Range and depth of historical knowledge – Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> - Compare beliefs and behaviour with another time studied 		<p>Chronological understanding – Place current study on time line in relation to other studies</p> <ul style="list-style-type: none"> - Use relevant dates and terms - Sequence up to 10 events on a time line <p>Range and depth of historical knowledge – Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to 		

	<p>- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <ul style="list-style-type: none"> - Know key dates, characters and events of time studied <p>Interpretations of history – Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> - 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 <p>Historical enquiry – Recognise primary and secondary sources</p> <ul style="list-style-type: none"> - 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 	<p>- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <ul style="list-style-type: none"> - Know key dates, characters and events of time studied <p>Interpretations of history – Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> - 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 <p>Historical enquiry – Recognise primary and secondary sources</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Select and organise information</p>		<p>support and illustrate their explanation</p> <ul style="list-style-type: none"> - Know key dates, characters and events of time studied <p>Interpretations of history – Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> - 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 <p>Historical enquiry – Recognise primary and secondary sources</p> <ul style="list-style-type: none"> - 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 <p>Organisation and communication - Select and organise information to produce structured work, making appropriate use of dates and terms.</p>		
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	fluent account Organisation and communication - Select and organise information to produce structured work, making appropriate use of dates and terms.	to produce structured work, making appropriate use of dates and terms.				
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