



Ridgeway Farm CE Academy

Curriculum Progression of Knowledge and Skills:

History

At Ridgeway Farm CE Academy, we aim to exploit the rich history of the local area to inform children's learning. This shapes the curriculum and brings it to life.

Knowledge at the Heart of the Curriculum

Learning knowledge is not an endpoint in itself, it is a springboard to learning more knowledge. Each unit in our overview is underpinned by rich, substantive knowledge and ambitious vocabulary, whilst also ensuring children are developing their disciplinary knowledge (historical skills). Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding. As well as developing a breadth of historical knowledge, we want our children to become skilful historians. Each unit of work has an emphasis on historical enquiry where children investigate historically framed questions whilst also developing historical enquiries of their own. In addition to substantive and disciplinary knowledge, children will develop their experiential knowledge through museum visits and handling artefacts.

The teaching of history is planned to balance four different forms of disciplinary knowledge: 1) Chronological knowledge enables pupils to secure a mental timeline. 2) Cause and Consequence enables pupils to make connections across time, understand why events happen and develop critical thinking. 3) Historical enquiry concepts run through units of study so that children can ask questions about the past, use evidence to find answers, and understand different perspectives. 4) Similarity, Difference, and Significance form of knowledge enables pupils to recognise patterns and comparisons, understand change over time, identify what makes events or individuals significant, and appreciate diverse experiences.

We use inspirational themes across our whole curriculum to help our pupils know more and remember more. We have defined these key set of themes that children will repeatedly visit throughout their time at Ridgeway Farm. Our themes are:



Each History unit will not include every concept, but over the course of their time at school, children will visit each one more than once. Themes are used across our Geography and Science curriculum also.

Within the Key Stage 1 History curriculum, children cover aspects of History whilst studying their main topic of Geography. For example, when learning about how the local area has changed and what is special about where we live, the children will learn about the importance of Isambard Kingdom Brunel and the local railway works. We have called these secondary studies within the unit.

Concept:	Definition:
Children	The childhood historical concept refers to aspects of history that have impacted the lives of children. Childhood is the key concept for 'Toys' taught in Year 1 and 'World War 2' in Year 5. Being taught in Year 1 and Year 5, this concept acts as a metaphorical 'bookends' for the children's history learning in Primary school.
Community	Through the Community topic in History, students will explore how communities are shaped by power, leadership, and shared experiences. They will learn about the loss of power through invasions or democracy, examining how different societies have been affected by changes in leadership and governance. This will be the main concept whilst learning about 'The Great Fire of London' in Year 1, the 'Stone Age to Iron Age' in Year 3, and 'Vikings' in Year 5.
Leadership	In terms of leadership we have defined this as the development of society such as government, production, urbanisation, and knowledge. Topics that will focus around the concept of Significant individuals in KS1, 'Florence Nightingale and Mary Seacole' in Year 2, the 'Romans' in Year 3, the 'Ancient Egyptians' in Year 4, 'Ancient Greeks' in Year 5, and the 'How the power of the monarchy has changed over time' in Year 6.
Explorers	Within the explorers' historical concept, students will be looking at the gain and loss of power through either invasion or democracy. Power will be predominantly looked at whilst studying the 'Anglo Saxons' in Year 3. The other explorers topics are within the Geography curriculum.
Diversity	Through the diversity topic in History, students will explore and compare the Maya civilization with the Anglo-Saxons, examining key aspects of their societies, cultures, and achievements. This comparison will help pupils understand the diversity of human experiences and how different civilizations developed in distinct ways. Other diversity topics are within the Geography and Science curriculum.

Valuing Our Local Heritage

We believe strongly that children should have a rich understanding of their local heritage. This is why local history is woven into our history curriculum to ensure it is explicitly taught and that links with larger historical themes are made.

Key Stage 1 History Overview

Year 1	Term 2	Term 4	Term 6
	Inspirational Theme: Community Great Fire of London Big Question: Why did the great Fire of London spread so far & so fast?	Inspirational Theme: Children Changes in living memory Big Question: How have toys changed?	Inspirational Theme: Leadership Seaside Big Question: What is it like by the coast? (Secondary Study)
Year 2	Term 1	Term 2	Term 6
	Inspirational Theme: Community Local Area Big Question: What is special about where I live? (Secondary Study)	Inspirational Theme: Leadership Significant Individual Big Question: How have Florence Nightingale and Mary Seacole changed our world?	Inspirational Theme: Children Victorians Big Question: How did children's lives change because of Queen Victoria?

Key Stage 2 History Overview

Year 3			
	Inspirational Theme: Leadership Romans Why did the Romans settle in Britain and what was their legacy?	Inspirational Theme: Explorers Anglo-Saxons What was Anglo Saxon Britain like and what was their legacy?	
Year 4			
	Inspirational Theme: Leadership Egyptians Who were the leaders of the Egyptians and what were their achievements?	Inspirational Theme: Community Stone Age to the Iron Age How did community develop from the Stone Age to the Iron Age?	

Year 5	Inspirational Theme: Children World War II How were the lives of children affected during WWII? (include theme of evacuee & refugee)	Inspirational Theme: Community Vikings Were the Vikings raiders, traders or something else?	Inspirational Theme: Leadership Ancient Greeks How did the leadership of the Greeks influence the Western World?
Year 6	Inspirational Theme: Diversity Maya & British History How did the Maya civilization compare to the Anglo Saxons?	Inspirational Theme: Leadership British history beyond 1066 How has the power of the monarchy changed over time?	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Know the context of today, tomorrow and yesterday	Know how to order events chronologically within closer time boundaries.	Know how to sequence periods of British History previously studied on a timeline.	Know how to sequence several events or artefacts from a specific time period, onto a timeline.	Know how to locate and place different historical periods on a timeline. Know how to date events on a timeline.	Know how to use appropriate historical terms to sequence events and periods on a timeline. (ancient, BCE, CE, AD, century, decade)	Know that events in history happen concurrently and place correctly in a chronological order.

Cause and Consequence	<p>Know how to make comparisons between old and new.</p>	<p>Know differences in the way of life by comparing photographs/ pictures of people or events in the past.</p> <p>Know how to make comparisons between the past and present.</p>	<p>Know there are reasons for people's actions.</p> <p>Know there is an impact as a result of the actions of others.</p>	<p>Know that our knowledge is constructed from a range of evidence.</p> <p>Evaluate similarities and differences between periods of time.</p> <p>Know trends and connections over time.</p>	<p>Know links between the time period studied and offer reasonable explanations.</p> <p>Know how to make comparisons between the periods studied and today's society.</p> <p>Know that events are seen as significant because they have resulted in change and had consequences for people over time.</p>	<p>Know that decisions can have positive and negative consequences.</p> <p>Know that attitudes, beliefs and opinions about consequences may differ by groups of people.</p> <p>Know the impact that events had on the wider world.</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.</p> <p>Know how to use evidence to support explanations on the causes and effects.</p> <p>Know how to evaluate the impact that events had on the wider world.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<p>Knows that artefacts are symbols of significance from the past</p>	<p>Know how to use artefacts to answer questions about the past.</p> <p>Know how fact and fiction are different.</p>	<p>Know how to use a range of sources to answer questions about the past.</p> <p>Begin to use evidence to answer questions.</p> <p>Know how to compare sources and artefacts and say how they differ.</p>	<p>Know how to use a range of sources to research events, people and changes.</p> <p>Know how to identify and record relevant information.</p> <p>Know how to use evidence to answer questions about different periods in time.</p>	<p>Know how to combine relevant information from different sources.</p> <p>Know how to evaluate information from a range of sources.</p> <p>Identify and give reasons for, results of, events situations and changes within periods studied.</p>	<p>Know the difference between primary and secondary sources.</p> <p>Know how to generate own questions leading to own area of enquiry.</p> <p>Know how knowledge is constructed from a range of sources and versions of the past may differ.</p>	<p>Know how to use evidence collected to build up a picture of life in the time studied.</p> <p>Know how to use the knowledge gathered to work out how conclusions were arrived at.</p> <p>Know how to evaluate a range of sources to find out about an aspect of the past.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Similarity, Difference and Significance</p>	<p>Knows that there are things that are similar and different from the past.</p>	<p>Know who was important in a simple historical recount.</p> <p>Know there are similarities and differences between new and old objects?</p>	<p>Know who was important in a simple historical recount and give reasons why.</p> <p>Know similarities and differences between life now and in the past.</p>	<p>Know some key people in historical events and say why they were important.</p> <p>Know that observations can be made to identify comparisons.</p>	<p>Know the key people in historical events, what they did and say why they were important.</p> <p>Know about different people and their beliefs in a period of time.</p>	<p>Know that historically significant people may be viewed differently by different groups.</p> <p>Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women, rich and poor, rulers and ordinary people.</p>	<p>Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successful repelled.</p>

EYFS

EYFS Statutory Framework Early Learning Goals:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Development Matters Framework:

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

Families	Celebrations	Technological Changes	Transport and Travel
Children begin their historical enquiry focusing on those most familiar to them. The children will look at the sequence of events that occur from birth to now (birthdays). Children will also focus on their family tree, discuss features of time passage and generations of their family.	Children will make comparisons between celebrations in the past and now, discussing the similarities and differences and their significance.	Children will investigate different types of technology we use now on a daily basis. Children will compare this to the technology available in the generation before them (parents and grandparents). Children will briefly discuss the first pieces of technology made.	Children will compare and comment on types of transport, identifying similar/different features and why these may have changed through time.
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference and Significance
Know the context of today, tomorrow and yesterday.	Know how to make comparisons between old and new.	Knows that artefacts are symbols of significance from the past.	Knows that there are things that are similar and different from the past.

Year One

National Curriculum:

- Changes within living memory;
- Events beyond living memory that are significant nationally or globally

Toys

Beginning their History learning with an aspect that is relevant to pupils' lives. The children will look at how toys have changed over the past 100 years, looking at toys their grandparents and parents have played with in comparison to what they play with, and identify which toys are new and old.

Great Fire of London

Pupils will investigate the Great Fire of London, learning what it was and why it is so significant in History. They will find out the cause of the fire, why it spread, and the effect it had on civilisation following the fire.

Substantive Knowledge

- Know what toys are like today.
- Know that toys were different in the past.
- Know toys were made of different materials.
- Know that chronological is time order.
- Know photos of toys and artefacts can be placed in chronological order.
- Know that toys have changed over generations.

Substantive Knowledge

- Know what London is like in the present and past (how it has changed).
- Know where the Great Fire of London was and what year it happened.
- Know that the fire began in Thomas Farrier's bakery on Pudding Lane.
- Know that the fire spread quickly because of the housing in London.
- Know the events of the Great Fire of London.

Key Vocabulary

Toys, present, past, old, new, similar, different. decade, century, generation, materials, inventions.

Key Vocabulary

London, 2nd September 1666, 17th Century, Pudding Lane, Thomas Farrier, bakery, Tudor house, narrow, flammable, Samuel Pepys, Diary, fire break, fire hook.

Chronology

Know how to order events chronologically within closer time boundaries.

Cause and Consequence

Know differences in the way of life by comparing photographs/ pictures of people or events in the past.

Know how to make comparisons between the past and present.

Historical Enquiry

Know how to use artefacts to answer questions about the past.

Know how fact and fiction are different.

Similarity, Difference & Significance

Know who was important in a simple historical recount.

Know there are similarities and differences between new and old objects.

Year Two

National Curriculum:

- Significant historical events, people and places in their own locality;
- 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.

Victorians

In the topic "How did children's lives change because of Queen Victoria?", children will explore how life for young people transformed during Queen Victoria's reign (1837–1901). They will investigate the significant social, industrial, and educational changes that shaped children's experiences during the Victorian era.

Florence Nightingale and Mary Seacole

During this topic child will learn about the lives of Florence Nightingale and Mary Seacole, why they are significant in history, and how they contributed to civilisation.

Substantive Knowledge

- To know when the Victorian period was and to place the Victorian period in relation to other periods.
- To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II.
- To know what everyday life was like for Victorian children.
- To understand that life differed greatly across Victorian society.
- To know that individuals can change aspects of society (e.g. Dr Barnardo).
- To compare modern and Victorian schooling (Sevington School).
- To understand how attitudes to children and childhood changed over time.

Substantive Knowledge

- Know that Florence Nightingale lived from 1820-1910 and was from Italy.
- Know that Florence Nightingale was a nurse who reformed modern nursing.
- Know that the Crimean War was 1853-1856.
- Know that Mary Seacole lived from 1805-1881 and was from Jamaica.
- Know how Mary Seacole helped during the war, despite not being a trained nurse.
- Know and compare facts about Mary Seacole and Florence Nightingale.

Key Vocabulary

British Empire, emigration, poor law, ragged school, workhouse, servant, Queen Victoria, education, chalkboard, dunce hat, Empire, factory, chimney sweep, orphan, lamp, coal, invention

Key Vocabulary

Florence Nightingale, Mary Seacole, Nursing, Crimean War, Italy, Jamaica, reformer, founder, brave, prejudice, compare

Disciplinary Knowledge

Chronology

Cause and Consequence

Historical Enquiry

Similarity, Difference & Significance

Know how to sequence periods of British History previously studied on a timeline.	Know there are reasons for people's actions. Know there is an impact as a result of the actions of others.	Know how to use a range of sources to answer questions about the past. Begin to use evidence to answer questions. Know how to compare sources and artefacts and say how they differ.	Know who was important in a simple historical recount and give reasons why. Know similarities and differences between life now and in the past.
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Year Three

National Curriculum:

- Britain's settlement by Anglo-Saxons and Scots.
- a local history study (Romans)
- the Roman Empire and its impact on Britain

Anglo Saxons and Scots

Pupils will analyse the Anglo Saxon's growth of power through invasion, along with the reasons for settling in Britain, and the formation of their different Kingdoms.

Romans (local History study)

During this topic, students will learn how Roman civilisation has contributed to British society, as well as when the Romans first came to Britain, what resistance there was to their invasion, and the size of the Roman Empire by AD 42.

Substantive Knowledge

- Know about the Roman withdrawal from Britain in 410 AD.
- Know the Saxons settled on the east coast and south coast.
- Know the Anglo Saxons were set up in tribes and not united.
- Know they had 5 Kingdoms each ruled by different people.
- Know the Vikings started to raid part of England.
- Know who Alfred the Great was and that he bought the Anglo Saxons time by paying the Vikings.
- Know Christianity had become established in Britain by the end of the 7th century.
- Know Pagan religion was still practised within the poor people.

Substantive Knowledge

- Know how Britain changed from the Iron Age to the end of the Roman occupation.
- Know how the Roman occupation of Britain helped to advance British society.
- Know how there was resistance to the Roman occupation and know about Boudica.
- Know about at least one famous Roman emperor
- Know the Romans invaded Britain three times, however, they were only successful on their third attempt.
- Know why the Romans invaded and settled.
- Know the Romans introduced many things in Britain which influenced our life today.

Key Vocabulary	Key Vocabulary
Anglo-Saxon, Scots, invade, raid, settle, kingdom, Wessex, Alfred the Great, Lindisfarne, Pagans, Malmesbury, King Athelstan	Centurion, Julius Caesar, Emperor Claudius, invade, conquer, Romanisation, Boudica, rebellion, settlement, empire.

Disciplinary Knowledge

Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to sequence several events or artefacts, from a specific time period, onto a timeline.	<p>Know that our knowledge is constructed from a range of evidence.</p> <p>Evaluate similarities and differences between periods of time.</p> <p>Know trends and connections over time.</p>	<p>Know how to use a range of sources to research events, people and changes.</p> <p>Know how to identify and record relevant information.</p> <p>Know how to use evidence to answer questions about different periods in time.</p>	<p>Know some key people in historical events and say why they were important.</p> <p>Know that observations can be made to identify comparisons.</p>

Year Four

National Curriculum:	
<ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age; - The achievements of the earliest civilizations 	
Ancient Egypt	Stone Age to Iron Age
An in-depth study and overview of where and when the first civilizations appeared in Ancient Egypt.	This topic studies the late Neolithic hunter-gatherers and early farmers, such as Skara Brae; the developments in the Bronze Age including religion, technology and travel, for example, Stonehenge; and communities in the Iron Age hill forts: tribal kingdoms, farming, art and culture.
Substantive Knowledge	Substantive Knowledge

<ul style="list-style-type: none"> - Know the Ancient Egyptian period in history was over 7000 years. - Know the difference between the lives of wealthy and poor people. - Know the process of mummification. - Know what Ancient Egyptians believed. - Know why the Ancient Egyptians used the pyramids. - Know about the achievements and inventions from the Ancient Egyptians. 	<ul style="list-style-type: none"> - Know how Britain changed between the beginning of the Stone Age and the Iron Age. - Know the main differences between the Stone, Bronze and Iron Ages. - Know what is meant by hunter-gatherers. - Know a range of sources to describe the lifestyle of people during the Stone Age. - Know the different types of houses that were built during the Stone Age and to explain why particular materials were used during certain periods.
Key Vocabulary	Key Vocabulary
Dynasty, Pharaoh, Tutankhamun, sarcophagus, mummification, Canopic jars, tomb, afterlife, Gods and Goddesses, pyramid, hieroglyphics, papyrus, River Nile.	Stone Age, Bronze Age, Iron Age, Neolithic, hunter gather, settlement, Stonehenge, Skara Brae, flint, cave paintings, prehistoric.

Year Five		
National Curriculum: <ul style="list-style-type: none"> - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a study of Greek life and achievements and their influence on the western world <ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		
WWII	Ancient Greece	Vikings
Pupils will learn the reasons why the Second World War began. The main focus of this topic will be on the lives of children during the war.	A study of Greek life and achievements and their influence on the western world. Pupils will also learn about how the Greeks gained power through invasion and democracy.	Following on from the Anglo Saxon unit in Year 3, pupils will continue to build their knowledge in the Viking raids and invasion.
Substantive Knowledge	Substantive Knowledge	Substantive Knowledge

<ul style="list-style-type: none"> - Know that World War 2 began on 3rd September 1939 and finished on 2nd September 1945. - Know that Hitler was the leader of the Nazi party. - Know that the Nazis invaded Poland so Britain and France declared war on Germany because they refused to leave. - Know that evacuation first took place on 1st September 1939. - Know why children were evacuated. - Know what life was like for evacuees and the host family. - Know what life was like on the Home Front. - Know what the Holocaust was. 	<ul style="list-style-type: none"> - Know Alexander the Great was a famous military commander and king of Macedonia. - Know Alexander the Great gained control of all of Greece. - Know that the first recorded Olympic Games took place in Olympia in 776 BC. - Know how the Greeks gave us Democracy. - Know in Athens they had a democratic government. - Know that Greece is famous for its architecture, philosophy, arts, politics, scientific and mathematical ideas. - Know the Ancient Greeks believed in hundreds of different Gods and Goddesses. 	<ul style="list-style-type: none"> - Know where the Vikings came from. - Know how and why the Vikings invaded Britain. - Know the Vikings raided the East coast of England. - Know Alfred the Great negotiated a truce with the Vikings. - Know the Danelaw was an area of England controlled by the Vikings. - Anglo-Saxon settlements later became the Kingdoms of Essex, Wessex and Sussex. - Know the Battle of Hastings took place when William of Normandy (Northern France) invaded and King Harold marched to meet him. - Know who Edward the Confessor was. - Know key facts about him when he died. 	
Key Vocabulary	Key Vocabulary	Key Vocabulary	
Allies, Adolf Hitler, Winston Churchill, Nazi, evacuation, evacuees, Kinder transport, propaganda, Blitz, rations, air raid, Holocaust, Treaty of Versailles, genocide.	Alexander the Great, Athenians, Spartans, Olympics, Democracy, Aristotle, philosopher, Acropolis, Parthenon, Zeus.	Vikings, Scandinavia, raids, berserkers, Odin, Danelaw, Jorvik, conquest, invasion, settlement, William of Normandy, King Harold, Edward the Confessor	
Disciplinary Knowledge			
Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
Know how to use appropriate historical terms to sequence events and periods on a timeline. (ancient, BCE, CE, AD, century, decade)	<p>Know that decisions can have positive and negative consequences.</p> <p>Know that attitudes, beliefs and opinions about consequences may differ by groups of people.</p>	<p>Know the difference between primary and secondary sources.</p> <p>Know how to generate own questions leading to own area of enquiry.</p> <p>Know how knowledge is constructed from a range of sources and versions of the past may differ.</p>	<p>Know that historically significant people may be viewed differently by different groups.</p> <p>Know that there can be similarities and differences in everyday life for different groups of people e.g. men and women,</p>

Know the impact that events had on the wider world.

rich and poor, rulers and ordinary people.

Year Six

National Curriculum:

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

Mayan Civilization

Power of Monarchy

Extending their knowledge of civilisations, children compare and contrast the Maya to Britons at the time. They develop their chronological awareness of how the Maya fit into the timeline of mankind. Pupils learn about the achievements of the Maya and contrast to the experience of the Anglo-Saxons in Britain at this time. Deepening their understanding of the growth of empires, they also learn why the Maya Empire declined.

Children will develop an understanding of how the role of the monarch has evolved from having absolute power to a more limited, constitutional role. They will explore key events, individuals, and changes that shaped the monarchy's influence.

Substantive Knowledge

Substantive Knowledge

- Describe the key physical features of the Maya civilisation.
- Explain the challenges facing the Maya in the rainforest.
- Explain how the Maya settled in the rainforest.
- Name the features of Maya houses.
- Identify the similarities and differences between Maya and Anglo-Saxon houses.
- Explain the Maya creation story.
- Identify the characteristics of important gods or goddesses.
- Name the features of Maya cities
- Create a plan of a Maya city, including the main features.
- Explain the reasons for the decline of the Maya civilisation.
- Evaluate the reasons for the decline of the Maya civilisation.
- Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.

- To know when the Tudor period was and why it was named (battle of Bosworth and Henry VII).
- To know who Henry VIII was and that he had 6 wives
- To know that this was a period of religious change leading to the formation of the Church of England.
- To know the story of the Mary Rose and the theories about why it sank (visit to Portsmouth).
- To know what the artefacts of the Mary Rose tell us about everyday life on board the ship.
- To know who succeeded Henry VIII (Edward, Mary and Elizabeth) and that this eventually heralded the beginning of the Elizabethan period.

Key Vocabulary

Key Vocabulary

Abandon, city-state, Classic period, creation story, decline, deforestation, drought, hieroglyphics, pyramid, rainforest, slash and burn, tropical rainforest

Monarchy, monarch, reign, Tudor, Henry VIII, Queen Elizabeth I, Queen Victoria.

Disciplinary Knowledge

Chronology	Cause and Consequence	Historical Enquiry	Similarity, Difference & Significance
<p>Know the events in History happen concurrently in a chronological order</p>	<p>Know that people make decisions for a variety of reasons e.g. personal gain, a lack of options.</p> <p>Know how to use evidence to support explanations on the causes and effect.</p> <p>Know how to evaluate the impact the events had on the wider world.</p>	<p>Know how to use evidence collected to build up a picture of life in the time studied.</p> <p>Know how to use the knowledge gathered to work out how conclusions were arrived at.</p> <p>Know how to evaluate a range of sources to find out about an aspect of the past.</p>	<p>Know there are similar aspects to different periods of time e.g. strong leadership, invasion, but that there are also differences e.g. where an invasion was successfully repelled.</p>