

FREELAND CE PRIMARY SCHOOL LONG TERM CURRICULUM MAP



Year A	Autumn Term		Spring Term		Summer Term	
	KS1	KS2	KS1	KS2	KS1	KS2
	Colossal Continents		Fire! Fire!	Take One  Picture Claude Duval (1864) by William Powell Frith.	Life on the Ocean Wave	Eureka
Reception						
Year 1		<p><u>The Great Fire of London</u> Use common words and phrases linked to the passing of time. Find answers to some simple questions about the past from simple sources of information. Sort artefacts from then and now. Describe some simple similarities and differences between artefacts. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past. Understand key features of events. Relate his/her own account of an event and understand that others may give a different version.</p>		<p><u>Victorian Seaside Holidays</u> Understand similarities and differences between ways of life in different periods. Talk, draw or write about the past. Sort artefacts from then and now. Use common words and phrases related to the passing of time. Identify some similarities and differences between ways of life in different periods. Ask and answer relevant basic questions about the past. Describe some simple similarities and differences between artefacts. Find answers to some simple questions about the past from simple sources of information.</p>		

<p>Year 2</p>	<p><u>Local History Study</u> Show an understanding of some of the ways we find out about the past. (Look at local buildings etc)</p> <p>Describe significant historical events, people and places in his/her locality. (local history study.)</p>	<p><u>The Great Fire of London</u> Use common words and phrases related to the passing of time. Ask and answer questions, choosing and using parts of stories, to show that he/she knows and understands key features of events. Show understanding of some of the ways we find out about the past and identify ways in which it is represented. Describe events beyond living memory that are significant nationally or globally. Study significant people. (Samuel Pepys, Sir Christopher Wren)</p>		<p><u>Victorian Seaside Holidays and Grace Darling</u> Use common words and phrases related to the passing of time. Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Describe changes within living memory and aspects of change in national life. Study significant people. (Queen Victoria and Grace Darling)</p>	
<p>Year 3</p>			<p><u>Crime and Punishment</u> Use sources to develop understanding of a period. Use an increasing range of words and phrases to describe the passing of time.</p>		<p>Sequence several events or artefacts. Compare with our lives today. Identify reasons for and results of people's actions in the period studied. Understand motivations for people's actions. 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 internet and library for research.</p>
<p>Year 4</p>			<p><u>Crime and Punishment</u> Use sources of information in ways that go beyond simple observations to answer questions about the past. Understand that sources can contradict each other. Place some historical periods in a chronological framework. Use a variety of resources to find out about the past. Communicate his/her learning in an organised and structured</p>		<p>Place events from period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied. Look for links and effects in time studied.</p>

			way using appropriate terminology.		<p>Offer a reasonable explanation for some events.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>
Year 5			<p><u>Crime and Punishment</u></p> <p>Use dates to order and place events on a timeline.</p> <p>Compare sources of evidence and how they changed over time. (look at evidence available from different time periods).</p> <p>Compare crime and punishment in the past with the present day.</p> <p>Present findings and communicate knowledge and understanding in a variety of ways.</p> <p>Give some reasons for some important historical events.</p> <p>Provide an account of an historical event based on more than one source.</p> <p>Evaluate the usefulness of a variety of sources.(Look at sources which tell us if Dick Turpin was hero or villain -Twinkl)</p> <p>Make comparisons between aspects of history and the present day.</p>		<p>Use relevant terms and period labels.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Use the library and internet for research with increasing confidence.</p> <p>Begin to identify primary and secondary sources.</p>
Year 6			<p><u>Crime and Punishment</u></p> <p>Make confident use of a variety of sources for independent research.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>		<p>Sequence up to 10 events Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of the time studied.on a timeline.</p>

			<p>Construct informed responses that involve thoughtful selection and organisation of historical information</p> <p>.Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for research.</p> <p>Note connections, contrasts and trends over time.</p> <p>Use evidence to support arguments.</p>		<p>Link sources and work out how conclusions were arrived at.</p> <p>Confidently use the library and internet for research.</p> <p>Be aware that different evidence will lead to different conclusions.</p>
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Year B	Autumn Term		Spring Term		Summer Term	
	KS1	KS2	KS1	KS2	KS1	KS2
	Calling All Heroes!		Around the World in 80 Days	A Right Royal Rumble	Into the Woods	Ancient Egypt
Reception						
Year 1	<p>Find answers to simple questions about the past from sources of information eg artefacts. Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p>	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past-how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information eg artefacts.</p>				
Year 2	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Recognise the difference between past and present in their own lives and the lives of others.</p> <p>Use a source-observe or handle sources to answer questions about the past</p>				

	<p>Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Use vocabulary to describe the past. Sequence artefacts closer together in time.</p>	<p>on the basis of simple observations. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories. Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times. Sequence artefacts closer together in time. Describe memories of key events in people's lives. Use vocabulary to describe the past.</p>			
<p>Year 3</p>			<p>Place the period studied on a timeline.</p> <p>Use dates and terms related to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify reasons for and results of people's actions in the period studied.</p> <p>Understand motivations for people's actions.</p>		<p>Place the period studied on a timeline Use dates and terms related to the period studied and the passing of time. Find out about every day lives of people in the period being studied. Compare with our lives today. Identify reasons for and results of people's actions in the period studied. 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 internet and library for research. Understand motivations for people's actions. Use an increasing range of words and phrases to describe the passing of time. Use sources to develop</p>

			<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the internet and library for research.</p>		<p>understanding of a period.</p>
<p>Year 4</p>			<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Look at the evidence available</p>		<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>

			<p>Begin to evaluate the usefulness of different sources.</p> <p>Use textbooks and historical knowledge.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>		
Year 5			<p>Know and sequence key events from the period being studied.</p> <p>Use relevant terms and period labels.</p> <p>Study different aspects of different people—differences between men and women/rich and poor etc.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare accounts of events from different sources—fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p>		<p>Know and sequence key events from the period being studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people—differences between men and women/rich and poor etc.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use the library and internet for research with increasing confidence.</p>
Year 6			<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Find out about beliefs, behaviour and characteristics of people,</p>		<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time studied.</p>

			<p>recognizing that not everyone shares the same views and feelings. Know key dates, characters and events of the 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 a time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>		<p>Know key dates, characters and events of the time studied. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of a time past. Bring knowledge gathered from several sources together in a fluent account. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.</p>
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Year C	Autumn Term		Spring Term		Summer Term	
	KS1	KS2	KS1	KS2	KS1	KS2
	Best of British		Fire! Fire!	Titanic	Life on the Ocean Wave	We Are the Champions
Foundation						
Year 1	<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Find answers to simple questions about the past from sources of information eg artefacts</p>	<p><u>The Great Fire of London</u></p> <p>Use common words and phrases linked to the passing of time.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Sort artefacts from then and now.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Understand key features of events.</p> <p>Relate his/her own account of an event and understand that others may give a different version.</p>		<p><u>Victorian Seaside Holidays</u></p> <p>Understand similarities and differences between ways of life in different periods.</p> <p>Talk, draw or write about the past.</p> <p>Sort artefacts from then and now.</p> <p>Use common words and phrases related to the passing of time.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Find answers to some simple questions about the past from simple sources of information.</p>		
Year 2	<p>Use vocabulary to describe the past.</p> <p>Sequence artefacts closer together in time.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p>	<p><u>The Great Fire of London</u></p> <p>Use common words and phrases related to the passing of time.</p>		<p><u>Victorian Seaside Holidays and Grace Darling</u></p> <p>Use common words and phrases related to the passing of time.</p>		

	<p>Identify differences between ways of life at different times.</p> <p>Compare two versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Ask and answer questions, choosing and using parts of stories, to show that he/she knows and understands key features of events.</p> <p>Show understanding of some of the ways we find out about the past and identify ways in which it is represented.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Study significant people. (Samuel Pepys, Sir Christopher Wren)</p>		<p>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Study significant people. (Queen Victoria and Grace Darling)</p>	
Year 3	<p>Use dates and terms related to the period studied and the passing of time.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Use a range of sources to find out about a period.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Identify reasons for and results of people's actions in the period studied.</p> <p>Understand motivations for people's actions.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the internet and library for research.</p>		<p>Place the period studied on a timeline.</p> <p>Use dates and terms related to the period studied and the passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p>	
Year 4	<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Ask a variety of questions.</p> <p>Use the library and internet for research.</p>		<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>		<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>

<p>Year 5</p>	<p>Make comparisons between different times in the past. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect from another period. Offer some reasons for different versions of events. Select relevant sections of information. Use the library and internet for research with increasing confidence.</p>		<p>Know and sequence key events from the period being studied. Study different aspects of different people-differences between men and women/rich and poor etc. Examine causes and results of great events and the impact on people Compare accounts of events from different sources-fact or fiction. Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event.</p>		<p>Use relevant terms and period labels. Make comparisons between different times in the past. Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of life with the same aspect from 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.</p>
<p>Year 6</p>	<p>Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognizing 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 Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations-fact or fiction and opinion. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of a time past.</p>		<p>Use relevant dates and terms. Sequence up to 10 events on a timeline. 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 the time studied Consider ways of checking the accuracy of interpretations-fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>		<p>Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings. Compare beliefs and behaviour with another 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. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>

Year D	Autumn Term		Spring Term		Summer Term	
	KS1	KS2	KS1	KS2	KS1	KS2
	Freeland and Beyond!		Around the World in 80 Days	Building Britain	Into the Woods	Country Study JAPAN
	Space	Freeland/Oxford				
Foundation						
Year 1			<p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Use appropriate vocabulary to express the passing of time.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p>			

		<p>Know and recount episodes from stories about the past.</p> <p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past-how reliable are their memories?</p> <p>Find answers to simple questions about the past from sources of information eg artefacts.</p>			
Year 2		<p>Recognise the difference between past and present in their own lives and the lives of others.</p> <p>Use a source-observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photos/accounts/stories.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify differences between ways of life at different times.</p> <p>Sequence artefacts closer together in time.</p> <p>Describe memories of key events in people's lives.</p> <p>Use vocabulary to describe the past.</p>			
Year 3	Use dates and terms related to the period studied and the passing of time.	Place the period studied on a timeline. Use dates and terms related to the period studied and the passing of time.		Find out about every day lives of people in the period being studied. Compare with our lives today.	

	<p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Observe small details-artefacts, pictures.</p> <p>Select and record information relevant to the study.</p>	<p>Sequence several events or artefacts.</p> <p>Find out about every day lives of people in the period being studied.</p> <p>Compare with our lives today.</p> <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources- compare different versions of the same story.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Use a range of sources to find out about a period.</p> <p>Observe small details-artefacts, pictures.</p>	<p>Identify reasons for and results of people's actions in the period studied.</p> <p>Look at representations of the period-museum, cartoons etc.</p> <p>Begin to use the internet and library for research.</p>	
Year 4	<p>Place events from period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied</p> <p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>		<p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms eg BC/AD</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p>	<p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Use textbooks and historical knowledge.</p> <p>Place events from period studied on a timeline.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events of time studied.</p>
Year 5	<p>Make comparisons between different times in the past.</p> <p>Study different aspects of different people-differences between men and women/rich and poor etc.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p>		<p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Know and sequence key events from the period being studied.</p> <p>Make comparisons between different times in the past.</p> <p>Compare life in early and late 'times' studied.</p> <p>Compare an aspect of life with the same aspect from another period.</p> <p>Compare accounts of events from different sources-fact or fiction.</p> <p>Use evidence to build up a picture of a past event.</p>

<p>Year 6</p>	<p>Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Consider ways of checking the accuracy of interpretations-fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Use a range of sources to find out about an aspect of a time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>	<p>Place current study on timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. 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 the 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. Recognise primary and secondary sources. Use a range of sources to find out about an aspect of a time past.</p>	<p>Place current study on timeline in relation to other studies. Use relevant dates and terms. Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. 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. Bring knowledge gathered from several sources together in a fluent account.</p>
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