

Dale Community Primary School: **History** Curriculum Progression Document:

| National Curriculum | FOUNDATION STAGE Historians can: | YEAR ONE Historians can: | YEAR TWO Historians can: |
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| <p>WITHIN LIVING MEMORY Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society <i>Teaching point: Teaching point: Children will learn about the roles that adults have in their school (cooks, teachers and cleaners). Children will learn about the roles of people who help us in the community (Fire-Fighter, Policeman and Nurse). (Book: Superheroes like you by Dr Ranj)</i></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <i>Teaching points: Children will know that there is a past (before they were born) and a here and now, and that things change over time. Children will compare pictures of old and new houses. Children will compare pictures of old and new transport, (ships and aeroplanes) (Books: Bog Baby by Jeanne Willis and We are family by Patricia Hegarty)</i></p> | <p>Give examples of things that were different when their grandparents were children: Toys and school life. Toys – Comparing old and new toys (Memory Box ILP) <i>Teaching point: Children will know the main differences between their toys and those their grandparents played with (e.g. design, materials used, colours etc...)</i></p> <p>School Life – (Memory Box ILP) <i>Teaching point: Children will know how Dale School has changed since it was built in the Edwardian times -1908 (they tour the school with the Site Manager). Know the main differences between their school day and that of their grandparents (e.g. compare seating, equipment etc...)</i></p> | <p>Know and explain the changes that have happened within living memory of an adult in their family. Local area changes in their community (Street Detectives ILP) <i>Teaching point: Children to know how Normanton has changed.</i></p> |
| <p>BEYOND LIVING MEMORY 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]</p> | | | <p>Know about an event or events that happened long ago, even before their grandparents were born The heroic rescue of passengers and crew from a shipwreck by Grace Darling and her father (Land Ahoy ILP) <i>Teaching point: Children will know about Grace Darling’s background and how she lived in a lighthouse. Children will also know the purpose of a lighthouse and how Grace and her father used a rowing boat to save 9 people from a ship wreck. Children will go on to know how this left a legacy: RNLI</i></p> <p>Great Fire of London <i>Teaching point: Children will know when the fire occurred (02.09.1666) and its legacy; how this changed how homes were built and the introduction of the Fire Service. Children will also know about (primary) sources and how Samuel Pepys’ original diary gave an account of the event.</i></p> <p>Compare how life today is different to life a long time ago. What was the legacy of the Great fire of London on Britain? (Great Fire of London) <i>Teaching point: Children will know that the Great Fire of London introduced the legacy of the fire service, how homes were to be built and introduction of home insurance.</i></p> |
| <p>THE LIVES OF SIGNIFICANT PEOPLE 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</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Teaching point: To listen to the Christmas story and stories about the lives of Walt Disney, Alexander Fleming, David Attenborough and Mae Jemison.</i></p> | <p>Name a famous person from the UK in the past and explain why they are famous Florence Nightingale <i>Teaching point: Children will know that she was a famous nurse and how she introduced hygiene into nursing and made nursing a skilled profession. Children will also know how she nursed soldiers through the night and came to be known as ‘the lady with the lamp’.</i></p> <p>Recognise how some aspects of life were different for the famous person studied, living in a different period of time. Florence Nightingale <i>Teaching point: Children will know that the level of hygiene; the lack of electricity and formal education were different to what nurses would expect today.</i> <i>Teaching point: Children compare how hospitals have changed since Florence Nightingale was a nurse (e.g. compare equipment used in hospitals)</i></p> <p>Know how some people have helped us to have better lives.</p> | <p>Recount the life of someone famous who lived in the past and know what their achievements did to influence the world Captain Cook and Amy Johnson <i>Teaching point: Children will know that Captain Cook explored and then mapped much of the South Pacific. Children will also know that Amy Johnson was a pioneering English pilot who achieved world recognition as she was the first woman to fly solo from London to Australia.</i></p> <p>British Value teaching point – Make a link to the British Value of ‘Individual Liberty’ – aviation was a male dominated profession but Amy made her own personal choice.</p> |

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| | | <p>Florence Nightingale <i>Teaching point: Children will know how the work of Florence Nightingale has improved hospital conditions and nursing standards</i></p> <p>British Value teaching point - Make a link to the British Value of 'Individual Liberty' – medicine was a male dominated profession but Florence made the choice that she wanted to train to be a Nurse irrespective of the disapproval of her parents and society.</p> | |
| <p>LOCAL HISTORY Significant historical events, people and places in their own locality</p> | | <p>Know the name of a famous person relevant to where they live Florence Nightingale <i>Teaching point: Children will know of Florence Nightingales Derbyshire roots (Lea).</i></p> <p>Know why there is a monument to a famous person where we live Florence Nightingale <i>Teaching point: Children will know that there is a statue of Florence Nightingale outside the site of an old local hospital and a building named after her (The Nightingale Community Hospital).</i></p> | <p>Name a famous person from the local area in the past and explain why they are famous</p> <p>Historic local resident Joseph Strutt <i>Teaching point: Children will know that Joseph Strutt donated the Arboretum Park for the benefit of the people of Derby and it was Britain's first public park.</i></p> <p><i>Children will know that his design influenced the design of Central Park and other parks around the world.</i></p> |
| <p>VOCABULARY</p> | <p>Past Now Same Different Change Old New</p> | <p>Past Now Same Different Change Old New A long time ago Then Before After Present History Order</p> | <p>Past Present Now Then Before Different After History Order Sequence Compare Similar Source Reliable Significant Evidence Legacy</p> |
| <p>PROGRESSION OF SKILLS</p> | <p>Chronology:</p> <ul style="list-style-type: none"> Use everyday language related to time <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Compare pictures from the past to pictures now <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Know that there is a past and now | <p>Chronology:</p> <ul style="list-style-type: none"> Sequence/order events in their lives and artefacts from different periods of time Match objects to people of different ages <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Distinguish between fact and fictions in stories about the past Begin to explore sources <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Recognise the difference between the past and the present in their own life Recount events from the past Identify key people from the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> Asks and answer questions about now and in the past Speak to an older person to find out about the past | <p>Chronology:</p> <ul style="list-style-type: none"> Sequence events across a longer period of time Sequence artefacts that are closer together in time <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Compare different sources of information Compare pictures or photographs and discuss their reliability <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Identify similarities and differences between different periods in time Know why people from the past acted how they did and the impact that their actions had <p>Historical Enquiry</p> <ul style="list-style-type: none"> Ask and answer questions about photographs and pictures to find out about the past |

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| | <p>Changes in Britain from the Stone Age to the Iron Age 1500 BC to AD 43</p> <p>Know how Britain changed between the beginning of the stone age to the iron age <i>Teaching point: Children will know that there was a shift from a nomadic and hunter-gather lifestyle (Stone Age) to the building of temporary settlements (Bronze Age) to hillforts and the creation of villages (Iron Age). Children will also know how the tools change throughout these periods – Stone tools were for hunting; bronze tools were for farming and weapons and iron tools were tougher than bronze so sharper edges could now be created into swords and spears. Farming tools were improved and they put an iron tip onto ploughs.</i></p> <p>Describe what a typical day would have been like for a stone age man, woman or child <i>Teaching points: Children will know that life in the stone age was mainly about survival e.g. finding shelter, water, food and making clothes and tools.</i></p> <p>Know what is meant by ‘hunter-gatherers’ <i>Teaching point: Children will know that it is a lifestyle of obtaining food through foraging and hunting</i></p> | <p>The Roman Empire 27 BC to AD476 and its impact on Roman Britain AD 43 – AD 410</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation <i>Teaching point: Children will know that the Romans introduced the idea of living in big towns and cities such as the city of Bath. They had different key buildings such as Forum, Roman baths, Latrines, temples and Amphitheatres.</i></p> <p>Know how the Roman occupation of Britain helped to advance British society <i>Teaching point: Children will know about the introduction of roads and towns; the changing of religion to Christianity; the introduction of Roman numerals; writing, heating, coins, drains and aqueducts.</i></p> <p>Know how there was resistance to the Roman occupation and know about Boudicca <i>Teaching point: Children will know about the Celts and how warrior queen, Boudicca, led the Iceni and others in a revolt against Roman rule as they did not want to be invaded.</i></p> <p>Know about at least one famous Roman emperor Caesar and Claudius <i>Teaching points: Children will know that Julius Caesar was the first Roman emperor to come to Britain but he was forced to withdraw, twice, due to 1) storms and too much resistance and 2) he came with 50,000 men, got as far as London but then had to return to Rome to fight because their homes in Italy were being attacked by fierce Germanic tribes. Children will also know that Claudius successfully invaded Britain after 30 years of fighting because he came with a new weapon – a catapult (ballista) He was never able to invade Scotland and some areas (the Iceni tribe – Boudicca) continued to resist.</i></p> | <p>The Viking AD 793 to AD 1066 and Anglo Saxon AD 449 to AD 1066 struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Show on a map where Vikings came from and where they invaded our country <i>Teaching point: Children will know that the Vikings came from modern day Denmark, Sweden and Norway and that they invaded from Ireland, Scotland and the East of England.</i></p> <p>Know that the Vikings and Anglo-Saxons were often in conflict <i>Teaching point: Children will makes links back to their learning on King Alfred of Wessex (King Alfred the Great) and that all of the kingdoms had fallen to the Vikings except for Wessex.</i></p> <p>Know why the Vikings where successful at raiding <i>Teaching point: Children will learn how the Vikings where successful at raiding due to their efficient warships, their intimidating war tactics, and their fearlessness.</i></p> <p>Know how to use a timeline to show when the Viking raids started</p> <p>Know that many Vikings came to our country as peaceful farmers <i>Teaching point: Children will know Viking life was not always battle based as they were also farmers and skilful craftsmen.</i></p> <p>British Value teaching point – Make a link to the British Values of ‘The rule of law’ and ‘Democracy’. Rather than disputes between people being settled by fights or family feuds, a meeting took place called the Thing. Each Thing had a law speaker who could recite law from memory. The law speaker and local chieftain would judge and settle the cases of dispute they heard although all free men of the community had a say. If the person was found guilty, there was a punishment (make links to the Court system in Britain).</p> | <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Know how Britain has had a major influence on the world including industrialisation along with inventions; how this generated economic change and created modern society and wealth. (Industrial Revolution ILP) <i>Teaching point: Children will know that society improved during the industrial revolution and how this was made easier through discoveries and inventions: anaesthetic razors, steam trains, incandescent light bulbs.</i></p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society Blitz, evacuation – (A Child’s War ILP) <i>Teaching point: Children will know about the German ‘lightning war’ (1940 – 1941) and the German attempt to destroy British infrastructure. Children will also know how children were evacuated to the countryside for their safety.</i></p> <p>British Value teaching point – Make a link to the British Value of ‘Individual Liberty.’ Hitler was a dictator who oppressed different parts of society that he did not agree with e.g. Jews, gypsies, disabled.</p> <p>Articulate the significance of a historical event in British history Inventions (Industrial Revolution ILP) <i>Teaching points: Children will know that Britain led the change from farming to the introduction of mills and factories and how this was a time of great progress.</i></p> <p>A local history study Know about an aspect of history or a site dating from a period beyond 1066 that is significant in the locality Richard Arkwright AD 1732 – AD 1792 (Industrial Revolution ILP AD 1760 to AD 1840)</p> |
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| <p>A study of Greek life and achievements and their influence on the western world 800 BC – 500 BC Know where Ancient Greece was <i>Teaching point: Children will know where it is in terms of modern day geography.</i></p> <p>Know and explain about the differences between the Athenians and the Spartans <i>Teaching point: Children will know that Athens and Sparta were both important city states in Ancient Greece. Children will know that Athenians valued democracy, art, learning, trade, had a powerful navy and women had less status. In comparison, Spartans did not have democracy and they valued agriculture, conquering, were a warrior state, had a powerful land army and women enjoyed more freedom and status.</i></p> <p>Know about the influence the gods had on Ancient Greece <i>Teaching point: Children will know that the Greeks believed that the gods could influence their everyday life and that there were multiple gods: Zeus – king of the Gods and God of lightning; Hera – Queen of the Gods and the Goddess of family; Poseidon – God of the sea; Apollo – God of the sun and, Hades – God of the underworld.</i></p> <p>Know how Greek life has influenced life in the Western world today <i>Teaching point: Children will know that the Ancient Greeks have influenced the modern world with the emergence of democracy and the birth of the Olympics. Children will know that the Olympics was a male only event held in honour of the Gods (much like religious festivals of today) and was first held in Olympia in 776BC. Children will know that the Olympics is still held today, every four years, and some events are still the same as they were then, such as running, long jump, javelin and wrestling.</i> British Value teaching point – Make a link to the British Value of ‘Democracy’ and ‘Rule of Law’. Democracy is the idea that citizens for a country should take an active role in the government of their country and manage it directly or through elected representatives. It supports the idea that people can replace their Government through peaceful transfers of power rather than violent uprising or revolution. When a new law was proposed all the citizens of Athens had the opportunity to vote on it – make a link to voting in British elections (local and national)</p> | <p>Britain’s settlement by Anglo-Saxons and Scots AD 449 to AD 1066 Know where Anglo-Saxons came from <i>Teaching point: Children will know when the Romans withdrew from Britain (around 400AD) and that the Anglo-Saxons came from Northern Europe in the early 5th century and settled in England AD 449.</i></p> <p>Know at least two famous Anglo-Saxons King Alfred of Wessex (King Alfred the Great reigned from AD 871 to AD 899) <i>Teaching point: Children will know he defeated the Vikings; how he brought England’s kingdoms together; translated Latin into English and began a new age of literacy and knowledge.</i> Hengist and Horsa <i>Teaching point: Children will know that they were invited by the King of the Britons to defeat the Picts but instead seized the kingdom for themselves (455AD).</i></p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country <i>Teaching point: Children will know that laws we have today are not that different (e.g. criminal law that relates to murder, theft, breaking and entering, and assault). However, the punishments were considerably different. (The Anglo-Saxons didn’t have prisons. Most people found guilty of crimes were punished with fines. Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. Regular offenders were punished very harshly. The Saxons had a system called ‘weregild’, which meant that if you injured someone, you had to pay for the damage!). Children will also know how the community played an important role policing each other.</i></p> <p>British Value teaching point – Make a link to the British Value of ‘The rule of law’- Anglo-Saxons attempted to bring law and order into the country as rules help to develop order within a society. Link to why we have school rules – so that school is organised and a place where learning can take place.</p> <p>Know the links between Anglo-Saxons and Christianity <i>Teaching point: Children will know that when the Anglo-Saxons arrived in Britain, they were Pagans worshipping a number of different gods and that they converted to Christianity</i></p> | <p>The achievements of the earliest civilisations – An overview of where and when the first civilisations appeared and a in depth study of one: Ancient Egypt 3100 BC to 30 BC</p> <p>Use a timeline to show when the first civilisations appeared (Ancient Egyptians, Ancient Sumer, Indus Valley, Shang Dynasty) <i>Teaching point: Children will use a timeline to show the emergence of the first civilisations - Ancient Egyptians 3100 BC, Ancient Sumer 5300 BC, Indus Valley 3300 BC, Shang Dynasty 1600 BC.</i></p> <p>Know where the first civilisations appeared (Ancient Egyptians, Ancient Sumer, Indus Valley, Shang Dynasty) <i>Teaching point: Children will know where the first civilisations were in comparison to modern day destinations - Ancient Egyptians – Egypt; Ancient Sumer – Iraq; Indus Valley – Pakistan and Northern India, and Shang Dynasty – China.</i></p> <p>Know where Ancient Egypt was <i>Teaching point: Children will know that Egypt is in the north east corner of Africa</i></p> <p>Know about at least two famous Egyptians Cleopatra (ruled from 51BC to 30BC) <i>Teaching point: Children will know that she was the last Pharaoh/Queen of Egypt and fought to defend Egypt from an expanding Roman Empire. Children will know that she was known for her political awareness, power and rule during a time when all rulers were under threat of being overthrown or killed.</i> King Tutankhamun (ruled from 1333BC until 1323) <i>Teaching point: Children will know that Tutankhamun became a pharaoh at aged 9 and how he reversed many of his unpopular father’s decisions such as: reviving the worship of the God Amun; changing his name from Tutankhaten to Tutankhamun and, restored Thebes as a religious centre.</i></p> <p>Know about the achievements of the Ancient Egyptians <i>Teaching point: Children will know that the Ancient Egyptians built the pyramids; used</i></p> | <p><i>Teaching point: Children will know that Richard Arkwright developed the world’s first successful water powered cotton spinning Mill in 1771 at the Cromford Mills in Derbyshire and how he continued to develop the mills, warehouses and workshops, which now form the Cromford Mills site.</i></p> <p>A non-European society that provides contrasts with British history – Mayan civilisation AD 900</p> <p>Summarise what was happening in England during this time period The Mayan civilization (Hola Mexico ILP) <i>Teaching point: Children will know that during this time period, in Britain the Anglo Saxons ruled and will link back to their previous learning in Year 4.</i></p> <p>Know why they were considered an advanced society in relation to that period of time in Europe <i>Teaching point: Children will know how the Mayan’s developed an impressive system of mathematics and astronomy.</i></p> <p>Compare Mayan society to that of the Anglo Saxons. <i>Teaching point: Children will know that: Religion - the Maya had advanced architecture and their religious buildings were pyramids -v- Anglo Saxons had churches that were simple basic buildings made from oak and thatch and inherited from the Romans; Academic - the Maya made significant advances in and developed an impressive system of mathematics and astronomy and they excelled at hieroglyph writing -v- Anglo Saxons who had no specific form of education; Rulers – the Maya had many states and each had a ruler -v- Anglo Saxon Britain wasn’t ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. Each group of Anglo-Saxon settlers had a leader or war-chief, and Crime and punishment - the Maya did not have prisons. Punishment for crimes included death, slavery, and fines. Sometimes they would shave the person’s head as this was considered a sign of shame. If the victim of the crime wanted to pardon or forgive the accused, then the punishment may be reduced -v- Anglo Saxons who did not have police force. Keeping law and order was the responsibility of everyone in the village. There was a system in place called ‘Tithing’ in which a group of ten men were made responsible for each other’s behaviour. If one of</i></p> |
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| | | <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms and, Know that some of the kingdoms share names and locations with counties today. (Essex, Kent and Sussex)</p> <p><i>Teaching point: Children will know that there were seven kingdoms and link this to their learning of King Alfred of Wessex (King Alfred the Great) and how he brought the seven kingdoms together.</i></p> <p>Use a timeline to show when the Anglo-Saxons were in England</p> | <p><i>papyrus for paper and influenced writing (hieroglyphics) and made a solar calendar</i></p> | <p><i>them broke the law, the other members of the tithing had to bring them to court. If they didn't, they would have to pay a fine. The Anglo-Saxons didn't have prisons. Most people found guilty of crimes were punished with fines. Some crimes, such as treason against the king or betraying your lord, were thought to be so serious that they carried the death penalty. Regular offenders were punished very harshly. If they were found guilty of stealing more than once they might have their hands cut off.</i></p> |
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| <p>VOCABULARY</p> | <p>Order Sequence Evidence Similar Different Timeline Source Enquiry Fact Opinion Archaeology Archaeologist Century Decade B.C. Prehistoric Artefact Empire Ancient Civilisation Democracy Conflict</p> | <p>Sequence Timeline Source enquiry Fact Opinion Century Decade Empire Ancient Civilisation Democracy B.C. A.D. Invasion Cause and effect Reign Chronology Society</p> | <p>Sequence Timeline Chronology Society Empire Invasion Ancient Civilisation Reign Century Decade A.D. B.C. Primary sources Secondary sources Legacy Millennium</p> | <p>Sequence Timeline Chronology Primary sources Secondary sources Society Century Decade Invasion Ancient Civilisation Reign Conflict Impact Era Evacuated Industrialisation</p> |
| <p>PROGRESSION OF SKILLS -these are the skills that make children historians. They run through all aspects of the history curriculum.</p> | <p>Chronology:</p> <ul style="list-style-type: none"> Place the time period being studied on a timeline Show that the past is divided into different time periods and can be ordered. Understand the term B.C. <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Identify different ways that we find out about the past <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Find out about the everyday lives of people in the time period studied and compare with our lives today Describe the similarities and differences between the everyday lives of people in the time period studied Understand why people from the past acted how they did <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Know how historic items and artefacts have been used to help build up a picture of life in the past | <p>Chronology:</p> <ul style="list-style-type: none"> Place historical events in order on a timeline to understand that changes occur over time. Begin to date events Understand the terms A.D. in relation to B.C. <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Begin to evaluate the usefulness of different evidence and sources with reference to whether they are fact or opinion Begin to use textbooks and the internet for research <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Understand that life can change within a given time period Recognise how an event in the time period studied has impacted upon today. Offer a reasonable explanation for why an event happened <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Understand that books and the internet can be used to find out about the past | <p>Chronology:</p> <ul style="list-style-type: none"> Place historical events and significant people in order on a timeline to understand that changes occur over time. Add dates to the timeline to represent this <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Compare and contrast aspects of life within and across the time periods Offer some reasons for different versions of events from the past with consideration to whether the version is subjective or objective <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Give reasons for the changes in the period of time studied Understand how life was different for different people and different genders <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Identify primary and secondary sources Select relevant information when looking at primary and secondary resources | <p>Chronology:</p> <ul style="list-style-type: none"> Place current period being studied on a timeline in relation to other periods previously studied Sequence the time periods of world history learnt across KS2. <p>Investigating and interpreting:</p> <ul style="list-style-type: none"> Confidently and independently use textbooks and the internet for research Consider ways to examine whether an interpretation of history is fact or fiction/subjective or objective <p>Historical knowledge and understanding:</p> <ul style="list-style-type: none"> Understand how the beliefs and behaviours of today have been influenced by other time periods studied Write an explanation of what happened during a past event, using evidence to support their explanation <p>Historical Enquiry:</p> <ul style="list-style-type: none"> Bring knowledge gathered from several sources together to create a coherent chronological account |