

The History Curriculum at Kings Heath Primary School



Kings Heath
Primary School

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Subject intent

Big Ideas

We believe that children deserve a balanced curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them.

The rationale for our Curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

These big ideas form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses. Over time, these encounters help children to build conceptual frameworks that will enable a better understanding of increasingly sophisticated information and ideas.



Humankind

Understanding what it means to be human and the cause and effect of human behaviour.

This big idea invites children to find out what it means to be human, including the workings of human anatomy and how to keep safe. They explore ways that the human race is interconnected and explore the human experience and identities through a range of subject lenses. They discover the cause and effect of human behaviour and develop an understanding of the relationships between individuals, societies, faiths and communities. Through this big idea, children discover the ancient secrets of past civilisations and see the multitude of ways in which they influence modern-day life.



Processes

Understanding the many dynamic and physical processes that shape the world around us.

This big idea invites children to find out about the diverse and dynamic physical processes that are present in, and have a significant impact on, places, the environment and the world around them. They explore the physics of force and movement and investigate the phenomena of electricity, light and sound. Through this big idea, children discover how physical processes such as weather and erosion can transform a place or landscape.



Creativity

Understanding how everyday and exceptional creativity can inspire and change perceptions.

This big idea invites children to discover the place of everyday and exceptional creativity, including the qualities of persistence, determination, originality and resilience that form the basis of the creative process. They explore different ways in which their ideas and imaginings can be realised and communicated, and pursue enquiry by asking questions and finding connections between seemingly separate ideas. Through this big idea, children develop an appreciation of the importance of experimentation, trial and error, original thought and self-expression.



Investigation

Understanding the importance of asking questions, formulating hypotheses, gathering information and analysing evidence.

This big idea invites children to be curious and search for answers in response to original, familiar and more complex questions. They explore ways to create hypotheses, gather evidence and begin to evaluate data. They experiment with different ways to present information and ideas and make informed choices to solve problems. Through this big idea, children start to think critically, make meaningful connections and reflect thoughtfully on evidence and ideas.



Materials

Understanding the unique and physical properties of all matter and how we interact with them.

This big idea invites children to explore the properties of all matter, including that which is living and non-living. It explores how materials are both formed and change. Through this big idea, children develop an understanding of the uses of materials and their unique, physical properties that make them fit for purpose.



Place and space

Understanding the visual, cultural, social and environmental aspects of different places around the world.

This big idea invites children to explore the visual, cultural, social, and environmental aspects of places in their locality and the wider world. They examine how human activity and social interactions shape places and enable them to discover the unique identities and features of towns, cities, countries and continents. Through this big idea, children develop an appreciation of both the natural and urban landscape and begin to understand the bond between people and place or setting.



Comparison

Understanding how and why things are the same or different.

This big idea invites children to compare ways that things are the same or different. They identify simple and more complex patterns and make connections. Through this big idea, children develop an understanding of different ways to represent data using classification systems, comparison tables or charts and hierarchical taxonomies.



Nature

Understanding the complexities and interdependence of the plant and animal species that inhabit the world's many ecosystems.

This big idea invites children to find out about the diverse natural environments of the world and the plethora of species, both plant and animal, that live in them. They explore the characteristics and features of a range of habitats and study how living things interact within them. They examine the effects of economic and technological development on the natural world and consider the impact of human actions. Through this big idea, children discover the conditions needed for living things to thrive and survive.



Significance

Understanding why significant people, places, events and inventions matter.

This big idea invites children to explore the importance of significant people, places, events and inventions. They examine why things are meaningful to some and not to others, based on their values, beliefs and experiences. Through this big idea, children develop an understanding of key people, places, events and inventions that have changed their everyday lives and the world at large.



Change

Understanding why and how things have changed over time.

This big idea invites children to find out about the causes and consequences of change and evolution. They investigate and explore how events unfold and develop an understanding of timelines and chronology. Through this big idea, children begin to make meaningful connections between past, present and future and begin to appreciate the unique position of their place in time.

History Overview

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with opportunities for schools to revisit historical concepts in some of the spring term geography projects.

Key Stage 1

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and works well as an introductory project. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period. In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This project explores the concept of significance and the significant people that have greatly influenced history. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. The projects studied in Key Stage 1 provide numerous opportunities for children to explore significant historical events, people and places in their locality.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons and Vikings. This project concludes at 1066, which meets the guidance from the national curriculum for British history. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt.

Upper Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Groundbreaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. Throughout the history scheme, there is complete coverage of all national curriculum programmes of study.

Curriculum Map History: Whole School



	Autumn	Summer
Y1	Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry	Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin
Y2	Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare	Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models
Y3	Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry	Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy
Y4	Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy	Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations
Y5	Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy	Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy
Y6	Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism	First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain

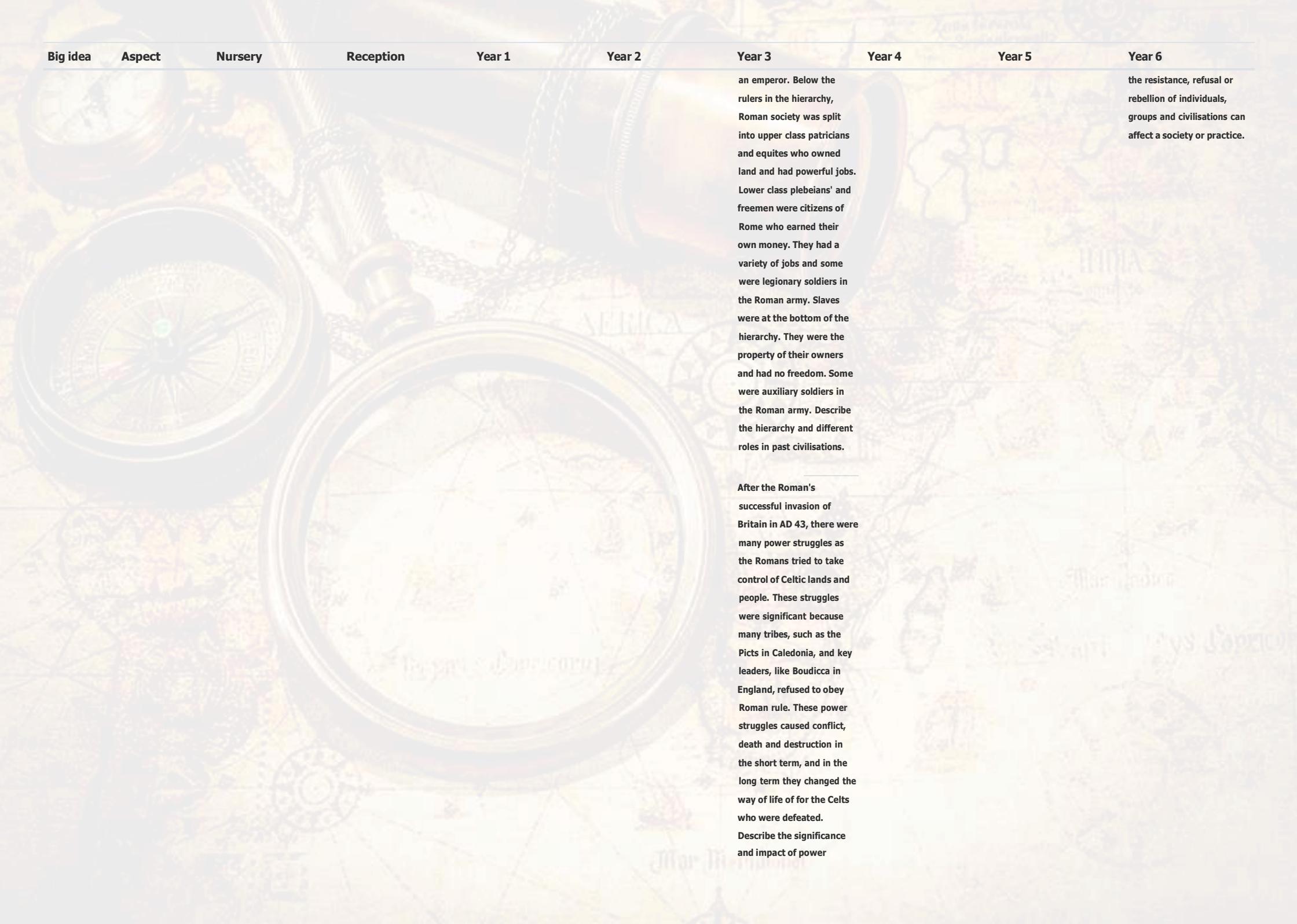
History Progression of Knowledge and Skills



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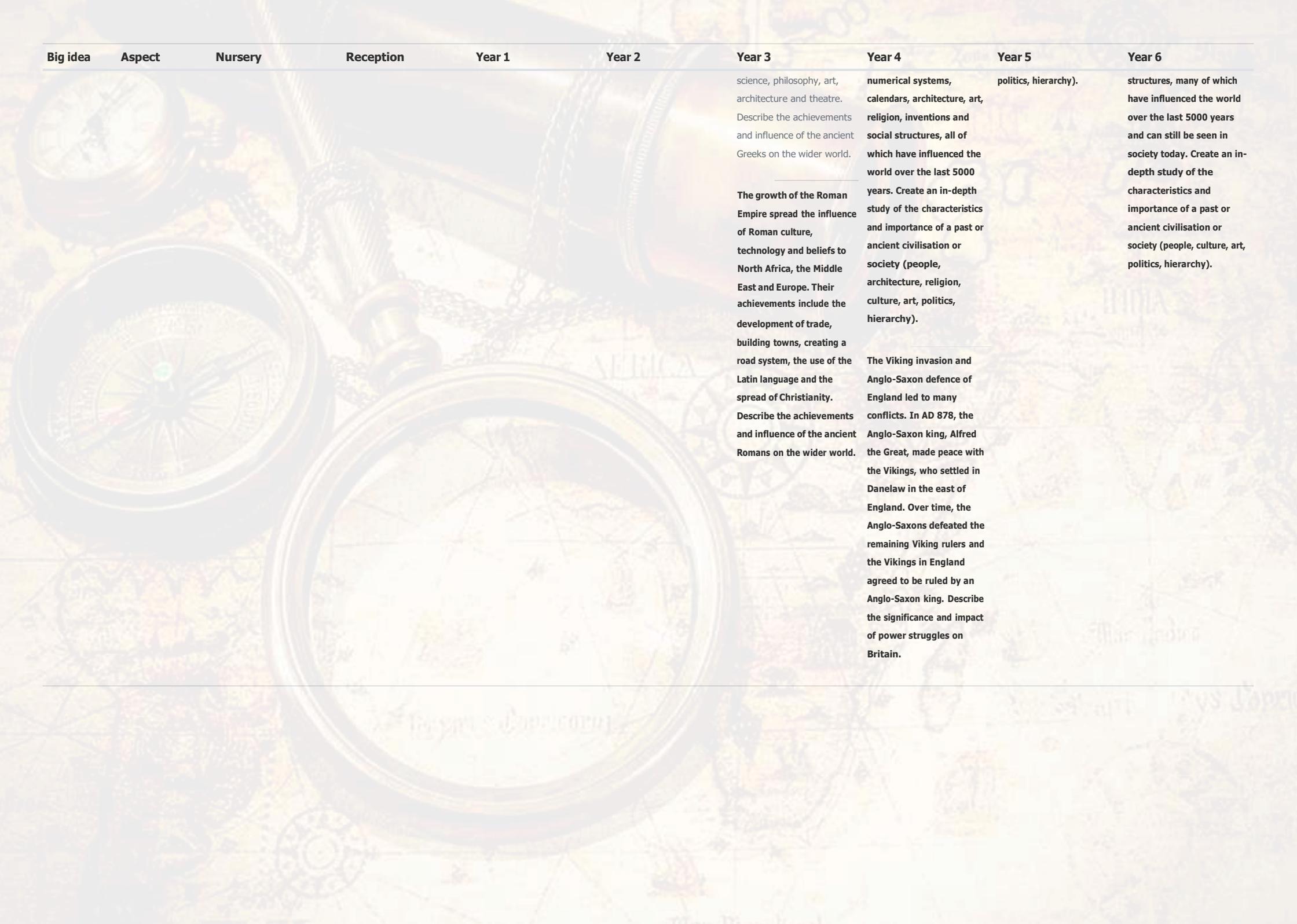
Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind 	Everyday life	AOL: World Talk about special times or events that are important to them.	AOL: World Talk about past and present events in their own lives and those who are important to them.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods.	The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Explain how everyday life in an ancient civilisation changed or continued during different periods.	War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
		Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Create an in-depth study of an aspect of British history beyond 1066.	The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Explain how artefacts						

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>provide evidence of everyday life in the past.</p>		
Hierarchy and power	<p>AOL: World Talk about the actions of kings and queens in stories.</p>	<p>AOL: World Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.</p>	<p>A monarch is a king or queen who rules a country. Describe the role of a monarch.</p>	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of a past society.</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Describe the roles of tribal communities and explain how this influenced everyday life.</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations.</p>	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations.</p>	<p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch.</p>	<p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how</p>
						<p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and</p>			



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Describe the hierarchy and different roles in past civilisations.</p>			<p>the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>
						<p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Describe the significance and impact of power</p>			

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						struggles on Britain.			
	Civilisations					<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Describe ways in which human invention and ingenuity have changed how people live.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics,</p>	<p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs,</p>	<p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, mathematics, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society.</p> <p>The characteristics of ancient civilisations include cities, government, language, writing, customs, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art,</p>	<p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Describe some of the significant achievements of mankind and explain why they are important.</p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social</p>



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<p>science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world.</p> <hr/> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Describe the achievements and influence of the ancient Romans on the wider world.</p>	<p>numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <hr/> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Describe the significance and impact of power struggles on Britain.</p>	<p>politics, hierarchy).</p>	<p>structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity 	Report and conclude	AOL: World Stories, books and pictures give us information about the past. Be aware of people and events from the past by sharing books and looking at photographs.	AOL: World Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
	Communication	AOL: World Begin to use words relating to the passage of time when retelling a past event.	AOL: World Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Use historical terms to describe different periods of time.	Historical terms include abstract nouns, such as invasion and monarchy. Use more complex historical terms to explain and present historical information.	Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.

Big Idea Aspect

Materials Artefacts and sources



Nursery

AOL:
and ask questions about objects from the past.

Reception

AOL: World Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.

Year 1

Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past.

Historical sources include artefacts, written accounts, photographs and paintings.

Express an opinion about a historical source.

Year 2

Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.

A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.

Year 3

Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact.

Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.

Year 4

Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.

Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources.

A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was

Year 5

Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person.

Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.

Year 6

Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source.

Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias.

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place and space 	Local history	AOL: World Explore photographs to show how the school or locality has changed over time.	AOL: World Explore and talk about important events in the school or locality's history.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Analyse a range of historical information to explain how a national or international event has impacted the locality.	A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community.	Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.	Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Present an in-depth study of a local town or city, suggesting how to source the required information.
		AOL: World Begin to notice similarities and differences between life now and in the past.	AOL: World Describe some similarities and differences between things in the past and the present.	Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period.	Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Explain the similarities and differences between two periods of history.	Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.	Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast an aspect of history across two or more periods studied.	Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.
Comparison 	Compare and contrast						Compare and contrast two civilisations.		

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Significance	Significant events	AOL: World A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations. Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	AOL: World A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Listen to stories and discuss significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Explain why an event from the past is significant.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events.	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world history is significant.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative about a significant global event.
	Significant people	AOL: World Comment and ask questions about significant people that they have seen in books and photographs.	AOL: World Some people in history are significant because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.



Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change	Changes over time	AOL: World Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day.	AOL: World The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history.

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	British history	<p>AOL: World The past includes the things that happened yesterday, last week, last year or long ago. Talk about things that happened in the past.</p>	<p>AOL: World Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.</p>	<p>Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history.</p>	<p>Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.</p>	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Explain the cause, consequence and impact of invasion and settlement in Britain.</p>	<p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p>The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life.</p>

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Chronology	AOL: World Relive past experiences through role play activities and retell events in order.	AOL: World Put familiar events in chronological order, using pictures and discussion.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines.	Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied.



"Quote about history @ KHPS"

1	Significant people	Civilisations	British history	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	Elizabeth II monarch significant Samuel Wilderspin famous founder inventor legacy remember teacher		coronation Great Fire of London	beyond living memory comparison different similar Victorian classroom equipment lesson present day school day punishment t	role play story writing discuss explain record	event famous impact invention	clue difference evidence similarity change compare difference observe similarity y	a long time ago a year ago achievement after before event last month last week last year many years ago now past present then yesterday days ago future	1950s childhood entertainment home job transport British Empire Industrial Revolution Prince Albert Queen Victoria Victorian era canal coal factory invention machine mill poor railway steam	monarch queen	baby child decade family tree generation grandparen t great grandparen t order parent stage timeline toddler after that finally first next passage of time then timeline	artefact comparison n curator item material museum object photograph use document evidence first hand account use	important event school history

									power				
2	Significant people	Civilisations	British history	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	<p>Captain</p> <p>James Cook</p> <p>Christopher Columbus</p> <p>Dawson's model</p> <p>Emmeline Pankhurst</p> <p>Henry VII</p> <p>Joseph Lister</p> <p>Mary Anning</p> <p>Neil Armstrong</p> <p>Paul Cézanne</p> <p>Roald Amundsen</p> <p>Rosa Parks</p> <p>Vasco de Gama</p>		<p>Alfred the Great</p> <p>Anglo-Saxon</p> <p>Anglo-Saxon Chronicle</p> <p>Battle of Hastings</p> <p>Bayeux Tapestry</p> <p>Church of England</p> <p>Elizabeth I</p> <p>Norman</p> <p>Spanish Armada</p>	<p>change</p> <p>compare</p> <p>difference</p> <p>in the past</p> <p>now</p> <p>similarity</p> <p>Bill of Rights</p> <p>Head of State</p> <p>Statute of Proclamations</p> <p>absolute</p> <p>power</p> <p>compare</p> <p>monarch</p> <p>model</p> <p>parliament</p>	<p>Diamond ranking</p> <p>explain</p> <p>historical</p> <p>model</p> <p>order</p> <p>sort</p> <p>table</p> <p>compare</p> <p>debate</p> <p>discuss</p> <p>explain</p> <p>explore</p> <p>negative</p> <p>positive</p> <p>question</p> <p>rank</p> <p>recall</p> <p>sort</p>	<p>battle</p> <p>civil war</p> <p>death</p> <p>defeat</p> <p>divorce</p> <p>empire</p> <p>event</p> <p>invasion</p> <p>marriage</p> <p>victory</p> <p>war</p> <p>SS Rohilla</p>	<p>compare</p> <p>different</p> <p>hierarchy</p> <p>over time</p> <p>power</p> <p>similar</p>	<p>century</p> <p>decade</p> <p>year</p> <p>anno Domini</p> <p>AD</p> <p>century</p> <p>chronology</p> <p>decade</p> <p>empire</p> <p>future</p> <p>government</p> <p>hierarchy</p> <p>kingdom</p> <p>monarch</p> <p>monarchy</p> <p>order</p> <p>palace</p> <p>past</p> <p>period</p>	<p>Americas</p> <p>New World</p> <p>discovery</p> <p>exploration</p> <p>technology</p> <p>voyage</p> <p>Domesday Book</p> <p>class</p> <p>control</p> <p>feudal system</p> <p>position</p> <p>power</p> <p>role</p> <p>separated</p> <p>society</p> <p>status</p> <p>wealth</p>	<p>absolute</p> <p>power</p> <p>baron</p> <p>bishop</p> <p>class</p> <p>classes</p> <p>control</p> <p>feudal system</p> <p>freemen</p> <p>hierarchy</p> <p>important</p> <p>king</p> <p>kingdom</p> <p>knight</p> <p>leader</p> <p>least</p> <p>powerful</p> <p>monarch</p>	<p>century</p> <p>chronological order</p> <p>chronology</p> <p>date</p> <p>decade</p> <p>order</p> <p>period of time</p> <p>sequence</p> <p>timeline</p> <p>AD</p> <p>Anglo-Saxon</p> <p>Commonwealth of England</p> <p>Gotha and House of Windsor</p>	<p>artefact</p> <p>artist</p> <p>background</p> <p>clothing</p> <p>evidence</p> <p>facial expression</p> <p>object</p> <p>painting</p> <p>portrait</p> <p>pose</p>	<p>commemorate</p> <p>locality</p> <p>monument</p> <p>museum</p> <p>plaque</p>

<p>Vincent van Gogh</p> <p>achievement</p> <p>action</p> <p>activist</p> <p>artist</p> <p>criteria</p> <p>explorer</p> <p>historical</p> <p>figure</p> <p>impact</p> <p>importance</p> <p>lifetime</p> <p>monarch</p> <p>role model</p> <p>scientist</p> <p>significance</p> <p>significant</p> <p>Act of Union</p> <p>Alfred the Great</p> <p>Anne Boleyn</p> <p>Catherine of Aragon</p> <p>Duke of Normandy</p> <p>Elizabeth I</p> <p>Elizabeth II</p> <p>Harold II</p>		<p>William the Conqueror</p> <p>or</p> <p>battle</p> <p>conquer</p> <p>explorer</p> <p>governm</p> <p>ent</p> <p>impact</p> <p>invade</p> <p>kingdom</p> <p>reign</p>	<p>power</p> <p>rule</p>	<p>write</p>			<p>power</p> <p>present</p> <p>reign</p> <p>royal</p> <p>rule</p> <p>ruler</p> <p>significance</p> <p>sovereign</p> <p>timeline</p>		<p>most</p> <p>powerful</p> <p>peasants</p> <p>role</p> <p>rule</p> <p>serfs</p> <p>society</p> <p>status</p> <p>tenants-in-chief</p> <p>vassal</p>	<p>Hanoveria</p> <p>n</p> <p>House of Lancaster</p> <p>House of Saxe-Coburg</p> <p>House of York</p> <p>Norman</p> <p>Plantagene</p> <p>t</p> <p>Restoratio</p> <p>n</p> <p>Stuart</p> <p>Tudor</p> <p>century</p> <p>chronolog</p> <p>y</p> <p>dates</p> <p>decade</p> <p>duration</p> <p>historical</p> <p>period</p> <p>past</p> <p>period</p> <p>present</p> <p>present</p> <p>day</p> <p>reign</p>		
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	Henry VIII Jane Seymour Pope Clement VII Prince Albert Queen Victoria William William the Conqueror achievement actions impact important monarch negative positive reign ruler significant sovereign										sequence timeline year		
3	Significant people	Civilisations	British history	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	Amesbury Archer Bell Beaker folk	Bronze Age Celtic Iron Age	Bell Beaker folk Bronze	Doggerland d cause change	amend analysis articulate check	Amesbury Archer Bell Beaker	analyse aspect common compare	AD BC Bronze Age Iron Age	Amesbury Archer afterlife art	chief community conflict	AD BC Bronze Age	Boscombe Bowmen Cheddar Man	Romanisation analyse belief culture

Cheddar Man	Stone Age	Age	coherent	conclusio	folk	con	Mesolithic	belief	defence	Celt	Lindow	identity
Emperor	civilisatio	Celt	continuity	n	Bronze	Connecti	Neolithic	bronze	equal	Gregorian	Man	impact
Claudius	n	Iron Age	develop	correct	Age	on	Palaeolithic	ceremony	peace	calendar	Skara Brae	living
Jesus Christ	collapse	Roman	diverse	deduction	Roman	consider	Stone Age	defence	poor	Iron Age	accurate	museum
Julius Caesar	communit	invasion	dynamic	expand	invasion	contrast	century	defensive	power	Roman	argument	local
Mary Anning	y	Stone	extinct	express	cause	differenc	circa	wall	rich	Stone Age	artefact	history
palaeontologis	develop	Age	influence	highlight	collapse	e	concept	domesticat	role	chronologi	assumptio	study
t	efficient	boundar	permanent	historical	discovery	discern	decade	ed animal	social	cal	n	locality
scientist	game	y	process	account	effect	discuss	era	druid	hierarchy	narrative	author	national
Agricola	invasion	country	progress	outcome	factor	enquiry	millennia	farmer	status	date	claim	negative
Boudicca	invention	farming	shape	present	invention	evaluate	prehistory	feast	tribe	duration	evidence	positive
Emperor	language	metalworkin	temporary	reason	long term	explorati	cause	fire	warfare	future	excavation	settlemen
Augustus	migration	g	transition	recall	short term	on	change	games	wealth	historical	fact	t
Emperor	monumen	prehistor	cause	record	significanc	for and	clarify	hillfort	absolute	period	historian	shape
Caligula	t	y	change	reference	e	against	concept	hunter-	power	order	historical	
Emperor	music	Britannia	coherent	reflection	Pompeii	investigation	continuity	gatherer	authority	past	source	
Claudius	peace	Celt	Consequence	reveal	volcanic	pro	definition	iron	conflict	present	hoard	
Emperor	poetry	Hadrian's	continuity	review	eruption	question	effect	metalworki	consul	sequence	infer	
Commodus	populatio	Wall	diverse	sort	Hadrian's	similarit	empathy	ng	control	timeline	interpretat	
Emperor	n	Romanisation	effect	statement	Wall	y	question	music	dictator	AD	ion	
Constantine	pottery	boundar	impact	summary	Jesus	trend	significance	nomad	elect	BC	motive	
Emperor	preservati	y	influence	Dawson's	Christ	analyse	statement	poetry	emperor	Gregorian	object	
Hadrian	on of	invasion	result	model	Roman	aspect		pottery	empire	calendar	opinion	
Emperor	food		temporary	conclusio	Romanisatio	compare		religion	equite	chronologi	oral	
Honorius	rebellion			n	n	con		roundhouse	freedom	cal	preservation	
Emperor	religion			consensus	cause	connection		sacrifice	freemen	narrative	primary	
Nero	revolution			deduction	collapse	consider		settlement	governme	date	source	
Emperor	ritual			description	conquest	contrast		stone	nt	future	proof	
Tiberius	society			explain	consequence	describe		tool	governor	historical	purpose	
Emperor	sophisticat			finding	effect	devise		trade	judge		quote	

Trajan	ed	highlight	founding	differenc	warrior	king	period	radiocarbo
Julius Caesar	technolog	narrative	invasion	e	weapon	kingdom	order	n dating
Tacitus	y	non-	long term	different	<i>paterfamilias</i>	lawmaker	past	reconstruction
	tool	chronolog	short term	discuss	Latin	legion	present	reliability
	trade	ical report	significanc	enquiry	Romanisation	lower	sequence	remains
	tribe	order	e	observe	bridge	class	time	rigorous
	warfare	plan		pro	ceremony	monarchy	timeline	secondary
	weaving	present		same	church	oath		source
	Britannia	reason		similarit	defence	ownershi		viewpoint
	Christianit	record		y	defensive	p		written
	y	reference		trend	wall	patrician		Cassius Dio
	Greek	respond			druid	plebeian		Ivory
	Latin	sort			family	politician		Bangle
	Pax	suggest			fort	power		Lady
	Romana	summary			god	power		Julius
	Roman	timeline			goddess	struggles		Caesar
	Romanisatio				leisure	priest		Tacitus
	n				merchant	province		Vindoland
	achieveme				money	rank		a tablets
	nt				pagan	rebellion		account
	adapt				religion	region		archaeologist
	alliance				road	reign		artefact
	architectu				settlement	republic		benefit
	re				shrine	resistance		biased
	army				slavery	rights		claim
	art				soldier	role		drawback
	beliefs				temple	rule		evidence
	calendar				town	ruler		excavation
	citizen				trade	senate		exhibit
	city state				worship			fragile

		technolog y theatre town trade transform urban warfare welfare system											
4	Significant people	Civilisations	British history	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	Aethelred the Unready Alfred the Great Bede Cnut the Great Eadwig the All-Fair Edgar the Peaceful Edmund I Edmund Ironside Edward the	Anglo-Saxon Britannia Christianity Norman Roman Viking army art beliefs characteristic complex county craftsmanshi	Angle Anglo-Saxon Domesday Book Jute Lindisfarne Norman Conquest Pict Roman Saxon Scot Synod of	aspect cause change connection consequence context continuity contrast develop dynamic effect historical perspective impact	account chronological account explain fictional narrative highlight historical report introduction match non-chronological report note poem	Domesday Book Norman Conquest Offa's Dyke Pict Scot barbarian cause change consequence death destruction n	analyse compare Connection consider contrast describe difference discern discuss enquiry question similarit y trend	<i>danegeld</i> Anglo-Saxon Norman Pict Scot Viking concept conquer death empathy fortified fortress historical question invade	Anglo-Saxon Briton Celt Celtic language Christianity Germanic language Norman Norseman Old English Viking afterlife craftsperson	Danelaw allegiance archbishop p archdeacon n army baron bishop border castle ceorl chieftain conflict contender	AD BC Middle Ages century chronological order date decade duration era future past period present	Sutton Hoo accurate archaeologist artefact barrow belief biased burial site claim contempor ary account context craftsmanshi p	Domesday Book community human features land use language layout local national place names regional

consequence	Indus					resource	calendar	rebellion	claim
negative	Valley					ruler	ceremony	reign	decoration
positive	abandone					specialisation	citadel	revenge	depiction
profile	d					structure	city	rich	design
Cleopatra VII	advanced					temple	craftspeople	rival	evidence
Howard	society					trade	cuneiform	ruler	excavation
Carter	ancient					writing	cylinder	serf	form
King Narmer	Egypt						seal	settle	grave
Ptolemy I	ancient						defensive	slave	goods
Soter	Sumer						wall	status	historian
Sargon the	architectu						domesticat	successio	material
Great	re						ed animal	n	object
achievement	army						farming	supremac	owner
consequence	art						flood	y	power
devotion	belief						game	surrender	rigorous
high priest	calendar						god	synod	status
negative	characteristi						goddess	tenant-in-	symbol
opinion	c						hieroglyph	chief	use
pharaoh	citizen						irrigation	theyn	wealth
positive	city						leisure	thrall	
power	city state						merchant	tithe	
respect	civil war						music	treaty	
role	civilisatio						necropolis	tribe	
ruler	n						nilometer	uprising	
wealth	collapse						nomad	vassal	
	conquer						numerical	warfare	
	culture						system	wealth	
	custom						papyrus	absolute	
	decay						plough	power	
	decline						pottery		

		dispersal						pray	army			
		emperor						public	conflict			
		empire						building	control			
		expansion						pyramid	deity			
		fall						religion	dynasty			
		individual						reservoir	elite			
		infrastructur						sacrifice	emperor			
		e						sailboat	farmer			
		invasion						scribe	governme			
		invention						settlement	nt			
		justice						sewerage	hierarchy			
		language						system	inherit			
		leadership						sickle	invasion			
		monumen						surplus	king			
		t						tomb	kingdom			
		music						trade	laws			
		natural						weapon	leadershi			
		resource						wheel	p			
		numerical						ziggurat	lower			
		system							class			
		nutrition							lugal			
		order							merchant			
		parliamen							minister			
		t							monarchy			
		peace							noble			
		peasantry							official			
		poetry							palace			
		populatio							peace			
		n							peasant			
		power							pharaoh			

		processio n rebellion religion replaced rise ritual river ruin social structure society trade vital water supply warfare writing								poor power priest priestess queen rich roles ruler scribe slave soldier status structure symbol tax unite upper class vizier warfare wealth				
5	Significant people	Civilisations	British history	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history	
5	Di Xin Cheng Tang Confucius Emperor Qin	Han Dynasty Qin Dynasty		cause change connection n	account accurate analysis articulate	Confucianism Great Wall of China	common compare contrast difference	ancestor archaeology artefact civilisation	ding afterlife agriculture bronze	Mandate of Heaven abdicate absolute	AD BC after alongside	Yinxi archaeologist argument artefact	architecture column dome monument	

Shi Huang	Shang	continuity	conclusio	Han	e	dynastic rule	ceremony	power	before	decipher	t
Fu Hao	Dynasty	effect	n	Dynasty	discern	dynasty	defensive	advisor	century	evidence	neoclassicis
Huangdi	Xia	legacy	discuss	Qin	enquiry	empathy	wall	allegiance	future	excavation	m
King Jie	Dynasty	cause	evaluate	Dynasty	exploratio	empire	deit	ancestor	historical	fact	painting
King Wu of	Zhou	change	findings	Shang	n	government	farming	aristocrac	periods	historian	pediment
Zhou	Dynasty	connectio	narrative	Dynasty	research	hierarchy	flood	y	past	inscription	sculpture
King Yu the	advanced	n	organise	Silk Road	similarit	inscription	generation	army	present	internet	symmetry
Great	society	continuity	perspective	Zhou	y	interpretatio	god	authority	sequence	interpretat	temple
achievement	ancestor	decline	reveal	Dynasty	trend	n religion	jade	civil	timeline	ion	
Alexander the	ancient	dynamic	sort	bronze	unique	offering	raid	servant	BC	origin	
Great	China	effect	summary	age	compare	peasantry	religion	civil war	after	perspectiv	
Archimedes	civilisatio	influence	abstract	impact	consider	period	river	clan	alongside	e	
Aristarchus of	n	legacy	noun	Olympic	contrast	realms	sacrifice	commander	before	proof	
Samos	culture	modern	account	Games	debate	sacrifice	settlement	y	contemporar	reconstruc	
Aristotle	custom	world	analysis	Trojan	differenc	rebellion	silk	commone	y	tion	
Cleisthenes	dissolution	progress	articulate	War	e	revol	soul	r	date	reliability	
Democritus	downfall	temporary	balanced	democrac	discern	rule	spirit	conquer	duration	researcher	
Demosthenes	dynasty		argument	y	enquiry	states	symbol	control	future	rigorous	
Epicurus	empire		check	impact	order	translation	taotie	corruptio	historical	significanc	
Euclid	expansion		discuss	mathemat	similarit	treason	temple	n	period	e	
Hippocrates	invention		explain	ical and	y	warfare	tomb	county	origin	source	
Homer	language		narrative	scientific	trend	weapon	tool	decline	overview	tomb	
King Minos	music		organise	discovery		account	trade	defeat	past	translation	
Leucippus	numerical		podcast			benefit	warrior	deity	present	validity	
Mark Antony	system		profile			campaign	weapon	democrac	relation	caryatid	
Octavian	peace		record			cause	worship	y	sequence	Erechtheion	
Pericles	peasantry		reference			effect	academy	dictatorshi	timeline	Hippocrati	
Phidias	philosophy		report			historical	alphabet	p		c Oath	
Plato	politics		respond			source	athletics	district		Myron	
	religion		sort					dynasty		Parthenon	

Pythagoras	ritual			summary			research	ceremony	edict		Propylaea
Socrates	social			table			concept	citadel	elect		Temple of
Thales	structure			verbal			theory	craftsperson	elite		Athena
achievement	society							defensive	emperor		Nike
belief	trade							wall	empire		Thucydide
impact	unity							diversity	feudal		s
influence	warfare							farmer	system		accurate
profile	Archaic							festival	governme		altered
significance	Assembly							fishing	nt		archaeologist
	Bronze							god	hereditar		argument
	Age							goddess	y rule		art
	Classical							hunting	hierarchy		artefact
	Dark Age							irrigation	increase		artist's
	Hellenistic							metalworking	influence		impression
	Indus							pottery	internal		author
	Valley							raid	rebellion		bias
	Iron Age							sacrifice	king		book
	Mesolithic							school	land		building
	Minoan							settlement	law		burial site
	Mycenaean							theatre	leader		claim
	Neolithic							trade	leadershi		commissio
	Renaissance							university	p		n
	Roman							warrior	legalism		computer-
	Shang							writing	lobby		generated
	Dynasty								lord		con
	abandone								lower		creator
	d								class		cross
	advanced								middle		reference
	society								class		data
	ancient								monarchy		entablatur

Egypt
ancient
Greece
ancient
Sumer
art
astronom
y
biology
calendar
citizen
city
civilisatio
n
complex
culture
democracy
discovery
diverse
drama
economy
education
ethics
fashion
fresco
health
influence
invention
justice
language

noble
official
oppressio
n
peace
peasant
policy
political
system
politician
power
powerful
powerless
priest
province
rebellion
reign
revolt
slave
state
successor
tactic
tax
tribe
tyrant
unificatio
n
unity
unrest

e
evidence
expertise
fact
flattery
historian
illustration
internet
material
opinion
outdated
pediment
perspectiv
e
photograp
h
primary
source
pro
proof
reconstruc
t
reliability
remain
report
rigorous
secondary
source
validity

trade

urban

vote

warfare

writing

fishermen

gender

general

glorify

hierarchy

hunter

invasion

jury

king

labourer

law

league

lower

class

middle

class

monarchy

monumen

t

navy

peace

power

priest

priestess

punishment

rank

rebellion

reform

respect

revolt

Declaratio	diversity	Napoleoni	m	account	allied			hunting	cooler	timeline	bias	
n of	economy	c Wars	innovation	impact	appeaseme			hypocaust	decline		context	
Human	evolved	Norman	internation	letter	nt			indigenous	dehumanisa		critical	
Rights	importanc	Conquest	al prestige	note	armistice			insurance	tion		thinking	
William	e	Operation	long term	reason	battle			labourer	democracy		difference	
Cuffay	justice	Sealion	militarism	record	central			library	diaspora		evidence	
Adrien	language	RAF	nationalis	research	conflict			manuscrip	discriminati		fact	
de	library	Fighter	m	written	declaration			t	on		first hand	
Gerlache	lost	Command	neutral	narrative	of war			merchant	disruption		account	
Captain	civilisation	Remembra	post-war		defeat			merchant	divide and		interpret	
Cook	music	nce	rebuild		empire			bank	rule		memory	
Captain	nation	Sunday	reparations		expansioni			metalworkin	driver		negative	
Fabian	pagan	Royal Air	restore		sm			g	emancipatio		online	
Gottlieb	parliament	Force	rivalry		fascism			missionary	n		database	
von	peace	Royal	short term		front			moat	empire		perspective	
Bellingshaus	peasantry	Observer	significant		imperialism			monastery	enslavemen		positive	
en	politics	Corps	stalemate		invasion			mosque	t		primary	
Captain	polytheis	Second	strengthen		militarism			museum	expansion		evidence	
James	m	World War	technology		nationalis			music	exploitation		secondary	
Clark	populate	Supermari	tension		m			pilgrimage	fall		evidence	
Ross	religion	ne Spitfire	territory		neutral			port	freedom		similarity	
Captain	social	VE Day	welfare		peace			pottery	government		source	
Robert	structure	Wars of	state		agreement			poverty	governor		verify	
Falcon	society	the Roses			remembra			prejudice	guerrilla		viewpoint	
Scott	storytelling	Women's			nce			property	warfare			
Edward	g	Auxiliary			reparation			pyramid	guns			
Wilson	trade	Service			s			rice	hierarchy			
Ernest	university	Women's			surrender			rum	identity			
Shackleton	warfare	Land Army			treaty			sacrifice	ideology			
n					victory			salt mine	independen			

leader
presiden
t
prime
minister

Zeppelin
aircraft
all arms
offensive
artillery
atomic
bomb
battleship
bayonet
bomber
bouncing
bomb
technolog
y
jet engine
mustard
gas
post-war
preparatio
n for war
radar
operator
radar
station
radar
technolog
y
rifle
submarine

gun
army
barrage
balloon
black out
bomb
bombing
raid
campaign
casualty
citizen
civilian
communal
shelter
damage
dogfight
enemy
evacuation
evacuee
food
shortage
gas mask
genocide
ground
crew
home
front
hunger
landmine

d
owner
palace
papal bull
parliament
peace
petition
poor
poverty
power
priest
privateer
privilege
protest
punishment
racism
rebellion
refusal
reign
resistance
respect
restriction
revolt
rich
rights
rise
rival
royal court
ruler
sacrifice

warship

loss of life

naval

blockade

navy

persecution

pilot

poverty

protest

radar

radar

station

ration

book

rationing

reserved

occupation

scramble

search

light

servicema

n

soldier

strike

volunteer

weapon

weaponry

slave trade

slavery

status

stereotype

storey

sugar boiler

superiority

systemic

tactics

territory

trait

transatlanti

c slave trade

treaty

triangular

slave trade

tribe

uprising

warfare

wealth

Allied

Powers

Axis Powers

Eastern

Front

General

German

Luftwaffe

Grand

