

# The History Curriculum at Kings Heath Primary School



**Kings Heath**  
**Primary School**

The background of the slide is a detailed antique map with a grid of latitude and longitude lines. A pocket watch with Roman numerals is visible in the top left corner, and a brass compass is in the bottom left. The map features various geographical labels in Latin, such as 'AFRICA' at the top, 'Mare Indicum' on the right, and 'Mare Meridionale' at the bottom. A large circular inset in the center of the map shows a detailed view of a region, possibly a coastline or a specific geographical feature.

## The History Curriculum at Kings Heath Primary School



### Subject intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their 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.

### EYFS

Pupils learn and talk about simple changes as they have grown from being a baby. They deepen their knowledge of historical concepts through discussions about the monarchy. In the 'Dangerous Dinosaurs' project, pupils explore prehistoric life. To support transition, pupils look at their own personal past as they remember their own journey through EYFS.

### 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

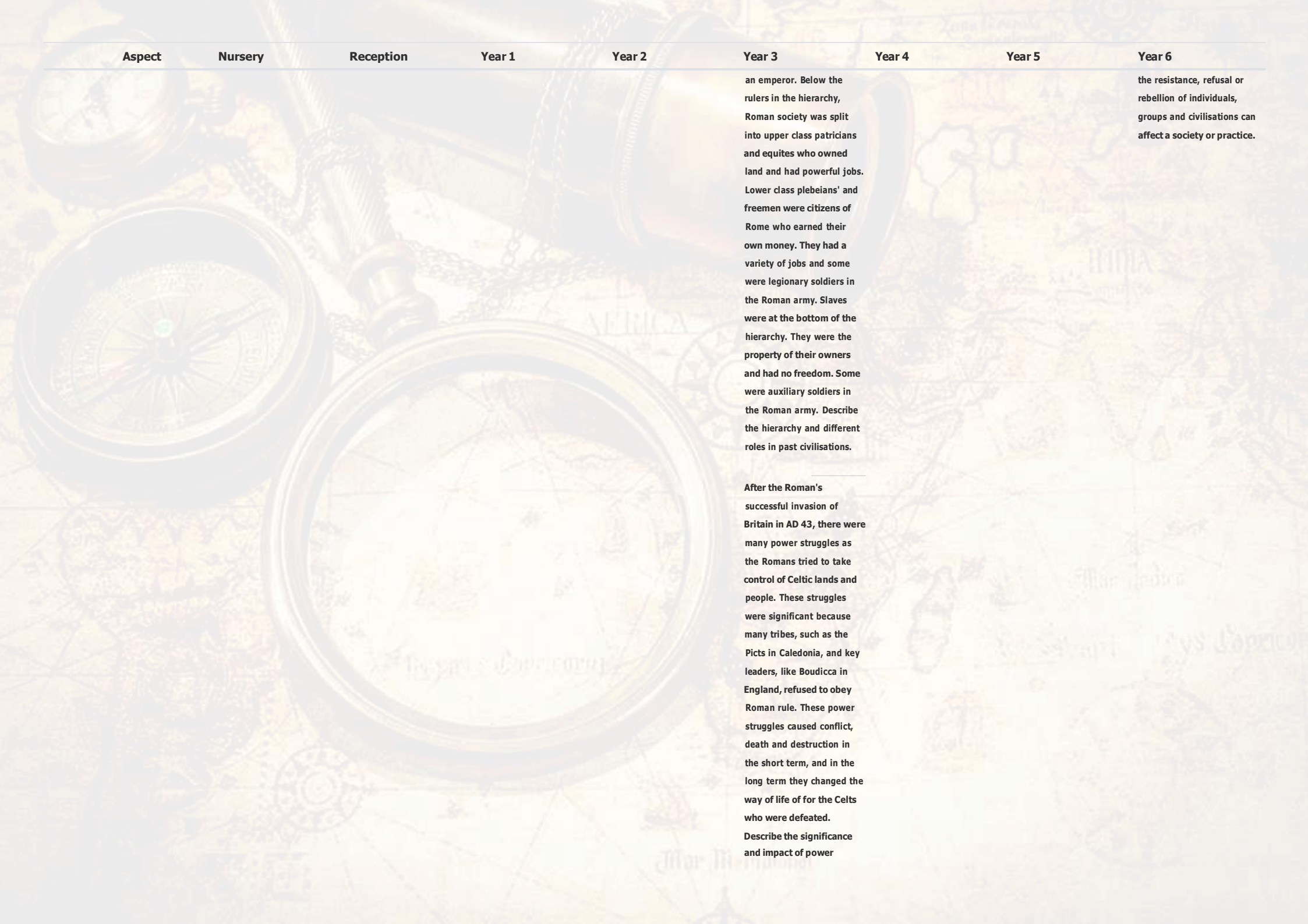


	Project A	Project B	
<b>EYFS</b>	<p>Me and My Community Discuss simple changes as they have grown from being a baby.</p> <p>Once Upon a Time Understand the past through settings, characters and events encountered in books read in class and storytelling Looking at clothes and how they have changed from past to present. Discussing the monarchy – kings and queens</p>	<b>Dangerous Dinosaurs-</b> Exploring prehistoric life with Professor Scout	<b>Moving On</b> Children look at their personal past as they remember their journey through Reception/Nursery Year
<b>Y1</b>	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	
<b>Y2</b>	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	
<b>Y3</b>	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	
<b>Y4</b>	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	
<b>Y5</b>	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	
<b>Y6</b>	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

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Everyday life</b>	<p><b>AOL: World</b> Talk about special times or events that are important to them.</p>	<p><b>AOL: World</b> Talk about past and present events in their own lives and those who are important to them.</p>	<p>Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.</p>	<p>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.</p>	<p>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.</p> <p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p>	<p>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.</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>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</p>	<p>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.</p>	<p>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.</p>

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. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>provide evidence of everyday life in the past.</p>		
<p><b>Hierarchy and power</b></p>	<p><b>AOL: World</b> Talk about the actions of kings and queens in stories.</p>	<p><b>AOL: World</b> 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>			



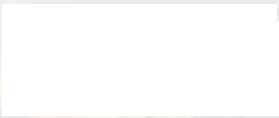
Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<p>an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own 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>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>			<p>the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p>

Big idea	Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						struggles on Britain.			
	<b>Civilisations</b>					<p><b>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.</b></p> <p><b>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.</b></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><b>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.</b></p> <p><b>The characteristics of the earliest civilisations include cities, government, language, writing, customs,</b></p>	<p><b>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, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world.</b></p> <p><b>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.</b></p> <p><b>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,</b></p>	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social</b></p>



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> <p><b>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.</b></p>	<p><b>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).</b></p> <p><b>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.</b></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>

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Report and conclude</b>	<b>AOL: World</b> 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.	<b>AOL: World</b> 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.
<b>Communication</b>	<b>AOL: World</b> Begin to use words relating to the passage of time when retelling a past event.	<b>AOL: World</b> 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.  Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Ask well composed historical questions about aspects of everyday life in ancient periods.	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, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information.



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.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						written influences the writer's viewpoint.		
<b>Local history</b>	<b>AOL: World</b> Explore photographs to show how the school or locality has changed over time.	<b>AOL: World</b> 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.
<b>Compare and contrast</b>	<b>AOL: World</b> Begin to notice similarities and differences between life now and in the past.	<b>AOL: World</b> 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. Compare and contrast two 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.

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Significant events</b>	<b>AOL: World</b> 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.	<b>AOL: World</b> 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.	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>Significant people</b>	<b>AOL: World</b> Comment and ask questions about significant people that they have seen in books and photographs.	<b>AOL: World</b> 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.	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>	<b>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.</b>

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Changes over time</b>	<p><b>AOL: World</b> 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.</p>	<p><b>AOL: World</b> 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>British history</b>	<p><b>AOL: World</b> 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><b>AOL: World</b> 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>

Aspect	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<b>AOL: World</b> Relive past experiences through role play activities and retell events in order.	<b>AOL: World</b> 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.



“A people without the knowledge of their past history, origin and culture is like a tree without roots”  
 Marcus Garvey





# History Progression of Vocabulary

EYFS	Significant people	British history	Changes over time	Report and conclude	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	artist Charles Darwin explorer nature scientist travel Amelia Earhart explorer famous Jeanne Baret Marco Polo Matthew Henson	conservation history naturalist past Sir David Attenborough	change over time clothes food future kitchen last week last year long ago memory modern day past servant tea toy Victorian yesterday	compare different discuss same describe retell role play share story talk	compare different dislike explore like modern old old-fashioned older oldest past prefer present similar	after that first many years later next then yesterday	aunt brother celebration event family family tree grandparent great-grandparent heritage history memory parent past present remember sister uncle	castle crown duchess duke emperor king palace prince princess queen royal royalty	April August December February January July June March May month November October September year	clothes painting portrait	community Covid 19 pandemic keyworker building local locality school

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	role play story writing discuss explain record	event famous impact invention	clue difference evidence similarity change compare difference observe similarity	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 power	monarch queen	baby child decade family tree generation grandparent great grandparent order parent stage timeline toddler after that finally first next passage of time then timeline	artefact comparison curator item material museum object photograph use document first hand account use	important event school history

2	Significant people	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
	Captain James Cook Columbus Dawson's model Emmeline Pankhurst Henry VII Joseph Lister Mary Anning Neil Armstrong Paul Cézanne Roald Amundsen Rosa Parks Vasco de Gama Vincent van Gogh achievement action activist criteria explorer historical figure impact importance lifetime monarch role model scientist significance significant Act of Union Alfred the Great Anne Boleyn Catherine of Aragon Duke of Normandy Elizabeth I Elizabeth II Harold II Henry VIII Jane Seymour Pope Clement VII Prince Albert Queen Victoria William William the Conqueror impact monarch negative positive reign ruler significant sovereign	Alfred the Great Anglo-Saxon Anglo-Saxon Chronicle Battle of Hastings Bayeux Tapestry Church of England Elizabeth I Norman Spanish Armada William the Conqueror battle conquer explorer government impact invade kingdom reign	change compare difference in the past now similarity Bill of Rights Head of State Statute of Proclamations absolute power compare monarch model parliament power rule	Diamond ranking explain historical model order sort table compare debate discuss explain explore negative positive question rank recall sort write	battle civil war death defeat divorce empire event invasion marriage victory war SS Rohilla	compare different hierarchy over time power similar	century decade year anno Domini AD century chronology decade empire future government hierarchy kingdom monarch monarchy order palace past period power present reign royal rule ruler significance sovereign timeline	Americas New World discovery exploration technology voyage Domesday Book class control feudal system control feudal system position power role separated society status wealth	absolute power baron bishop class classes control feudal system freemen hierarchy important king kingdom knight leader least powerful monarch most powerful peasants role rule serfs society status tenants-in-chief vassal	century chronological order chronology date decade period of time sequence timeline AD Anglo-Saxon Commonwealth of England Gotha and House of Windsor Hanoverian House of Lancaster House of Saxe-Coburg House of York Norman Plantagenet Restoration Stuart Tudor century chronology decade duration historical period past period present present day reign sequence timeline year	artefact artist background clothing facial expression object painting portrait pose	commemorative local locality monument museum plaque

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 Cheddar Man Emperor Claudius Jesus Christ Julius Caesar Mary Anning paleontologist scientist Agricola Boudicca Emperor Augustus Emperor Caligula Emperor Claudius Emperor Commodus Emperor Constantine Emperor Hadrian Emperor Honorius Emperor Nero Emperor Tiberius Emperor Trajan Julius Caesar Tacitus	Bronze Age Celtic Iron Age Stone Age civilisation collapse community develop efficient game invasion invention language migration monument music peace poetry population pottery preservation of food rebellion religion revolution ritual society sophisticated technology tool trade tribe warfare weaving Britainia Christianity Greek Latin Pax Romana Roman Romanisation achievement adapt alliance architecture army art beliefs calendar citizen	Bell Beaker folk Bronze Age Celt Iron Age Roman invasion Stone Age boundary country farming metalworking prehistory Britannia Celt Hadrian's Wall Romanisation boundary invasion	Doggerland cause change coherent continuity develop diverse dynamic extinct influence permanent process progress shape temporary transition cause change coherent consequence continuity diverse effect impact influence result temporary	amend analysis articulate check conclusion correct deduction expand express highlight historical account outcome present reason recall record reference reflection reveal review sort statement summary Dawson's model conclusion consensus deduction description explain finding highlight narrative non-chronological report order plan present reason record reference respond sort suggest summary timeline	Amesbury Archer Bell Beaker folk Bronze Age Roman invasion cause collapse discovery effect factor invention long term short term significance Pompeii volcanic eruption Hadrian's Wall Jesus Christ Roman Romanisation cause collapse conquest consequence effect founding invasion long term short term significance	analyse aspect common compare con connection consider contrast difference discern discuss enquiry evaluate exploration for and against investigation pro question similarity trend analyse aspect compare con connection consider contrast describe devise difference different discuss enquiry observe pro same similarity trend	AD BC Bronze Age Iron Age Mesolithic Neolithic Palaeolithic Stone Age century circa concept decade era millennia prehistory cause change clarify concept continuity definition effect empathy question significance statement	Amesbury Archer afterlife art belief bronze ceremony defence defensive wall domesticated animal druid farmer feast fire games hillfort hunter-gatherer iron metalworking music nomad poetry pottery religion roundhouse sacrifice settlement stone tool trade warrior weapon paterfamilias Latin Romanisation bridge ceremony church defence defensive wall druid family fort god goddess leisure	chief community conflict defence equal peace poor power rich role social hierarchy status tribe warfare wealth absolute power authority conflict consul control dictator elect emperor empire equite freedom freemen government governor judge king kingdom lawmaker legion lower class monarchy oath ownership patrician plebeian politician power power struggles priest province rank rebellion	AD BC Bronze Age Celt Gregorian calendar Iron Age Roman Stone Age chronological narrative date duration future historical period order past present sequence timeline AD BC Gregorian calendar chronological narrative date future historical period order past present sequence time timeline	Boscombe Bowmen Cheddar Man Lindow Man Skara Brae accurate artefact assumption author claim excavation fact historian historical source hoard infer interpretation motive object opinion oral preservation primary source proof purpose quote radiocarbon dating reconstruction reliability remains rigorous secondary source viewpoint written Cassius Dio Ivory Bangle Lady Julius Caesar Tacitus Vindolanda tablets account archaeologist artefact	Romanisation analyse belief culture identity impact living museum local history study locality national negative positive settlement shape

		city state client kingdom complex conquest construction craftsmanship culture demigod drama expansion fort frontier gladiator growth influence ingenuity invasion invention language law multiculturalis m music network peace population religion technology theatre town trade transform urban warfare welfare system						merchant money pagan religion road settlement shrine slavery soldier temple town trade worship writing	region reign republic resistance rights role rule ruler senate senator slave social hierarchy status structure tax upper class vote wealth		benefit biased claim drawback excavation exhibit fragile grave goods historian human remains interpretation opinion perceive quote reliability remains report represent rigorous scientific analysis translation version viewpoint	
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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 Confessor Edward the Martyr Edwin Gildas Guthrum Harald Haradrada Harold Godwinson Harold Harefoot Harold II Hengist and Horsa King Athelstan King Eadred King Harthacnut King Offa St Aiden St Augustine St Columba Sweyn Forkbeard William the Conqueror achievement consequence negative positive profile Cleopatra	Anglo-Saxon Britannia Christianity Norman Roman Viking army art beliefs characteristic complex county craftsmanship crime culture custom decline diverse economy fall invasion inventions language literacy military money music peace poetry politics punishment region religion ritual society town trade tradition warfare Fertile Crescent Indus Valley abandoned advanced society ancient Egypt ancient Sumer architecture army art	Angle Anglo-Saxon Domesday Book Jute Lindisfarne Norman Conquest Pict Roman Saxon Scot Synod of Whitby Viking Vortigern inventions place name rule of law settlement social structure	aspect cause change connection consequence context continuity contrast develop dynamic effect historical perspective impact legacy long term permanent process short term availability belief change develop economy efficient generation legacy permanent rapid resource slow technology	account chronologic al account explain fictional narrative highlight historical report introduction match non- chronologic al report note poem profile reason record relevant respond reveal sort summary timeline verbal chronologic al account deduction discuss explain finding narrative non- chronologic al report present sort	Domesday Book Norman Conquest Offa's Dyke Pict Scot barbarian cause change consequence death destruction displacement effect natural disaster power retaliation significance wealth withdrawal Howard Carter King Tutankhamun cause civilisation death destruction natural disaster power retaliation	analyse compare connection consider contrast describe difference discern discuss enquiry question similarity trend compare contrast difference discern enquiry similarity	danegeld Anglo-Saxon Norman Pict Scot Viking concept conquer death empathy fortified fortress historical question invade invasion kingdom overpower peace raid surrender territory treaty achievement art city civilisation craftspeople culture defence develop enquiry feature hierarchy individual infrastructure invention leadership merchants pharaoh port religion resource ruler specialisation structure temple trade writing	Anglo-Saxon Briton Celt Celtic language Christianity Germanic language Norman Norseman Old English Viking afterlife craftsperson defence farmer farming farmland game god goddess hillfort home invasion longship merchant monastery motte and bailey castle paganism religion settlement trade village warrior worship afterlife artist astronomy banquet beer bronze calendar ceremony citadel city craftspeople cuneiform cylinder seal defensive	Danelaw allegiance archbishop archdeacon baron bishop border ceorl chieftain conflict contender dean feudal system freemen heir heptarchy hierarchy invasion jarl karl law lord loyalty monarchy oath official overpower peace peasant poor power priest raid rank rebellion reign revenge rich rival ruler serf settle slave status succession supremacy surrender synod tenant-in-	AD BC Middle Ages century chronological order date decade duration era future past period present sequence timeline coexistence date duration future past present timeline	Sutton Hoo accurate archaeologist artefact barrow belief biased burial site claim contemporar y account context craftsmanshi p document excavation first hand grave goods historian hoard intact interpretation objects opinion owner preservation primary source remains rigorous secondary source use viewpoint analyse argument artefact belief burial chamber claim decoration depiction design excavation form grave goods historian material object	Domesday Book community human features land use language layout local national place names regional

<p>VII Howard Carter King Narmer Ptolemy I Soter Sargon the Great achievement consequence devotion high priest negative opinion pharaoh positive power respect role ruler wealth</p>	<p>belief calendar characteristic citizen city state civil war civilisation collapse conquer culture custom decay decline dispersal emperor empire expansion fall individual infrastructure invasion invention justice language leadership monument music natural resource numerical system nutrition order parliament peace peasantry poetry population power procession rebellion religion replaced rise ritual river ruin social structure society trade vital water supply warfare</p>								<p>wall domesticated animal farming flood game god goddess hieroglyph irrigation leisure merchant music necropolis nilometer nomad numerical system papyrus plough pottery pray public building pyramid religion reservoir sacrifice sailboat scribe settlement sewerage system sickle surplus tomb trade weapon wheel ziggurat</p>	<p>chief theyn thrall tithe treaty tribe uprising vassal warfare wealth absolute power army conflict control deity dynasty elite emperor government hierarchy inherit invasion laws leadership lower class lugal merchant minister monarchy noble official palace peace peasant pharaoh poor power priest priestess queen roles ruler scribe slave soldier status structure symbol tax unite upper class vizier wealth</p>		<p>owner power rigorous status symbol use wealth</p>	
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5	Significant people	Civilisations	Changes over time	Report and conclude	Significant events	Compare and contrast	Communication	Everyday life	Hierarchy and power	Chronology	Artefacts and sources	Local history
	Di Xin Cheng Tang Confucius Emperor Qin Shi Huang Fu Hao Huangdi King Jie King Wu of Zhou King Yu the Great Alexander the Great Archimedes Aristarchus of Samos Aristotle Cleisthenes Democritus Demosthenes Epicurus Euclid Hippocrates Homer King Minos Leucippus Mark Antony Octavian Pericles Phidias Plato Pythagoras Socrates Thales achievement belief impact influence profile significance	Han Dynasty Qin Dynasty Shang Dynasty Xia Dynasty Zhou Dynasty advanced society ancestors ancient China civilisation culture custom dissolution downfall dynasty empire expansion invention language music numerical system peace peasantry philosophy politics religion ritual social structure society trade unity warfare Archaic Assembly Bronze Age Classical Dark Age Hellenistic Indus Valley Iron Age Mesolithic Minoan Mycenaean Neolithic Renaissance Roman Shang Dynasty abandoned advanced society ancient Egypt	cause change connection continuity effect legacy cause change connection continuity decline dynamic effect influence legacy modern world progress temporary	account accurate analysis articulate conclusion discuss evaluate findings narrative organise perspective reveal sort summary abstract noun account analysis articulate balanced argument check discuss explain narrative organise podcast profile record reference report respond sort summary table verbal	Confucianism Great Wall of China Han Dynasty Qin Dynasty Shang Dynasty Silk Road Zhou Dynasty bronze age impact Olympic Games Trojan War democracy impact mathematics and scientific discovery	common compare contrast difference discern enquiry exploration research similarity trend unique compare consider contrast debate discern enquiry order similarity trend	ancestor archaeology artefact civilisation dynastic rule dynasty empire government hierarchy inscription interpretation religion offering peasantry period realms sacrifice rebellion revolt rule states translation treason warfare weapon account benefit campaign cause effect historical source research concept theory	ding afterlife agriculture bronze ceremony defensive wall deity farming flood generation god jade raid religion river sacrifice settlement silk soul spirit symbol taotie temple tomb tool trade warrior weapon worship academy alphabet athletics ceremony citadel craftsperson defensive wall diversity farmer festival fishing god goddess hunting irrigation metalworking pottery raid sacrifice	Mandate of Heaven abdicate absolute power advisor allegiance ancestors aristocracy army authority civil servant civil war clan commandery commoner conquer control corruption county decline defeat deity democracy dictatorship district dynasty edict elect elite emperor empire feudal system government hereditary rule hierarchy increase influence internal rebellion king land law leader leadership legalism lobby lord	AD BC after alongside before century future historical periods past present sequence timeline BC after alongside before contemporary date duration future historical period origin overview past present relation sequence timeline	Yinxu archaeologist argument artefact decipher excavation future historian inscription internet interpretation origin civil war proof reconstruction reliability researcher rigorous significance source tomb translation validity caryatid Erechtheion Hippocratic Oath Myron Parthenon Propylaea Temple of Athena Nike Thucydides accurate altered archaeologist argument art artefact artist's impression author bias book building burial site claim commission computer-	architecture column dome monument neoclassicism painting pediment sculpture symmetry temple



		<p>ancient Greece ancient Sumer art astronomy biology calendar citizen city civilisation complex culture democracy discovery diverse drama economy education ethics fashion fresco health influence invention justice language literature money morals mythology natural disaster numerical system pantheon parliament peace peasantry philosophy poetry politics population public building religion role rule science social structure society belief technology theatre trade urban vote warfare writing</p>						<p>school settlement theatre trade university warrior writing</p>	<p>lower class middle class monarchy noble official oppression peace peasant policy political system politician power powerful powerless priest province rebellion reign revolt slave state successor tactic tax tribe tyrant unification unity unrest upper class warfare wealth deme metics periokoi thetes adopt alliance army artisan city state collapse colony conquer control council councillor debate defeat democracy dynasty elite empire exile expansion</p>	<p>generated con creator cross reference data entablature evidence expertise fact flattery historian illustration internet material opinion outdated pediment perspective photograph primary source pro proof reconstruct reliability remain report rigorous secondary source validity viewpoint visualise written evidence</p>	
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	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
6	Mansa Musa Columbus Claudia Jones Elizabeth I Henry the Navigator Ignatius Sancho John Blanke John Hawkins John Newton King Ferdinand II and Queen Isabella of Spain Lenford Kwesi Garrison Mary Prince Mary Seacole Olaudah Equiano Olive Morris Universal Declaration of Human Rights William Cuffay Adrien de Gerlache Captain Cook Captain Fabian Gottlieb von Bellingshausen Captain James Clark Ross Captain Robert Falcon Scott Edward	British Empire Christianity Empire of Ghana Great Zimbabwe Islam Kingdom of Aksum Kingdom of Benin Mali Empire Nok culture Nubian civilisation Obeah Songhai Swahili culture ancient Egypt animist art belief city civilisation community complex culture customs diversity economy evolved importance justice language library lost civilisation music nation pagan parliament peace peasantry politics polytheism populate religion social structure society	Zong trial Abolition of the Slave Trade Act British slave trade Equality Act Industrial Revolution Race Relations Act Slavery Abolition Act disaster maritime voyage battle of Britain Battle of the Bulge Blitz Crimean War D-Day Dig For Victory Dowding System English Civil War First World War Hawker Hurricane Napoleonic Wars Norman Conquest Operation Sealion RAF Fighter Command Remembrance Sunday Royal Air Force Royal Observer Corps Second World War	cause connection consequence continuity discovery dynamic effect impact influence long term permanent short term challenge discovery event Allied Powers Central Powers League of Nations Nazi Party alliance appeasement assassination cause change decolonisation defensive trench expansionism fascism imperialism innovation international prestige long term militarism nationalism neutral post-war rebuild reparations restore rivalry short term significant stalemate strengthen	account critical thinking define discuss explain fact file findings historical narrative mind map present record report research sift summary verbal weigh evidence critique discuss evidence opinion summarise analyse analysis conclusion detailed answer discuss enquiry evidence film footage first hand account impact letter note reason record research written narrative	Dum Diversas Romanus Pontifex Abolition of the Slave Trade Act Berlin West Africa Conference Haitian Revolution Industrial Revolution Silk Road Slavery Abolition Act Treaty of Tordesillas Windrush World Wars significance RMS Titanic collision disaster survive Great Depression League of Nations alliance allied appeasement armistice battle central conflict declaration of war defeat empire expansionism fascism front imperialism invasion militarism nationalism	compare consider contrast enquiry reflect action belief choice compare contrast decision impact significance similarity trend turning point	abstract term empathy civilian combat conflict conscription defence definition enquiry example genocide invasion liberate name nation patriotism persecution propaganda quote rebellion resistance retaliation sacrifice significance surrender tactic victory vocabulary war	NHS apprentice artisan auction branding iron brass bullying ceremony church coffles cotton country house cowrie shell craftsperson dancing defensive wall discrimination disease doctor domestic servant enslaver farmer festival first gang food fortress god goddess goldfield guild house hunting hypocaust indigenous insurance labourer library manuscript merchant merchant bank metalworking missionary moat	maafa mansa Chartist Quakers Royal Navy Sons of Africa The Order of Christ abduction abolition activist ambush anarchy army assembly ban blacksmith brand campaign canonisation captor carpenter charisma chattel chief civil war colonisation compensation condemnation conflict conquest conquistador control cooler decline dehumanisation democracy diaspora discrimination disruption divide and rule driver emancipation empire enslavement expansion exploitation fall freedom	century future historical period millennium origin past present Battle of France Battle of Jutland Battle of Verdun Brusilov Offensive First Battle of Ypres Gallipoli Campaign Operation Dynamo Phoney War Second Battle of Ypres cause chronology date key event timeline	Olaudah Equiano Ottobah Cuguano Zachary Macaulay anonymous archaeologist author bias books compilation dictionary emotion excavation glossary historian intended audience internet interpretation letter message newspaper poster primary source purpose reliability secondary source usefulness viewpoint wording Census arguments bias context critical thinking difference evidence fact first hand account interpret memory negative online database	cenotaph census commemorative park commemorative plaque local local historical society locality monument war cemetery war grave war memorial war museum

Wilson Ernest Shackleton James Weddell Roald Amundsen Adolf Hitler Archduke Benito Mussolini Emperor Hirohito Roosevelt Franz Ferdinand Gavrilo Princip Harry S Truman Joseph Stalin Neville Chamberlain Winston Churchill dictator fascist leader president prime minister	storytelling trade university warfare writing achievement disaster expedition exploration Allied Powers Axis Powers Bombe machine Chain Home Station Colossus computer Enigma machine Gloster Meteor Luftwaffe RAF Supermarine Spitfire U-boat V1 flying bomb V2 rocket Zeppelin aircraft all arms offensive artillery atomic bomb battleship bayonet bomber bouncing bomb technology jet engine mustard gas post-war preparation for war radar operator radar station radar technology rifle submarine warship	Supermarine Spitfire VE Day Wars of the Roses Women's Auxiliary Service Women's Land Army Women's Voluntary Service conscription home front surrender trench warfare turning point war memorial weapons technology	technology tension territory welfare state		neutral peace agreement remembrance reparations surrender treaty victory			monastery mosque museum music pilgrimage port pottery poverty prejudice property pyramid rice rum sacrifice salt mine school second gang shackles slave market slave ship soldier stelae sugar plantation symbols third gang tobacco tomb Anderson shelter Holocaust Home Front Jewish air crew air raid air raid shelter air raid warden anti-aircraft gun army barrage balloon black out bomb bombing raid campaign casualty citizen civilian communal shelter damage dogfight enemy	government governor guerrilla warfare guns hierarchy identity ideology independence indirect rule inequality intolerance invasion king kingdom knights land law leader literacy loyalty manipulation mansion middle passage military misrule monarchy money monument motive navy noble occupation official oppression outnumbered owner palace papal bull parliament peace petition poor poverty power priest privateer privilege protest punishment racism rebellion refusal reign resistance	perspective positive primary evidence secondary evidence similarity source verify viewpoint	
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										sacrifice surrender territory victory			
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