

Curriculum Handbook for History



St. Martin's

C. of E. Primary School

Serve one another in love

Galatians 5v13

St. Martin's C of E (VA) Primary School

History Curriculum

'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.' (National Curriculum, 2014).

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Intent

The history curriculum at St. Martin's C of E (VA) Primary School makes full use of resources within the immediate and wider local area, enabling children to develop a deep understanding of the history of their locality. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St. Martin's is carefully planned and structured to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy.

In line with the National Curriculum, the history curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past.
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.



- Begin 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.

Knowledge in History is defined as:

Substantive Knowledge-

- Pupil's knowledge about the past.

Disciplinary Knowledge-

- Pupil's knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts.

Curriculum Implementation

History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of the Egyptians, The Maya and Greece.

In Key Stage 1, history is taught on a 2-year cycle, in Years 3, 4 and 5 on a 3-year cycle, and in Year 6, on a 1-year cycle. This method of implementation gives consideration to our mixed-age classes, ensuring that all children, no matter of their route through school, cover all of the knowledge and skills necessary.

The local area is also fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.

Curriculum Impact

Outcomes in books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge. Children are asked what they have learned comparative to their starting points at the end of every topic. Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular school trips provide further relevant and contextual learning.



St. Martin's C of E (VA) Primary School
History and Geography Long Term Plan

Key Stage 1 – 2 Year Programme			
Year A	Autumn A	Spring A	Summer A
	Explorers	Our World	I Do Like to Be Beside the Seaside
Year B	Autumn B	Spring B	Summer B
	Down at the Farm	Historical Heroes	Let's Go on Safari

Key Stage 2- Years 3, 4, 5 – 3 Year Programme						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Roman Empire	The Desert Biome	Ancient Egypt – Ancient Civilisations		The United Kingdom Includes fieldwork	Stone Age to Iron Age
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Anglo-Saxons and Scots	Vikings	UK and Europe Comparison – Italy	The Windrush Generation	Rivers and the water cycle. Includes regional study with fieldwork	
Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Mountains and volcanoes	World War 2 – Local Study	UK and South America Comparison – The Amazon Rainforest		Ancient Greece	Coasts with Environmental Study Fieldwork

Year 6 - 1 Year Programme					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Maya Civilisation	UK and North America comparison	Extreme Earth		Britain Since 1948	

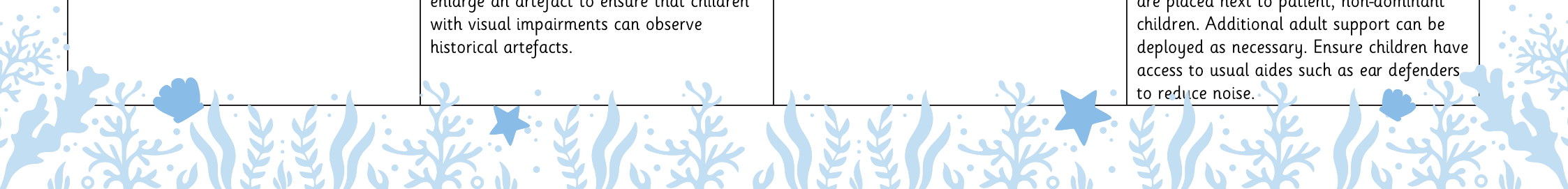


St. Martin's C of E (VA) Primary School
SEND Provision – History

<u>Cognition and Learning</u>		<u>Communication and Interaction</u>	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>The ability to explain a historical concept/provide reasoning to explain a thought or opinion.</p> <p>The ability to recall basic historical information e.g. the start and end date of WWII.</p> <p>Reading/studying of case studies/historical artefacts.</p> <p>Understanding of subject specific vocabulary.</p> <p>Difficulty in producing accurate pieces of writing e.g. a diary entry of a war evacuee.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Pre-teach can be used to revisit key geographical information as well as planned retrieval questions. The use of 'hooks' at the beginning of lessons informed by previous gap analysis should revisit objectives children are not secure with.</p> <p>Use shorter texts which are comprised of less complex, phonetically decodable sentences. Texts can be supported by visuals – all teachers have access to Widgit Online. Share information in different ways e.g. via a BBC Bitesize video rather than a written text. Allow children to explore physical artefacts where available.</p> <p>Pre-teach subject specific vocabulary. Draw particular attention to subject specific vocabulary which could be viewed as ambiguous, e.g. 'political party.' Create word banks accompanied by visuals to demonstrate the meaning of a word in a historical context.</p> <p>Use writing frames, 'fill in the blank' sentences, sentence starters, vocabulary mats, visuals to sequence etc. Children can record work differently e.g. through the use</p>	<p>Expressing themselves and sharing their thoughts and opinions orally.</p> <p>EAL pupils may find it difficult to access resources/learning.</p>	<p>Use stem sentences to provide subject specific language in a particular format – this will enable children to accurately communicate their thoughts and opinions.</p> <p>Use alternative recording devices e.g. whiteboards/Chromebooks, to allow children the option of sharing their thoughts and opinions in an alternative way.</p> <p>Allow children processing time when asking them a direct question. Some children need upwards of 10 seconds to process a question before they can answer.</p> <p>Use a reduced number of simple instructions which are supported by visuals.</p> <p>Appropriate modelling to aid understanding.</p> <p>Differentiated written resources can be supported by visuals and could be translated using Word. (Teachers click Review – Translate – Translate Document). This will fully translate the document and open in a new window.</p>

St. Martin's C of E (VA) Primary School
SEND Provision – History

<p>The ability to sequence historical events in chronological order.</p>	<p>of ICT (PowerPoints, Word documents, videos etc).</p> <p>Draw children's attention to the place value of numbers in order to aid understanding of the chronology of a year e.g. '1764 has less hundreds than 1906 therefore this event must have happened earlier.' Create whole class, large historical timelines which recap prior year group's learning in order to aid understanding of the chronology of key historical events.</p>		
<p>Sensory and Physical</p>		<p>Social Emotional and Mental Health</p>	
<p><u>Subject Challenges for SEND</u></p>	<p><u>Provision for SEND</u></p>	<p><u>Subject Challenges for SEND</u></p>	<p><u>Provision for SEND</u></p>
<p>Physical difficulties accessing specific environments during history trips.</p> <p>Children with a visual impairment may find it difficult to view text/images/historical artefacts.</p>	<p>Ensure that any environments visited during school trips are fully accessible for children with physical disabilities e.g. wheelchair accessible. Ensure that alternative transport arrangements are made for any children who have a physical disability which makes walking difficult. Above information should be identified on risk assessment prior to visit.</p> <p>Ensure that font size used in resources matches the specific font size specified in the child's report provided by outside agencies. Enlarge images to appropriate sizes to aid access. Use a visualiser to enlarge an artefact to ensure that children with visual impairments can observe historical artefacts.</p>	<p>Low self-esteem in historical ability.</p> <p>Difficulties with social skills may result in children finding group work challenging.</p>	<p>Showcase different work and a focus on the creation process rather than on the end result. Teacher be conscious to praise effort rather than ability. Make use of learning objectives which focus upon the specific historical skill, e.g. accurately sequencing historical events on a timeline rather than producing an aesthetic timeline.</p> <p>Pre-teach key information and vocabulary so that children feel prepared for the lesson and can share their knowledge with their peers – resulting in raised self-esteem.</p> <p>Carefully consider seating arrangements during group work to ensure that children are placed next to patient, non-dominant children. Additional adult support can be deployed as necessary. Ensure children have access to usual aides such as ear defenders to reduce noise.</p>



St. Martin's C of E (VA) Primary School
SEND Provision – History

		<p>Distress caused by exposure to unfamiliar environments during trips/fieldwork.</p> <p>Distress caused by difficult historical events e.g. WWII which children may find triggering.</p>	<p>Children to be prepared for change of environment via Social Stories, identification of change on visual timetable and photos/videos of environment to reduce anxiety caused by lack of familiarity.</p> <p>Discuss contents of lessons with parents/children to ensure suitability and adapt lessons accordingly. Offer regular sensory breaks to allow children to regulate/co-regulate their emotions. Ensure de-brief occurs after any difficult lessons.</p>
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St. Martin's C of E (VA) Primary School
SMSC Subject Statement

History

Spiritual

- History supports spiritual development by helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral

- History supports moral development by asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social




- History supports social development by exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities.

Cultural

- History supports cultural development by encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history.



St. Martin's C of E (VA) Primary School
History Progression of Skills

Chronology						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: #6a3d9a; color: white; padding: 5px; text-align: center;"> Significant Individual  </div> <div style="background-color: #00a0e3; color: white; padding: 5px; text-align: center;"> Similarities and Differences  </div> <div style="background-color: #00a0e3; color: white; padding: 5px; text-align: center;"> Chronological Understanding  </div> </div>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understand the world, recognising past and present.</p> <p>Be able to talk about past and present events in their own lives and those of family members.</p>	<p>Identify that events have happened in the past and learn about significant people from the past.</p>	<p>Identify that events have happened in the past, recognise significant people from the past and debate these to develop understanding.</p>	<p>Place the time studied on a timeline.</p> <p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p>	<p>Place events from a period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods to create labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to ten events on a timeline.</p>



St. Martin's C of E (VA) Primary School
History Progression of Skills

Range and Depth of Historical Knowledge

Cause and Effect



Chronological Understanding



Similarities and Differences



Historical sources




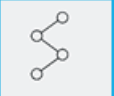

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to understand how things were different in the past.</p>	<p>Begin to describe similarities and differences in artefacts.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Find out about people and events in other times using collections of artefacts</p> <p>Confidently describe similarities and differences.</p>	<p>Find out about everyday lives of people in the time studied and compare with our life today.</p> <p>Identify reasons for, and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in the time studied and identify key features and events.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people, for example, differences between men and women</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in the early and later times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate the explanation.</p>

St. Martin's C of E (VA) Primary School
History Progression of Skills

					Study an ancient civilization in detail (e.g. Egypt).	Know key dates, characters and events of time studied. Compare and contrast ancient civilisations.
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St. Martin's C of E (VA) Primary School
History Progression of Skills

Interpretations of History				Cause and Effect 	Interconnections 	Similarities and Differences 
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to talk about how we know things were different in the past.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Compare pictures or photographs of people, or events in the past. Be able to identify different ways to represent the past.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources and evaluate their usefulness. Look at representations of the period, for example, a museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and other sources for historical knowledge.	Compare accounts of events from different sources. Understand fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact, fiction and opinion and be aware that different evidence will lead to different conclusions. Use the library confidently and other sources for research purposes.



St. Martin's C of E (VA) Primary School
History Progression of Skills

Historical Enquiry						
		Chronological Understanding 	Historical sources 	Historical Question 	Informed Responses 	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about artefacts and photos from history that link to important events.	Sort artefacts 'then' and 'now.' Use as wide a range of sources as possible. Extend speaking and listening skills (links to literacy). Ask and answer questions related to different sources and objects.	Use a source – why, what, who, how, where, to ask questions and find answers. Sequence a collection of artefacts. Use timelines. Discuss the effectiveness of sources.	Use a range of sources to find out about a time period. Observe small details – artefacts, pictures etc. Select and record information relevant to the study. Begin to use the library and e-learning for research. Ask and answer questions.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use the library and e-learning for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in the time studied. Select relevant sections of information. Confident the library and e-learning confidently to research.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.



St. Martin's C of E (VA) Primary School
History Progression of Skills

Organisation and Communication						
Chronological Understanding						
Historical Question						
Informed Responses						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children talk to family members and gather historical photos from family members.</p> <p>Use ICT with support.</p>	<p>Use timelines, 3D objects, sequential pictures, drawing, drama/role play, writing (reports, labelling, simple recount) and ICT.</p>	<p>Use class display, museums, annotated photographs and ICT.</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama.</p>	<p>Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Fit events into a display sorted by theme or time.</p> <p>Use appropriate terms, matching dates to people and events.</p> <p>Record and communicate knowledge in different forms.</p> <p>Work independently and in groups, showing initiative.</p>	<p>Select aspect of study to make a display.</p> <p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> <p>Plan and carry out individual investigation.</p>



History Vocabulary Progression

EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Ago Family New Old Past	After A Long Ago Artefact Before Celebrate Chronological Order Eye-witness Famous Historical Event King Locality Now Object Parliament Past Photograph Present Queen Research Rule Sequence Source Then	AD Accurate Ancient Archaeology Artefact BC Century Change Combat Conquer Dictated Decade Evidence Excavate Historian Historian Evidence Impact Invaders Invasion Period Point of View Prehistoric Settlement Settlers Similarities	Ancestors Causes Consequences Comparison Crime Civilization Culture Continuity Descendants Dynasty Effect Enquirer Era Hypothesis Interpretations Influences International Multi-cultural Mono-cultural Mythology National Persuade Primary Evidence Propaganda Punishment



St. Martin's C of E (VA) Primary School
History Progression of Skills

		Source Timeline Version	Research Secondary Evidence Significant Societies Time period Transport Viewpoint
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St. Martin's C of E (VA) Primary School
History Sequence of Learning




National Curriculum Objectives

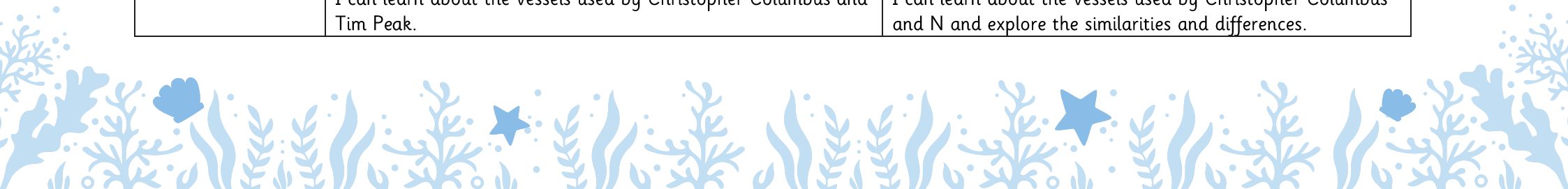
Year 1

Changes within living memory should be used to reveal aspects of change in national life, alongside the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, significant historical events and people and places in their own locality.

Year 2

Children should study the lives of significant individuals in the past who have contributed to national and international achievements. Children should compare aspects of life in different time periods.

	Year 1	Year 2
<p>Explorers Year A</p> <div style="background-color: #4B0082; color: white; padding: 5px; margin-bottom: 5px;">Significant Individual</div> <div style="background-color: #4B0082; color: white; padding: 5px; margin-bottom: 5px; text-align: center;"></div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">Chronological Understanding</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; text-align: center;"></div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px;">Similarities and Differences</div> <div style="background-color: #0070C0; color: white; padding: 5px; margin-bottom: 5px; text-align: center;"></div>	<p>I can order some significant explorers and place them on a timeline.</p> <p>I can learn about the lives of significant individuals – with a focus on Christopher Columbus.</p> <p>I can learn about the lives of significant individuals – with a focus on Tim Peak.</p> <p>I can identify expedition items from the past and today.</p> <p>I can investigate the journeys of Christopher Columbus and Tim Peak.</p> <p>I can learn about the vessels used by Christopher Columbus and Tim Peak.</p>	<p>I can order some significant explorers, place them on a timeline and identify the continents they visited.</p> <p>I can learn about the lives of significant individuals – with a focus on Christopher Columbus and his contribution to national and international achievements.</p> <p>I can learn about the lives of significant individuals – with a focus on Tim Peak and his contribution to national and international achievements.</p> <p>I can identify and compare expedition items from the past and today.</p> <p>I can investigate and compare the journeys of Christopher Columbus and Tim Peak.</p> <p>I can learn about the vessels used by Christopher Columbus and N and explore the similarities and differences.</p>



St. Martin's C of E (VA) Primary School
History Sequence of Learning

Year 1 Vocabulary





Compass, continent, country, destination, diary/journal, discovery, Earth, expedition, explorer, travel, sail, New world, discovered, native, voyage.

Year 2 Vocabulary

Compass, continent, country, destination, diary/journal, discovery, Earth, expedition, explorer, travel, sail, New world, discovered, native, voyage, ship, sail, new, learn, land, journey, live, travel, find, past, present, navigate.



St. Martin's C of E (VA) Primary School
History Sequence of Learning

	Year 1	Year 2
<p>Seaside Year A</p> <div style="border: 1px solid black; background-color: #0070C0; color: white; padding: 2px; margin-bottom: 5px;"> Historical sources  </div> <div style="border: 1px solid black; background-color: #0070C0; color: white; padding: 2px; margin-bottom: 5px;"> Similarities and Differences  </div> <div style="border: 1px solid black; background-color: #0070C0; color: white; padding: 2px; margin-bottom: 5px;"> Historical Question  </div> <div style="border: 1px solid black; background-color: #4B0082; color: white; padding: 2px;"> Local History  </div>	<p>I can use artefacts and art to find out about Victorian Scarborough.</p> <p>I can explain what a Victorian day at the Seaside would be like.</p> <p>I can compare modern and Victorian seaside holidays.</p> <p>I know who Queen Victoria was.</p> <p><u>Trip – Art Gallery</u> I can use sources to answer simple questions about the Victorians.</p> <p>I can sequence images of Scarborough over time.</p>	<p>I can use sources to suggest what Victorian Scarborough was like.</p> <p>I can explain what a Victorian day at the seaside would be like and why people would travel to Scarborough.</p> <p>I can compare and contrast modern and Victorian seaside holidays.</p> <p>I know who Queen Victoria was and why she was significant.</p> <p><u>Trip – Art Gallery</u> I can observe sources to answer questions on the basis of simple observations.</p> <p>I can sequence images of Scarborough over time and explain how they have changed.</p>

Year 1 Vocabulary




Amusements, bathing, clothing, entertainment, fair, historical source, living memory, modern, occupation, past, pier, present, promenade, seaside, resort, swimwear, time, transport, Victorian, then, now.

Year 2 Vocabulary

Amusements, bathing, clothing, entertainment, fair, historical source, living memory, modern, occupation, past, pier, present, promenade, seaside, resort, swimwear, time, transport, Victorian, then, now, local area, national, resort, tourist, feature, bay, harbour, climate



St. Martin's C of E (VA) Primary School
History Sequence of Learning

	Year 1	Year 2
<p>Historical Heroes Year B</p> <div style="background-color: #4B0082; color: white; padding: 2px; margin-bottom: 5px;">Significant Individual</div> <div style="background-color: #4B0082; color: white; text-align: center; padding: 5px; margin-bottom: 5px;"></div> <div style="background-color: #0070C0; color: white; padding: 2px; margin-bottom: 5px;">Chronological Understanding</div> <div style="background-color: #0070C0; color: white; text-align: center; padding: 5px; margin-bottom: 5px;"></div> <div style="background-color: #0070C0; color: white; padding: 2px; margin-bottom: 5px;">Similarities and Differences</div> <div style="background-color: #0070C0; color: white; text-align: center; padding: 5px;"></div>	<p>I know who Florence Nightingale is and when she lived.</p> <p>I can sequence the life of Florence Nightingale.</p> <p>I can say why Florence Nightingale is significant to us in British History.</p> <p>I can use historical images to ask and answer questions.</p> <p>I can sort statements and images to compare the hospital before and after Florence's developments.</p> <p>I can explore the differences between modern medical care and in the time of Florence Nightingale.</p>	<p>I can explain why Florence Nightingale is significant.</p> <p>I can sequence the life of Florence Nightingale and Mary Seacole, asking questions to develop my understanding.</p> <p>I can say why Florence Nightingale is significant to us in British History and compare this with Mary Seacole and debate the reasons why.</p> <p>I can use historical images to ask questions and make inferences to develop my understanding.</p> <p>I can discuss similarities and differences to compare the hospital before and after Florence's developments.</p> <p>I can explain how Florence and Mary have influenced modern day nursing and medical practices.</p>

Year 1 Vocabulary

Nurse, famous, significant, nationally, locally, Crimean war, first world war, allies, Equality, change, impact, brave, sequence, battlefield, memorial, significance, plaque, remembrance.

Year 2 Vocabulary

Nurse, famous, significant, nationally, locally, Crimean war, first world war, allies, equality, change, impact, brave, sequence, battlefield, memorial, significance, plaque, remembrance, history, significant, timeline, order, compare, similar, different, fact, opinion, artefact, event, source, evidence, changes, invention, question, cause, consequences, reason, connections, century, decade, living memory, different periods of time.



St. Martin's C of E (VA) Primary School
History Sequence of Learning

Key Stage 2 (Years 3, 4 and 5 – 2 year rolling programme)

Ancient Egypt

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections



Year 3	Year 4	Year 5
<p>I can place Egypt on a world map and explain why they would have chosen to settle where they did.</p> <p>I can find out about ancient Egyptian life by looking at artefacts.</p>	<p>I can place Egypt on a world map, identify key Ancient Egyptian cities and explain why they would have settled where they did.</p> <p>I can use ancient Egyptian artefacts to reconstruct the daily life of an ancient Egyptian.</p>	<p>I can place Egypt on a world map, identify key Ancient Egyptian cities and explain the importance of the River Nile Delta.</p> <p>I can use ancient Egyptian artefacts to reconstruct the daily life of an ancient Egyptian, specifically the differing roles of men and women.</p> <p>I can find out about ancient Egyptian beliefs about the afterlife using the story of Osiris and</p>



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<p>I can find out about the ancient Egyptian beliefs about the afterlife.</p> <p>I can understand and explain the ancient Egyptian ritual of mummification.</p> <p>I know what a pyramid is and how they were built.</p> <p>I can find out about ancient Egyptian ruler Tutankhamun.</p> <p>I can explore the story of Cleopatra.</p> <p>I can explore ancient Egyptian Hieroglyphics.</p> <p>I understand why Ancient Egypt declined.</p>	<p>I can find out about the ancient Egyptian beliefs about the afterlife using the story of Osiris and Seth.</p> <p>I can understand how religious beliefs linked to mummification.</p> <p>I know what a pyramid is, how they were built and why they were important.</p> <p>I can understand the significance of Tutankhamun's life and death.</p> <p>I can explore the story and consider different opinions on the story of Cleopatra.</p> <p>I can explore and write using Egyptian hieroglyphics.</p> <p>I can understand why Ancient Egypt declined and identify and explain reasons for this.</p>	<p>Seth and compare with beliefs about death today in other religions such as Christianity.</p> <p>I can understand how religious beliefs linked to mummification and can use evidence to support my ideas.</p> <p>I know what a pyramid is, how they were built, why they were important and how they evolved.</p> <p>I can understand the significance of Tutankhamun's life and death and offer reasons for different versions of events.</p> <p>I can explore the story of Cleopatra, consider different opinions and investigate the legacy she left.</p> <p>I can explore, write and interpret Egyptian hieroglyphics.</p> <p>I can understand why Ancient Egypt declined and examine the cause and results of this.</p>
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Key Stage 2 Vocabulary – Ancient Egypt


Ancient Egypt, Egyptian, pyramid, sphinx, pharaoh, Giza, Great Pyramid, obelisk, mummy, papyrus, sarcophagus, scarab, temple, tomb, Sea, Nile River, Sahara Desert, silt, Thebes, Valley of the Kings, hieroglyph, line, Mediterranean Sea, oasis, archaeologist, artefact, Cairo, Cleopatra, Ramses the Great, Tutankhamun.



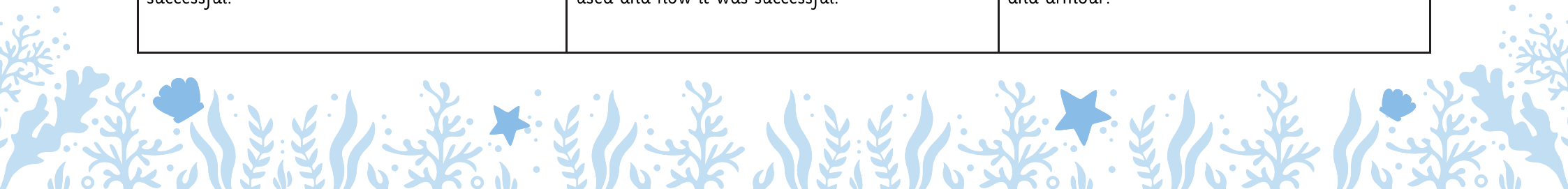
St. Martin's C of E (VA) Primary School
History Sequence of Learning

The Roman Empire

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
I know when the Roman era was and can place it on timeline.	I know when the Roman era was and how it started.	I know when the Roman era was, how it started and the transformation from republic to empire.
I can describe what life was like in Roman times.	I can describe what life was like in Roman times and examine the differences between rich and poor.	I can describe what life was like in Roman times, noting differences between rich and poor and male and female.
I know about Britain and the impact the Roman Empire had.	I know about Britain and the impact the Roman empire had on aspects of British life.	I know about Britain and the impact the Roman empire had on British life and British culture.
I know about the Roman army and how it was successful.	I know about the Roman army, the tactics they used and how it was successful.	I can understand how the Roman army was successful, paying attention to training, weapons and armour.



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<p>I know that Boudica started a rebellion against the Roman empire.</p> <p>I can research Roman emperors and create a fact file on Lucius Septimius Severus.</p>	<p>I can give reasons for why Boudica started a rebellion against the Romans.</p> <p>I can research Lucius Septimius Severus and pay attention to his ethnic origin.</p>	<p>I can research the successes of Boudica's rebellion against the Romans until she was defeated on Watling Street and explain why she is thought of as a national heroine of England.</p> <p>I can research Lucius Septimius Severus and recognise his achievements as the first African Emperor.</p>
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Key Stage 2 Vocabulary – The Roman Empire.

Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, centurion, Invasion, Emperor, Legion, Senate, Settlement, tax, stylus, standard, legionary, governor, emperor, chariot, century, cavalry, auxiliary, artillery, Christianity, Latin, Romulus and Remus, Roman empire, Celts, Hadrian's Wall, Boudica, Julius Cesar.



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History Sequence of Learning

Stone Age to Iron Age

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
<p>I can research the lives of Neolithic hunter gatherers and early farming and explain how they survived.</p> <p>I can identify how life changed for people during the Stone Age.</p> <p>I can explore what we know about life in the Stone Age from evidence such as cave paintings, tools, weapons and Skara Brae.</p>	<p>I can revisit the lives of Neolithic hunter gatherers and early farming using evidence gathered from the time.</p> <p>I can use evidence to build up a picture of how life changed during the Stone Age.</p> <p>I can explore what we know about life in the Stone Age from evidence such as cave paintings, tools, weapons and Skara Brae and display my findings.</p>	<p>I can revisit the lives of Neolithic hunter gatherers and early farming using evidence gathered from the time and display my findings.</p> <p>I can compare how life changed during the Stone Age from the hunter gathers to the Neolithic period.</p> <p>I can explore what we know about life in the Stone Age from primary and secondary sources of evidence such as cave paintings, tools, weapons and Skara Brae.</p>



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<p>I can research the change into the Bronze Age focusing on religion and evidence gained from Stonehenge.</p> <p>I can research the Iron Age and why this period is called the Iron Age, looking at tools and weapons of the time.</p> <p>I can research why and how the Iron Age ended and recap how life changed throughout these three periods in history.</p>	<p>I can research the change into the Bronze Age focusing on religion and evidence gained from Stonehenge, looking for links and effects.</p> <p>I can research the Iron Age and why this period is called the Iron Age, looking at tools and weapons of the time, giving explanations for the events.</p> <p>I can say why the Iron Age ended and how this effected the people of the time.</p>	<p>I can research the Bronze Age and compare this to life in the Stone Age.</p> <p>I can use primary and secondary sources to research the Iron Age and compare this to the Bronze Age.</p> <p>I can examine the causes that brought about the end of the Iron Age.</p>
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Key Stage Two Vocabulary – Stone Age to Iron Age.

Cave, culture, drawings, druids, archaeologist, BC-Before Christ, Britain, bronze, England, forage, human, hunter, gatherer, iron, island, monument, Neanderthal, settlement, Skara Brae, stone Stonehenge, thatched, tools, tribe, weapons, Neolithic, Orkney, prehistoric, Scotland, chronology, tribal, shelter, civilisation, prey.



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History Sequence of Learning

Anglo-Saxons and Scots

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
<p>I can understand where the Anglo-Saxons and Scots came from and show where they settled on a map.</p> <p>I can describe why, where and when the Anglo-Saxons and Scots invaded Britain.</p> <p>I can understand how the Anglo-Saxons and Scots have influenced Britain.</p>	<p>I can show on a map where Anglo-Saxons and Scots came from and where they settled.</p> <p>I can describe why, where and when the Anglo-Saxons and Scots invaded Britain and explain what the 7 Anglo-Saxon kingdoms were.</p> <p>I can understand how the Anglo-Saxons and Scots have influenced Britain by exploring place names.</p>	<p>I can show on a map where the Anglo-Saxons came from and where they settled giving reasons as to why they may have settled where they did.</p> <p>I can describe why, where and when the Anglo-Saxons and Scots invaded Britain and describe a key historical figure from the time.</p> <p>I can understand how the Anglo-Saxons and Scots have influenced Britain by exploring place names and establish their meanings.</p>



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<p>I can analyse Anglo-Saxon artefacts.</p> <p>I can explain the religious beliefs and practices of the early Anglo-Saxons.</p> <p>I can explain paganism and begin to understand the Anglo-Saxon conversion to Christianity.</p>	<p>I can analyse Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture.</p> <p>I can explain the religious beliefs and practices of the early Anglo-Saxons and can describe some of the Gods they worshipped.</p> <p>I can explain the work of some people who were influential in converting the Anglo-Saxons to Christianity.</p>	<p>I can analyse Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture considering the symbolic importance.</p> <p>I can explain the religious beliefs and practices of the early Angl- Saxons and describe some of the Gods they worshipped and record my findings.</p> <p>I can explain the work of some people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important buildings that they founded.</p>
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Key Stage 2 Vocabulary – Anglo-Saxons and Scots

Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Jutes, mead, Rune, wattle-and-daub, thatch, farmer-warrior, Lindisfarne, monk, illumination.



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History Sequence of Learning

The Vikings

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections



Year 3	Year 4	Year 5
<p>I can say and show on a map where the Vikings came from.</p> <p>I can research the first Viking invasions on British soil.</p> <p>I can use evidence to research the resistance shown by Britain to the Viking invasions.</p>	<p>I can say and show on a map where the Vikings came from and explain who the Vikings were.</p> <p>I can research Viking invasions in Britain looking at evidence from Lindisfarne.</p> <p>I can use evidence to research the resistance shown by Britain to the Viking invasions and the leaders of the resistance.</p>	<p>I can say and show on a map where the Vikings came from, explain who the Vikings were and explain why they came to Britain.</p> <p>I can research Viking invasions in Britain looking at evidence from Lindisfarne and give opinions as to why the Vikings might have chosen to invade Britain.</p> <p>I can use primary and secondary evidence to research the resistance shown by Britain to the Viking invasions and the leaders of the resistance.</p>

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<p>I can explain what made the Viking invasions successful.</p> <p>I can research the Viking religion.</p> <p>I can investigate the myths and legends surrounding the Vikings.</p>	<p>I can explain what made the Viking invasions successful and what a Viking warrior may have been like.</p> <p>I can research the Viking religion and describe and name some of their Gods.</p> <p>I can investigate the myths and legends surrounding the Vikings and use evidence to support my findings.</p>	<p>I can compare and contrast Viking warriors from the perspective of a Viking and the perspective of an Anglo Saxon.</p> <p>I can research the Viking religion and name some of their Gods and explain why these beliefs may have helped warriors be successful.</p> <p>I can use primary and secondary sources to investigate the myths and legends surrounding the Vikings and use evidence to support my findings.</p>
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Key Stage 2 Vocabulary - The Vikings


Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Runes, Farmer, warrior, Pagan, Danelaw, Asgard, Jarl, Figrehead, Chainmail, Valhalla, Vikings, Baltic, Iceland, fighting, barbarian, Europe, England, Britain, Ireland, Scandinavia, empire, plunder, attack, battlefield, brutal, brutality, anvil, helmet, King, medieval, myth, sail, savage, armies, enemy, expedition, Gods, loot, lands, navigation, coastal, combat, invade, invader, pillage ,seas, challenge, destroy, heathen, raids, settlements, compass, conquest, shield, voyage, ships, warfare, foreign, century, fierce, travel, saga, descendants



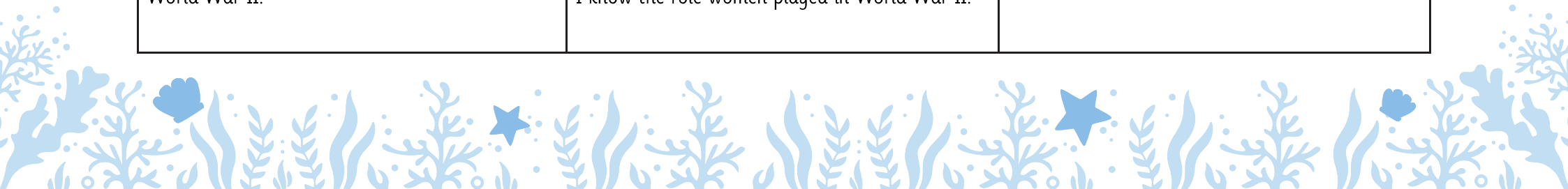
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History Sequence of Learning

World War II

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
I know why and when WW2 started.	I know how, why and when World War II started.	I know how, why and when World War II started and can sequence the key events.
I can identify the countries involved on a map.	I can identify and locate the countries involved in World War II and show these on a blank map.	I can identify and locate countries involved in World War II and show these on a map, highlighting the Axis and the Allies.
I know how an evacuee would have felt.	I can research evacuees, make links to my own life and express how I would feel in that situation.	I can use primary and secondary sources to research evacuees, making links to my own life and express how I would feel in that situation.
I know about Dunkirk and The Battle of Britain.	I can research a significant battle within World War II and present my findings.	I can use evidence to research the significant battles within World War II and present my findings.
I can research the role that women played in World War II.	I know the role women played in World War II.	



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I know how the war ended in Europe.	I know how the war ended in Europe and how the event is remembered today.	I can compare the roles of men and women in World War II. I know how World War II ended in Europe, considering causes and results.
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Key Stage 2 Vocabulary – World War II

Advance, aggression, alliance, assault, army, attack, breach, charge, combat, conflict, contravene, control, crown, development, dictator, dictatorship, disembark, economy, enemy, engineering, intrude, intrusion, landing, liberate, military, air raid, allies, axis, powers, battlefield, blackout, Blitz, bomb, Europe, evacuee, gas mask, Nazi, occupied, propaganda, rationing, siren, soldier, Spitfire, surrender, monarchy, nation, nationalism, occupation, occupy, population, power, prisoner, prototype, regime, research, resistance, scientist, territory.



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History Sequence of Learning

The Windrush Generation

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
<p>I can explain what the Windrush Generation is and give the name and date the HMT Empire arrived in the UK.</p> <p>I understand who the Windrush Generation are and why they are important.</p> <p>I can use evidence to research why people came to Britain from 1948 – 1971.</p>	<p>I can explain what the Windrush Generation is, give the name and date the HMT Empire arrived in the UK and explain why this was significant.</p> <p>I understand who the Windrush Generation are, why they are important and can explore where this generation of people are today.</p> <p>I can use evidence to research why people came to Britain from 1948 – 1971 and present my findings.</p>	<p>I can explain what the Windrush Generation is, name and date when HMT Empire arrived in the UK and sequence the key events.</p> <p>I understand who the Windrush Generation are, why they are important, and can use primary and secondary sources to record and communicate my findings.</p> <p>I can use primary and secondary sources to explain why people came to Britain from 1948 – 1971 and display my findings.</p>



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<p>I can research how people might have felt during their journeys to Britain.</p> <p>I can explore the impact the Windrush Generation had on Britain.</p> <p>I can explore how Windrush is celebrated today.</p>	<p>I can use evidence to research how people might have felt during their journeys to Britain and record my findings.</p> <p>I can explore the impact the Windrush generation had on Britain and consider how Britain might have been different today without this generation.</p> <p>I can explore how Windrush is celebrated today and compare this to other celebrations I am familiar with.</p>	<p>I can use evidence from primary and secondary sources to compare the aspects of life of different people.</p> <p>I can work independently to explore the impact the Windrush Generation had on Britain and offer informed opinions on how Britain might have been different today without this generation of people.</p> <p>I can record how Windrush is celebrated today, taking account of different versions of celebrations and evaluate why there may be a difference in versions.</p>
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Key Stage 2 Vocabulary – The Windrush Generation

Jamaican, journey, judged, mother country, passengers, post war Britain, prejudice, pride, racist, segregation, slaves, SS Empire Windrush, voyage, Windrush Generation, captured, Caribbean, colony, commonwealth, determination, employment, hardship, immigration, generation.



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History Sequence of Learning

Ancient Greece

Skills - Cause and Effect- Historical sources - Chronological Understanding - Continuity and Change - Significance - Similarities and Differences - Historical Question - Informed Responses - Interconnections

Cause and Effect 	Historical sources 	Chronological Understanding 	Continuity and Change 	Significance (people and events) 	Similarities and Differences 	Historical Question 
Informed Responses 	Interconnections 					

Year 3	Year 4	Year 5
<p>I can explore who the Ancient Greeks were and place this period on a timeline.</p> <p>I can research Alexander the Great and how his empire grew.</p> <p>I can research aspects of daily life and society in Ancient Greece.</p>	<p>I can explore who the Ancient Greeks were, placing this period on a timeline and research some of the key events in this period.</p> <p>I can research Alexander the Great and how his empire grew and consider the effects of this.</p> <p>I can use evidence to research aspects of daily life and society in Ancient Greece.</p>	<p>I can explore who the Ancient Greeks were, placing this period on a timeline and research some of the key events and rulers in this period.</p> <p>I can use evidence to research Alexander the Great and how his empire grew and the effects of this.</p> <p>I can use evidence to research aspects of daily life and society in Ancient Greece and compare this to another ancient civilisation that I have knowledge of.</p>



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<p>I can compare life in Ancient Athens and life in Sparta.</p> <p>I can investigate Ancient Greek Myths and consider the beliefs they held.</p> <p>I can use primary sources to explore the Ancient Greek Olympics.</p>	<p>I can use sources of evidence to compare life in Ancient Athens and life in Sparta.</p> <p>I can investigate Ancient Greek Myths – giving specific attention to the story of Medusa and explain how this helps me to understand the beliefs of the Ancient Greeks.</p> <p>I can use primary sources to explore the Ancient Greek Olympics and compare with our Olympics now.</p>	<p>I can use evidence to compare life in Ancient Athens and life in Sparta and debate which I think had more strengths and weaknesses.</p> <p>I can investigate Ancient Greek Myths – comparing myths such as Medusa and Perseus and explain how these myths can help understand the beliefs of the Ancient Greeks.</p> <p>I can use primary and secondary sources to explore the Ancient Greek Olympics and compare with our Olympics now looking at similarities and differences and display my findings.</p>
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
Key Stage 2 Vocabulary – Ancient Greece

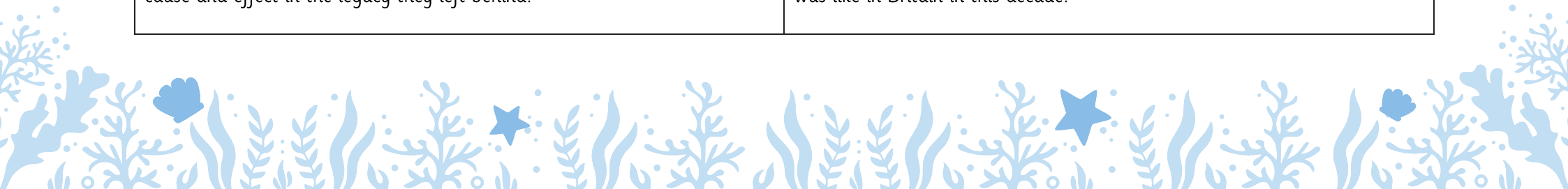
Achilles, Alexander the Great, Aphrodite, architecture, democracy, Hercules, King Leonidas, Medusa, climate, Corinthian, Crete, Acropolis, Aegean Sea, Athenian, Theseus, Zeus, Minotaur, Olympics, theatre, Labyrinth, Marathon, Mediterranean, Mount Olympus, Persian Empire, Spartan, Territory, ancient, century, combat, contravene, culture, democracy, election, enemy, freedom, incursion, infiltration, knowledge, language, learning, liberate, literature, onslaught, social class, society, system, violence.



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Key Stage 2 (Year 6 – 1 year rolling programme)

Skills – Cause and effect – Historical Sources – Chronological Understanding – Continuity and Change – Significance – Similarities and Differences – Historical Question – Informed Responses – Interconnections	
<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Cause and Effect</p>  </div> <div style="text-align: center;"> <p>Historical sources</p>  </div> <div style="text-align: center;"> <p>Chronological Understanding</p>  </div> <div style="text-align: center;"> <p>Continuity and Change</p>  </div> <div style="text-align: center;"> <p>Significance (people and events)</p>  </div> <div style="text-align: center;"> <p>Similarities and Differences</p>  </div> <div style="text-align: center;"> <p>Historical Question</p>  </div> </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Informed Responses</p>  </div> <div style="text-align: center;"> <p>Interconnections</p>  </div> </div>	
Topic 1 (Autumn 1) The Ancient Maya Civilisation	Topic 2 (Summer 1 and 2) Britain since 1948
<p>I can explain where and when the remains of the Maya Civilisation were discovered.</p> <p>I can find out how the Maya civilisation developed over time.</p> <p>I know about the city states and how society was organised.</p> <p>I can understand about Maya religion and cultural beliefs and compare this to another ancient civilisation already studied.</p> <p>I can understand about everyday life for the Maya people. I can explore Maya writing and calendars.</p> <p>I understand about the decline of the Maya Civilisation and can explore the cause and effect in the legacy they left behind.</p>	<p>I can identify the main changes in Britain since 1948.</p> <p>I can identify the key characteristics of different decades.</p> <p>I can identify similarities and differences between sources of information available in different periods in the past.</p> <p>I can consider ways of checking the accuracy of interpretations in different sources of periods in the past.</p> <p>I can understand the main events of the 1950's and understand what life was like in Britain in this decade.</p> <p>I can understand the main events of the 1960's and understand what life was like in Britain in this decade.</p>



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I can link sources and work out how conclusions were arrived at with a focus the Maya civilisation.

I can understand the main events of the 1970's and understand what life was like in Britain in this decade.

I can understand the main events of the 1980's and understand what life was like in Britain in this decade.

I can understand the main events of the 1990's and understand what life was like in Britain in this decade.

I can make connections between different aspects of life since 1948.

I can use this aspect of study and make a display.

Key Stage 2 Vocabulary

The Maya Civilisation

Civilisation, drought, ritual, hieroglyphics, kingdom, temple, astronomy, monument, innovation, scribes, codices, maize, artefact, dynasty, empire, Caribbean, vigesimal, ritual, Ahau/ahaw, uinal, priest, tomb, worship, archaeology, change, culture, establish, leadership, population, power, agriculture, architecture, beliefs, influence, knowledge, language, religion, discovery, explore, technology, trade, border, ancient, established, development, economy, progress, efficiency, research.

Britain since 1948

Fashion, internet, marriage, microchip, National Health Service, policies, population, prediction, technology, television, transport, rationing, strikes, trade unions, victorious, vinyl, records, beliefs, capitalism, clothing, consumer, multiculturalism, music, nationalism, nationality, contemporary, copyright, economy, efficiency, advance, art, assault, attack, occupation, occupy, radical, social class, society, software, storming, style, industrial, leadership, liberate, monarchy, cassette, celebration, coronation, culture, decimalisation, demolish, election, advance, symbol, tax, transformation, violation, war.

