

## Early Years Foundation Stage

Pupils should be taught to:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## 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
- 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.

## Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

## Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Progression and Assessment Criteria	Nursery Historian	Reception Historian	Year 1 Historian	Year 2 Historian
	<p><b>Understanding the World</b> <b>Independent Learning/Family</b></p> <p>1. <b>Begin to make sense of their own life-story and family's history.</b></p> <ul style="list-style-type: none"> <li>Spend time with children talking about photos and memories.</li> <li>Encourage children to retell what their parents told them about their life-story and family.</li> </ul>	<p><b>Understanding the World</b></p> <p><b>Stories including Traditional and Folk Tales</b></p> <p>1. <b>Compare and contrast characters from stories, including figures from the past.</b></p> <ul style="list-style-type: none"> <li>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</li> <li>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</li> <li>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</li> <li>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</li> </ul> <p><b>Changes within living memory: Family and Traditions</b></p> <p>2. <b>Talk about members of their immediate family and community.</b></p> <ul style="list-style-type: none"> <li>During dedicated talk time, listen to what children say about their family.</li> <li>Share information about your own family, giving children time to ask questions or make comments.</li> <li>Encourage children to share pictures of their family and listen to what they say about the pictures and toys etc.</li> </ul> <p><b>Changes within/beyond living memory *</b></p> <p>3. <b>Comment on images of familiar situations in the past.</b></p> <ul style="list-style-type: none"> <li>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</li> <li>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</li> <li>Include a focus on the lives of both women and men.</li> <li>Show images of familiar situations in the past, such as homes, schools, and transport (*within the local environment).</li> <li>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</li> <li>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born (*e.g. lives of parents).</li> </ul>	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Know how to ask and answer questions about old and new objects.</li> <li>Use words and phrases like: old, new, a long time ago.</li> <li>Spot old and new things in a picture.</li> <li>Explore historical sources of evidence (toys from the past).</li> <li>Use words and phrases like: before, after, past, present, then and now.</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>To be able to sort simple artefacts and images into old and modern (e.g. toys).</li> </ol> <p><b>Changes within living memory: Memories</b></p> <ol style="list-style-type: none"> <li>Know about many of the changes that have happened since birth (Key events so far in lives e.g. starting school).</li> </ol> <p><b>Changes beyond living memory: How were toys different in the past?</b></p> <ol style="list-style-type: none"> <li>Know how toys and books have changed over time.</li> <li>Know whether toys are old or new by looking at features and materials.</li> <li>Know that older people can give us information about the past.</li> <li>Know how to ask questions to find information about an object.</li> <li><b>Change and Continuity:</b> How have toys changed over time e.g. toy bears?</li> <li><b>Similarity and differences:</b> Recognise similarities and differences between past and present (*toys)</li> </ol> <p><b>Significant events beyond living memory: Space - When did the first person land on the moon?</b></p> <ol style="list-style-type: none"> <li>Know key facts about Neil Armstrong.</li> <li>Know that the moon landing was a significant event in history.</li> <li>Know who Tim Peake is and that he is still alive today.</li> <li><b>Cause and Consequence:</b> Identify cause and consequence of space travel. Why did Neil Armstrong travel to space? How has discovery changed life today?</li> <li><b>Historical Significance:</b> Why is travel to space significant?</li> </ol>	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Ask and answer questions. (e.g. life in Victorian times).</li> <li>Know how to use books and the internet to find out more information about the past.</li> <li>Know how to find out things about the past by talking to an older person (e.g. local history).</li> <li>Know what certain objects from the past might have been used for (e.g. artefacts linked to Fire of London and Victorian times).</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>Order key events in families lifetime using terms such as past, present, future.</li> <li>Order key events in the lives of Queen Victoria and Queen Elizabeth II.</li> <li>Compare aspects of life in different periods (e.g. education of a child in Victorian times and present day).</li> </ol> <p><b>Significant events beyond living memory: Great Fire of London</b></p> <ol style="list-style-type: none"> <li>Know when the great fire of London happened and why.</li> <li>Order the key events of the Great Fire of London.</li> <li>Know key differences between London then and now.</li> <li>Explain how London changed after the Great Fire.</li> <li>Explain how we know about the Great Fire of London.</li> <li>Know about a famous person - Samuel Pepys.</li> <li><b>Cause and Consequence:</b> Explain cause and consequence of the Great Fire of London.</li> <li><b>Historical interpretation:</b> Compare 2 accounts of the Great Fire of London.</li> </ol> <p><b>Kings and Queens</b></p> <ol style="list-style-type: none"> <li>Know and explain some changes that have happened since I was born (Death of Queen Elizabeth/Change of Monarch/Coronation).</li> <li><b>Historical Significance:</b> Who was Queen Elizabeth and why was she important?</li> <li><b>Change and Continuity:</b> How has the British monarchy changed?</li> <li>Know key events in the life of a famous person (Queen Elizabeth and Queen Victoria), including when they were born and became queen.</li> <li><b>Similarities and Differences:</b> Compare the lives of people from the past to now. What was school like for children during the Victorian period? How is it different to now?</li> </ol>

	Nursery Historian	Reception Historian	Year 1 Historian	Year 2 Historian
		<p><b>ELGs: Understanding the World</b></p> <p>4. Talk about the lives of the people around them and their roles in society.</p> <p>5. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>6. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Lives of significant individuals: Florence Nightingale</b></p> <p>19. Know about the life of someone famous: Florence Nightingale.</p> <p>20. <b>Historical Significance:</b> Why is Florence Nightingale remembered today?</p> <p><b>Local Study: Who was Florence Nightingale?</b></p> <p>21. Know why there is a monument to a famous person or event where we live i.e. Florence Nightingale.</p>	<p><b>Lives of significant individuals: Queen Victoria and Queen Elizabeth, Christopher Columbus:</b></p> <p>21. Recount the life of someone famous from Britain who lived in the past and know about what they did to make the world a better place.</p> <p>22. Know how some people have helped us to have better lives. <b>Cause and Consequence:</b> How did Columbus discoveries change life today?</p> <p><b>Local Study: How has the local environment changed since my grandparents were children?</b></p> <p>23. Know some ways in which the local area has changed in the last century e.g. types of shops, houses, key building features (such as foot scrape, date).</p>
	Nursery Historian	Reception Historian	Year 1 Historian	Year 2 Historian
Vocabulary	<ul style="list-style-type: none"> <li>first, after, next, finally,</li> <li>photograph, remember, same, different</li> <li>• baby, parent, grandparent</li> </ul>	<ul style="list-style-type: none"> <li>• a long time ago, change, family, parent, grandparent, long ago, memories, years ago, young, old similar, different, transport</li> </ul>	<ul style="list-style-type: none"> <li>• famous, hero, heroine</li> <li>• astronaut, Earth, explorer, first, landed, moon, pilot, planets, rocket, space, spacecraft</li> <li>• grandparent, relative, parent, memory, event, calendar, artefact, old, modern, significant</li> <li>• similarities, differences</li> <li>• Florence Nightingale – nurse - Lady of the Lamp</li> <li>• Neil Armstrong – first person on the Moon</li> </ul>	<ul style="list-style-type: none"> <li>• bakery, burned, catastrophe, century, historical, horse/carts, ink, London, possessions, quill</li> <li>• discover, explorer, compass, navigate, captain, sailor, scurvy, voyage</li> <li>• monarchy, crown, reign, power, parliament, royal, rule</li> <li>• timeline</li> <li>• Samuel Pepys – writer</li> <li>• Queen Victoria and Queen Elizabeth II- British monarch</li> <li>• Christopher Columbus – discovered America</li> </ul>

Progression and Assessment Criteria	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Describe events from the past using dates when things happened and appropriate vocabulary (e.g. the Stone Age).</li> <li>Know how historic items and artefacts have been used to help build up a picture of life in the past (e.g. artefacts from the Stone Age, Howard Carter discoveries in Egypt).</li> <li>Know how a key event from the past is linked to the present. (Arboretum Park).</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>To identify BC and AD on timeline, and consider where this period fits in comparison to known chronological periods/ people.</li> </ol> <hr/> <p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ol style="list-style-type: none"> <li><b>Historical Significance:</b> Understand why learning about ancient times is important. Know the importance of pre-history and that this was the earliest period of human culture.</li> <li>Know that prehistory is divided into three main periods: Stone, Bronze and Iron age (timeline).</li> <li>Know about many of the differences between the Stone, Bronze and Iron Ages and how this compares to modern life: buildings, food/hunting, tools</li> <li><b>Historical Interpretation:</b> How do we know about the past? Know how artefacts, archaeological sites and paintings give us clues about the past.</li> <li>Be able to describe what a typical day would have been like for a Stone Age man, woman or child.</li> <li><b>Cause and Consequence:</b> How did the discovery of iron change the life of people?</li> <li><b>Change and Continuity:</b> Why did people start to live in communities following the Stone Age?</li> <li><b>Similarities and Differences:</b> What has changed and what has stayed the same since ancient times?</li> </ol>	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>Know how an event or events from the past has shaped our life today.</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>To identify BC and AD on timeline and consider where this period and significant events fit in comparison to known chronological periods/ people.</li> </ol> <hr/> <p><b>The Roman Empire and its impact on Britain</b></p> <ol style="list-style-type: none"> <li>Know where Ancient Rome was.</li> <li>Know that Rome was a very important place and many decisions were made there (making links to hierarchy and democracy).</li> <li>Know when the Romans first attempted to invade Britain (making links to timelines) and why the Romans invaded Britain.</li> <li>Know that emperor Claudius successfully invaded Britain in AD42 and understand the extent of the spread of the Roman Empire.</li> <li><b>Cause and Consequence:</b> What was the cause and effect of the spread of the Roman empire? (e.g. army, fighting techniques, power and effect).</li> <li>Understand the British resistance to Roman invasion: Boudicca.</li> <li>Know about at least three things that the Romans did for our country e.g. networks/ towns, trade/currency, sanitation (baths/plumbing).</li> <li><b>Change and Continuity:</b> Why did the Romans build forts such as Hadrian's wall?</li> <li><b>Crime and Punishment:</b> Know about Roman laws, common crimes and punishments</li> <li><b>Historical Significance:</b> Who was the most significant leader in Roman times – Queen Boudicca or Emperor Claudius?</li> </ol>	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Research what it was like in a given period of history and present my findings to an audience (Greeks – Democracy and Hierarchy).</li> <li>Explain how an historic event changed life for us today (Vikings – trade, culture and religion).</li> <li>Know how historic items and artefacts have been used to help build up a picture of life in the past. (Greeks – what does this artefact tell us about what life was like?).</li> <li>Begin to identify primary and secondary sources.</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>To be able to describe events using words and phrases such as: century, decade, BC, BCE, AD, after, before, during, era, period.</li> <li>To use historic knowledge to help date events.</li> </ol> <hr/> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <ol style="list-style-type: none"> <li>Show on a map where the Vikings came from and where they invaded our country.</li> <li>Know some of the reasons that Vikings came to our country, including to be peaceful farmers.</li> <li>Know how to use a timeline to show when the Vikings raids started.</li> <li>Know about the attack on Lindisfarne in AD793.</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict and why the Vikings often overpowered the Anglo-Saxons.</li> <li>Know about the key aspects and beliefs of Viking religion and society at a local and national level.</li> <li>Know about the contribution of some key individuals (Edward the Confessor).</li> <li>Know about the achievements of the Vikings at sea.</li> <li>Know about the resistance by Alfred the Great and Athelstan, first king of England.</li> <li><b>Crime and Punishment:</b> Know about some of the crimes committed at this time, the punishment for crimes and who decided this.</li> <li><b>Cause and Consequence:</b> What was the impact of the Viking invasion on Britain?</li> <li><b>Historical Interpretation:</b> Were the Vikings fearsome warriors or peaceful farmers?</li> </ol>	<p><b>Historic enquiry</b></p> <ol style="list-style-type: none"> <li>Research in order to find similarities and differences between two or more periods of history and how they relate to life today (Early Islamic Civilization and Medieval Britain).</li> <li>Know about the main events from a period of history, explaining the order of events and what happened.</li> <li>To know the difference between and use primary and secondary sources with increasing confidence.</li> <li>Evaluate the reliability of sources.</li> <li>Ask historically valid questions.</li> </ol> <p><b>Chronological knowledge/understanding</b></p> <ol style="list-style-type: none"> <li>To be able to explain events using words and phrases such as: empire, civilizations, early Islamic civilisations, WW2.</li> <li>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</li> </ol> <hr/> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII</b></p> <ol style="list-style-type: none"> <li>Know how World War 2 affected and changed our local area and Britain.</li> <li>Know how the lives of people living within the local area changed e.g. blackouts, rationing, shelters.</li> <li>Know that children were evacuated to rural areas</li> <li><b>Chronology:</b> Know key dates and events of WWII.</li> <li><b>Historical Interpretation:</b> What caused the war (different perspectives)?</li> <li><b>Cause and Consequence:</b> Know the consequences of war, both during and following (e.g. equality, resources).</li> <li>Know key facts about the significant individuals involved in WWII (Adolf Hitler, Neville Chamberlain, Winston Churchill).</li> <li>Know how Britain formed part of the allies and had a major influence on the world.</li> <li><b>Change and Continuity:</b> Why did life change during and after WWII?</li> </ol>

	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p> <p>13. Know what a civilisation is.</p> <p>14. Know where Ancient Egypt was.</p> <p>15. Know at least two famous Ancient Egyptians. Tutankhamun, Cleopatra VII- Egyptian pharaohs</p> <p>16. Use a timeline to show when the Ancient Egyptians ruled Egypt.</p> <p>17. Know that many of the early civilizations gave much to the world and how Britain may have learnt from other countries and civilizations (both historically and more recently) e.g. pharaohs, pyramids, mummification, writing, time, inventions.</p> <p>18. Compare Ancient Egypt to our lives in the present day – what is similar/different?</p> <p><b>Crime and Punishment:</b> Know what is meant by crime and punishment, about some of the crimes committed at this time, the punishment for crimes and who decided this.</p> <p><b>Local Study: Where was the first public park?</b></p> <p>19. Know key facts about Arboretum Park and why it is important *(including Joseph Strutt).</p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p>14. Know when and why the Romans left Britain.</p> <p>15. Know where the Anglo-Saxons came from.</p> <p>16. Use a timeline to show when the Scots, Picts, Anglo-Saxons were in England.</p> <p>17. Know that Britain was invaded by the Scots, Picts and Anglo Saxons and why.</p> <p>18. Know about the Anglo-Saxon invasions (7 kingdoms).</p> <p>19. Know the link between Anglo-Saxons and Christianity.</p> <p>20. Know that many Anglo-Saxons were farmers.</p> <p>21. Know important local places with Anglo-Saxon names and history.</p> <p>22. <b>Crime and Punishment:</b> Know about Anglo-Saxon systems of justice, including some of their laws and blood price.</p> <p>23. <b>Historical Interpretation:</b> Sutton Hoo Helmet – how did help us to learn about the Anglo Saxons?</p> <p><b>Local Study: Did people always have their own showers and baths?</b></p> <p>24. Know how baths, showers and swimming has changed between the 18<sup>th</sup> and 20<sup>th</sup> century.</p> <p>25. <b>Similarities and Differences:</b> How is sanitation similar to and different from Roman times?</p> <p>26. Know where Roman baths can be found locally.</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</b></p> <p>19. Know where Ancient Greece civilisation was.</p> <p>20. Know about how a famous Ancient Greek influenced the world (Aristotle and Plato).</p> <p>21. <b>Similarities and Differences:</b> Know about the difference between the Athenians and the Spartans.</p> <p>22. Know about some of the things that the Greeks gave the world e.g. language, Pythagoras, philosophy.</p> <p>23. Know how the laws in Ancient Greece founded our system for democracy. <b>Historical Significance:</b> How did the Ancient Greeks establish democracy?</p> <p>24. Know that the Greeks were responsible for the birth of the Olympics.</p> <p>25. Know that the Greek Gods were an important part of Greek culture. Know names of up to 6 gods and why they were important plus change in beliefs.</p> <p>26. <b>Crime and Punishment:</b> Know about some of the crimes committed at this time, the punishment for crimes and who decided this.</p> <p>27. <b>Change and Continuity:</b> What do we continue to use from Ancient Greek times? What has changed and why?</p> <p>28. <b>Similarities and Differences:</b> What was similar and different about the Ancient Egyptians and Ancient Greeks?</p> <p><b>Local Study: How has my school changed over the last 20 years?</b></p> <p>29. Know and describe key changes made to school.</p>	<p><b>A non-European society that provides contrasts with British history: Early Islamic Civilisation (I)</b></p> <p>17. Know where the Early Islamic civilisation was (Baghdad).</p> <p>18. <b>Historical Interpretation:</b> Compare different accounts of the city of Baghdad.</p> <p>19. Know at least one famous person from the Early Islamic civilisation (Caliph Harun al-Rashid).</p> <p>20. Use a timeline to show when the Early Islamic civilisation existed.</p> <p>21. Know that many of the early civilizations gave much to the world (e.g. house of wisdom/knowledge, advances medicine, trade, sanitation).</p> <p>22. Know about the impact that one of these periods of history had on the world (e.g. algebra (Al-Khawarizimi), medical, invention, science and maths).</p> <p>23. Know the features of the round city.</p> <p>24. <b>Crime and Punishment:</b> Know about some the crimes committed at this time and compare to modern crimes, know about the punishment for crimes and who decided this and make comparison with modern Systems of justice ( local courts, development of royal justice, Magna Carta).</p> <p>25. <b>Historical Significance:</b> What was the significance of the Silk Route?</p> <p>26. <b>Similarities and Differences:</b> Research in order to find similarities and differences between two or more periods of history and how they relate to life today (Early Islamic Civilization and Medieval Britain).</p> <p><b>Local Study: Why is the silk mill regarded as the world's first modern factory?</b></p> <p>27. Know what the Industrial Revolution was and where the Industrial Revolution started.</p> <p>28. Understand the importance of River Derwent to the Industrial revolution.</p> <p>29. Understand the importance of the Silk Mill and Richard Arkwright.</p>

# Hardwick – History

	<i>Year 3 Historian</i>	<i>Year 4 Historian</i>	<i>Year 5 Historian</i>	<i>Year 6 Historian</i>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• ancient, archaeologist, buildings, fossil, historian</li> <li>• artefact, bronze, Bronze/Stone/Iron Age, hunter, invent, palaeontologist, prehistory, civilisation</li> <li>• Arboretum Park, commemorate, local history, pioneer, public park, plaque, sculpture</li> <li>• Egyptians, civilisation, hierarchy, pharaoh, historian, primary source, secondary sources, legacy</li> <li>• crime and punishment</li> <li>• Joseph Strutt – Local businessman and philanthropist</li> <li>• Tutankhamun, Cleopatra VII- Egyptian pharaohs</li> <li>• Howard Carter-Archaeologists</li> </ul>	<ul style="list-style-type: none"> <li>• BC, AD, century, invasion, legacy, army, conquer, defeat, empire, trade, export, territory</li> <li>• Anglo-Saxon, artefacts, conflict, conquer, invaders, kingdom, leader, raid, rule, settlers, trade</li> <li>• blood price</li> <li>• Emperor Claudius, Emperor Hadrian – Roman leaders</li> <li>• Queen Boudicca – Celt Warrior queen</li> </ul>	<ul style="list-style-type: none"> <li>• exile, invade, kingdom, longship, outlawed, pillaged, raid, monastery, settlement, conquer, monarch, reign</li> <li>• architecture, conquests, empire, festivals, god/goddess, government, legacy, mythology, vote, democracy</li> <li>• Crime and punishment</li> <li>• Edward the Confessor</li> <li>• Alfred the Great and Athelstan</li> <li>• Aristotle, Plato – Philosophers</li> </ul>	<ul style="list-style-type: none"> <li>• allies, Blitz, civilians, dictator, evacuate, gas mask, persecute, prime minister, propaganda, rations, shelter, sirens, victory, primary source, secondary source, legacy</li> <li>• House of Wisdom, merchant, ailment, astrology, caliph, crusades, Dark ages, The renaissance, Golden age of Islam, Mongols</li> <li>• Industrial Revolution, Silk Mill</li> <li>• Adolf Hitler – German leader</li> <li>• Neville Chamberlain, Winston Churchill – British leaders</li> <li>• <i>Caliph Harun al-Rashid</i></li> <li>• Al-Khawarizimi – mathematician</li> <li>• Richard Arkwright</li> </ul>