

# Firs Primary School Subject Curriculum and Progression

## History

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum/EYFS Curriculum	<p><b>Understanding the World ELG</b> (Past and Present ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• 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</li> <li>• significant historical events, people and places in their own locality.</li> </ul>		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• a local history study</li> </ul>			

**Muck, Mess and Mixtures**

Significant people in their own locality: Florence Nightingale  
The lives of significant individuals in the past who have contributed to national and international achievements, comparing nursing and hygiene in different periods.

Key Questions:

**Why is Florence Nightingale important?**

- Why do we think Florence Nightingale is remembered?
- Why did Florence place herself in such danger by going to the Crimea?
- What did Florence do to improve the lives of the soldiers when she arrived in the Crimea?
- What was Florence Nightingale's greatest achievement?
- How do we know so much about Florence Nightingale when she lived so long ago?
- Who was Mary Seacole and why do we remember her?
- Should Florence Nightingale rather than Mary Seacole have her statue at St.Thomas' hospital?

**Golden Nuggets:**

- Children know that Florence was a nurse a long time ago and that she is connected with a major war.
- They understand the main problems in the hospitals before Florence arrived and the changes she made to make conditions better.

Teacher resources:

<https://www.keystagehistory.co.uk/?s=florence+nightingale>

Key Sources and Artefacts:

**Street Detective**

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (toys over time - Pickford House Museum visit?).

Key Questions:

**What were toys like in the past?**

- What are our toys like today?
- What are other people's toys like?
- How can we tell these toys are old?
- What sorts of toys did our grandparents play with and how do we know?
- Who played with these toys in the past? and how can we know? (exploration of primary sources – historical toys/toy historical adverts, photographs etc)

**Gods and Mortals**

Ancient Greece: a study of Greek life and achievements and their influence on the western world (This is an in depth unit)

- How can we possibly know so much about the Ancient Greeks who live over 2500 years ago?
- What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
- Why was Athens able to be so strong at this time?
- What was so special about life in 5<sup>th</sup> Century BCE Athens?
- What can we tell about the Ancient Greeks from their interest in the theatre and festivals (like the Olympics)?
- In what ways have the ancient Greeks influenced our lives today?

**Urban Pioneers**

What can we find out about local history from studying significant buildings?

**Key Enquiry Questions:**

- What was the Silk Mill?
- Who was John Lombe?
- What was the 'Derby Lockout' of 1833-4?
- Why is the Cathedral important to Derby?
- What key events helped shape Derby?

**Golden Nuggets**

- The Silk Mill was possibly the first fully mechanised factory in the world.
- John Lombe built the Silk Mill which was very successful but used stolen methods.
- The 'Lockout' of 1833-34 was a key moment for trades unions fighting for workers rights and conditions
- The Cathedral sits on the original All Saints Church and was built in around 943 CE.
- All Saint's Church became Derby Cathedral in 1927. It contains many monuments to Derby's past.

**I am Warrior**

The Roman Empire and its impact on Britain

**What was the impact of the Roman empire on Great Britain?**

- Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
- Why did Boudica stand up to the Romans and what image do we have of her today?
- How were the Romans able to keep control over such a vast empire?
- How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived? How do we know?
- How can we solve the mystery of why this great empire came to an end?
- How much of our lives today can possibly be influenced by the Romans who lived here 2000 years ago?

**A Child's War**

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: WWII

**What was life like on the Home Front 1939-45?**

- Why did Britain have to go to war in 1939?
- Why was it necessary for children to be evacuated and what was evacuation really like?
- How was Britain able to stand firm against the German threat?
- How did people manage to carry on normal life during the war and how do we know?
- Why is it so difficult to be sure what life on the Home Front was really like?
- What was VE day really like?

**Golden Nuggets:**

- That WW2 began in 1939 and ended in 1945
- That children were evacuated to keep them safe
- That people on the 'home front' resisted in a number of ways, including: gas masks, Home Guard, Battle of Britain, Blitz, Air-raid shelters
- That food and other items were rationed
- That our perception of home life during WW2 can be affected by censorship and propaganda

Teacher Resources:

Key Stage History unit: Britain at War : The Home Front 1939-45

**Hola Mexico**

A non-European society that provides contrast with British history - Mayan civilization c. AD 900

**What was the Mayan Civilization?**

- Why do you think we study the Mayan empire in school?
- Living in the jungle, how were the Maya able to grow so strong?
- What was life like at the height of the Mayan civilization?
- How can we possibly know what it was like there 1000 years ago?
- If the Maya were so civilized, why then did they believe in human sacrifice?
- How can we solve the riddle of why the Mayan empire ended so quickly?

**Golden Nuggets:**

- The Mayan civilization began in Mexico around

- How can we set up our own toy museum?

Teacher Resources:

<https://www.keystagehistory.co.uk/?s=toys>

Key Sources and Artefacts:

Golden Nuggets:

- Children are able to describe at least two differences between toys from 60 years ago and today.
- Children know that we can find out about the past in different ways including; asking older relatives, looking at pictures, looking at objects.
- Children know that there is no one alive who can tell us about what life was like over 100 years ago.

**Land Ahoy**

Significant events beyond living memory: Discovery of America

Significant individuals: Christopher Columbus

- Why do you think we still remember Christopher Columbus, even though he's been dead for 500 years!
- How did Columbus become famous?
- What was Christopher Columbus's motivation?
- What was life like on board during such a long journey?
- How have opinions of Columbus changed in the light of new evidence?
- How and why should we remember him?

Teacher Resources: <https://www.keystagehistory.co.uk/?s=columbus>

Golden Nuggets:

- Children know that Columbus is famous for discovering America
- Children know that Columbus was not the first person to discover America
- They know that he treated the native people in America badly

**Bright Lights, Big City**

Significant events beyond living memory: Great Fire of London

- How can we work out why the Great Fire started?
- What happened during the Great Fire and how do we know?
- Why did the Great Fire burn down so many houses?
- Could more have been done to slow the spread of the fire?
- How did people manage to live through the Great Fire?

Teacher Resources:

<https://www.keystagehistory.co.uk/page/2/?s=great+fire+of+london>

Golden Nuggets:

- That the Romans invaded Britain for land, slaves, corn, metals and fame
- That Boudicca and others resisted Roman rule
- That the Romans had a different lifestyle to the Celts, including how they changed towns
- That the Roman empire ended for a variety of reasons, including religion, growing too large, money, arguments.

Teacher Resources:

Key Stage History unit – The Roman Empire in Britain

**Tribal Tales**

Changes in Britain from the Stone Age to the Iron Age

- Was Stone Age man simply a hunter gatherer, concerned only with survival?
- How different was life in the Stone Age when man started to farm?
- What can we learn about life in the Stone Age from a study of Skara Brae?
- Why is it so difficult to work out why Stonehenge was built?
- How much did life really change during the Iron Age and how can we possibly know?
- Can you solve the mystery of the 52 skeletons of Maiden Castle?

Golden Nuggets

- They began around 2.5 million years ago and lasted until the Bronze Age began (which in Britain was around 2100 BC).
- That archaeologists use places such as Skara Brae to inform us about the Stone Age
- About changes to farming and use of tools that occurred in the Iron age

**Heroes and Villains**

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changing perceptions of the monarchy; Richard III and Elizabeth I

- What were the houses of York and Lancaster and why were they important?
- Who was Richard III?
- Did Richard III kill the princes in the tower?
- Who was Elizabeth I?
- Why was it called a 'golden age'?
- What was the Spanish Armada?
- Richard III and Elizabeth I. Were they heroes or villains?

Golden Nuggets

- That British monarchs belonged to different 'houses' or families and the order in which key houses or families were in power.
- That Richard III was the last monarch from the House of York and Elizabeth I was the last Tudor monarch.

2000 BCE

- The Maya believed in a number of gods
- The Maya built huge cities such as Chichén Itzá – this provides evidence for archaeologists
- The Maya had complex number and writing systems using glyphs
- About the Spanish conquest and its impact

Teacher resources: Key Stage History unit: The Mayan Civilization; Twinkl knowledge organiser

**Revolution**

A local history study (Cromford Mills and Industrial Revolution)

- Who Richard Arkwright was and why he was significant.
- Why are Cromford Mills important and how are they linked to the Industrial Revolution.
- What was it like to work at the mills and live in Cromford?
- What other important inventions were made during the 18th and 19th centuries? (steam engines, transport changes, electricity).
- How did transport affect the development of the industrial age? (include the development of the railway and canal at Cromford – this will build on work done in Y1/2)
- How did the lives of people change? Were they improved or made worse by the industrial revolution?

Golden Nuggets

- Richard Arkwright was a leading entrepreneur in the industrial revolution. He lived from 1732 to 1792
- Cromford Mills, the world's first successful water powered cotton spinning mill, was built in 1771 by Sir Richard Arkwright.
- That the development of the railway and canal allowed the industrial revolution to happen
- That many other inventions were developed during the industrial revolution (children should be able to name 3)
- That people's lives changed dramatically during the industrial revolution, some for the better and some for the worse

**Off With Her Head**

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in religion during the Tudor period

- That British monarchs belonged to different 'houses' or families and the order in which key houses or families were in power.
- Who the Tudor monarchs were and the period in which the Tudors ruled
- The impact that Henry VIII had on religion in England during his reign; the split from Rome and the

#### Golden Nuggets:

- Children know how the Great Fire of London started
- Children can give three reasons for why the fire was able to spread so quickly (e.g. Wooden buildings/ Tightly packed houses/ Overhanging eaves /Thatched roofs /Narrow streets/ Poor fire-fighting methods/ No fire engines/ Windy conditions /Crowded streets)

#### Superheroes

Significant individuals: Amelia Earhart and Nelson Mandela; comparing issues of discrimination based on race and/or gender over time

- Who was Amelia Earhart and why do we remember her?
- What barriers did Amelia Earhart face in her lifetime and why?
- How have things changed for women since Amelia Earhart was alive?
- What, where and when was Apartheid?
- How did Nelson Mandela try to stop Apartheid and what difficulties did he face?
- Why do we remember Nelson Mandela today? How did he change South Africa and the world?
- Who is Greta Thunberg and why is she famous?
- What difficulties has Greta Thunberg faced in sharing her message about climate change? Why?

#### Teacher Resources:

Nelson Mandela -

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs>

Amelia Earhart -

<https://www.bbc.co.uk/teach/class-clips-video/ks2-amelia-earhart/zv6k382>

Greta Thunberg -

<https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/greta-thunberg-facts/>

<https://www.bbc.co.uk/newsround/47467038>

#### Golden Nuggets:

- Children know that Amelia Earhart was a famous pilot a long time ago and that in her life time it was unusual for women to fly planes.
- Children know that Apartheid was a system of unfair laws in South Africa which meant that there were different rules for black and white people.
- They know that Nelson Mandela is famous for ending Apartheid and becoming South Africa's first black President.
- Children know that Greta Thunberg is famous for her protests about climate change and that some people are unkind to her because of her age and because she has Asperger's.

#### Dinosaurs

Significant individuals: Mary Anning (paleontologist)

Key Enquiry Question: Who was Mary Anning?

Key Questions:

- Both monarchs were seen as heroes by some and as villains by others, examining some of the reasons and events behind this including; Battle of Bosworth, War of the Roses, defeat of the Spanish Armada and execution of Mary Queen of Scots.
- That historical evidence can be interpreted in different ways and that some types of evidence are more reliable than others

#### Traders and Raiders

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

- Roman rule of Britain ended in around AD 410. When the Romans left, Britain was vulnerable to attack from both the Scots, and from Anglo-Saxons who sailed from Northern Europe (including Germany, Denmark and the Netherlands).
- Some Anglo-Saxons were warriors who enjoyed fighting, but many came peacefully to find land to farm, because it was hard to farm in their home countries. They brought tools and farm animals with them.
- Vikings first came from Scandinavia and invaded Britain in AD 793.
- Like the Anglo-Saxons, many Vikings wanted to farm, but others wanted to raid and fight.
- Roman rule had converted much of Britain to Christianity, but the Anglo-Saxons were Pagan and believed in many other gods. Over time the Anglo-Saxons converted to Christianity as well and were Christian when the Vikings begin invading.
- The Vikings were also Pagan and worshipped similar gods to the Anglo-Saxons had originally (e.g. Thor/Thurnor and Odin/Wotan). *Note: Wednesday and Thursday are named after the gods Wodin and Thor!* Vikings eventually converted to Christianity as well.
- About the struggle for power between the Anglo-Saxons and the Vikings, focusing on the transition in power between the rule of the Saxon kings Ethelred the Unready and Edward the Confessor.

establishment of the Church of England

- About the wives of Henry VIII and the reasons for each of his marriages
- About Mary I and her attempt to convert England to Catholicism
- That there was violent conflict between Protestants and Catholics at this time, examining the causes and effects of this

#### Pharaohs

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt

What was the ancient Egyptian civilisation?

1. Who were the ancient Egyptians? How do we find out about them?
2. Who built the pyramids?
3. What can we find out from ancient tombs?
4. Who was the most important pharaoh?
5. What was life like in ancient Egypt?
6. What did the ancient Egyptians believe?

#### Golden Nuggets:

#### Peasants, Princes and Pestilence

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Great Plague and changes in medicine from the Romans to the present

Key Enquiry Question: What was the most significant discovery in the history of medicine?

Key Questions:

- How did the civilisations of ancient Greece and Rome influence medicine in Britain?
- What was the impact of the Black Death?
- Were the people of Eyam heroes?
- How different were medical practices during the Tudor period?
- What advancements did the Victorians make in the field of medicine and science?
- How do medical practices of the past compare with those in modern Britain?

Key sources and artefacts:

- Replica plague doctor outfit (especially mask)
- Modern medical masks/homemade masks
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#### Time Traveller

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Changes in fashion and leisure from 1066 until the present day.

How has fashion represented the changing role of women in society from the Victorian period to modern times?

1. How have women's clothes changed? How do

- Why do we remember Mary Anning?
- What did Mary do in her life that was so special?
- What sort of person was Mary that helped her to succeed in a man's world?
- Which other people were important in Mary's life and why?
- How do we know about Mary's actions which happened so long ago?
- How and why should Mary Anning be remembered? Have your say...

Teacher Resources:

<https://www.keystagehistory.co.uk/?s=mary+anning>

Golden Nuggets:

- Children know that Mary Anning is famous for discovering important fossils
- They know that although Mary hadn't gone to school, and in her lifetime girls were not expected to know much, she was able to teach much older, male professors, lots about fossils.

**Towers, Turrets and Tunnels**

Changes within living memory: Transport over time, including uses of bridges and tunnels

Significant individuals (Isambard Kingdom Brunel)

**How did Isambard Kingdom Brunel change Great Britain?**

- Who was Isambard Kingdom Brunel and when did he live?
- What did Isambard do in his life that was so special?
- What was the Great Western Railway and why was it important?
- What was the SS Great Eastern? What was special about it?
- How did Brunel's work change people's lives?
- How do we still know so much about Brunel's work today?
- How has transport changed since Victorian times?

Golden Nuggets:

- Isambard Kingdom Brunel was a famous engineer who lived around 200 years ago
- He designed railways, bridges and ships
- His designs helped people to travel across the country and the world more quickly
- 200 years ago there were no cars and horse drawn transport was very common

Teacher Resources:

we know?

2. What was life like for women in Victorian times?
3. What was the suffrage movement?
4. How did World War 2 affect women's roles, rights and responsibilities?
5. What was the second wave of feminism?
6. Do we have gender equality now?

Golden Nuggets:

- Victorian women were restricted by their clothes and by laws which limited their rights
- The women's suffrage movement fought for women to get the vote, this was enhanced by WW1 and WW2
- Women continue to struggle for equality

Teacher Resources:

<https://planbee.com/products/the-changing-role-of-women>

Key sources and artefacts:

- Pictures of clothes from across decades
- Victorian Etiquette guides
- Suffragette posters

		History Association Scheme of work – Unit X The lives of Significant individuals in Britain’s past who have contributed to our nation’s achievements – Isambard Kingdom Brunel <a href="https://www.theschoolrun.com/homework-help/isambard-kingdom-brunel">https://www.theschoolrun.com/homework-help/isambard-kingdom-brunel</a> <a href="https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg">https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg</a>		
<b>Key Learning (Skills)</b>	<b>Chronology</b>			
	<ul style="list-style-type: none"> <li>Order and sequence familiar events eg: family customs and routines</li> <li>Use everyday language to talk about time (Maths – SSM)</li> <li>Measure short periods of time in simple ways (Maths – SSM)</li> </ul>	<ul style="list-style-type: none"> <li>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Show where places, people and events fit into a broad chronological framework</li> <li>Begin to use dates</li> </ul>	<ul style="list-style-type: none"> <li>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</li> <li>Put events, people, places and artefacts on a time-line</li> <li>Use correct terminology to describe events in the past</li> </ul>	<ul style="list-style-type: none"> <li>As Year 3/4, and</li> <li>Use greater depth and range of knowledge</li> </ul>
	<b>Historical Terms</b>			
	<ul style="list-style-type: none"> <li>Develop the use of everyday language to talk about time to compare quantities and objects and to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my... were younger, years, decades, centuries</li> </ul>	<ul style="list-style-type: none"> <li>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> </ul>	<ul style="list-style-type: none"> <li>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> </ul>
	<b>Historical Enquiry</b>			
	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?</li> <li>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</li> <li>Choose and use parts of stories and other sources to show understanding of events</li> <li>Communicate understanding of the past in a variety of ways</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</li> <li>Suggest where we might find answers to questions considering a range of sources</li> <li>Understand that knowledge about the past is constructed from a variety of sources</li> <li>Construct and organise responses by selecting relevant historical data</li> </ul>	<ul style="list-style-type: none"> <li>Devise, ask and answer more complex questions about the past, considering key concepts in history</li> <li>Select sources independently and give reasons for choices</li> <li>Analyse a range of source material to promote evidence about the past</li> <li>Construct and organise response by selecting and organising relevant historical data</li> </ul>
	<b>Interpreting History</b>			
		<ul style="list-style-type: none"> <li>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</li> </ul>	<ul style="list-style-type: none"> <li>Be aware that different versions of the past may exist and begin to suggest reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the past is represented and interpreted in different ways and give reasons for this</li> </ul>
	<b>Continuity and Change</b>			
	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>Can identify their families routines/traditions, e.g. we always go to MacDonald’s when we visit my aunt</li> </ul>	<ul style="list-style-type: none"> <li>Discuss change and continuity in an aspect of life e.g. holidays</li> </ul>	<ul style="list-style-type: none"> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ul>	<ul style="list-style-type: none"> <li>As Year 3/4, and</li> <li>Use a greater depth of historical knowledge</li> </ul>
<b>Causes and Consequences</b>				
<ul style="list-style-type: none"> <li>Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things</li> <li>Recognise why some events happened</li> <li>Recognise what happened as a result of people’s actions or events</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for historical events, situations and changes</li> <li>Identify some of the results of historical events, situations and changes</li> </ul>	<ul style="list-style-type: none"> <li>Begin to offer explanations about why people in the past acted as they did</li> </ul>	
<b>Similarities and Differences</b>				
<ul style="list-style-type: none"> <li>Children know about similarities between themselves and others, and</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods, including their own lives</li> </ul>	<ul style="list-style-type: none"> <li>Describe some of the similarities and differences between different periods, e.g. social, belief, local,</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of some of the similarities and differences between different periods, e.g. social, belief,</li> </ul>	

	<p>among families, communities and traditions.</p> <ul style="list-style-type: none"> <li>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</li> </ul>		individual	local, individual
<b>Significance</b>				
	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and make simple observations about who was important in an historical event/account e.g. talk about important places and who was important and why</li> </ul>	<ul style="list-style-type: none"> <li>Identify and begin to describe historically significant people and events in situations</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others</li> </ul>

**Muck, Mess and Mixtures**

Nursing  
Hospital  
Sanitary  
Hygiene  
Conditions  
Campaigned  
Change  
Same  
Different  
Modern  
Century

**Street Detective**

Similar  
Different  
Materials  
Plastic  
Wood  
Metal  
Centuries  
Decades  
Mechanical  
Wind up  
Electric  
Museum

**Land Ahoy**

Explorer  
Centuries  
Discovered  
Route  
Indies  
Americas  
Native  
Lighthouse  
Rescue  
Bravery  
Account

**Bright Lights, Big City**

Monarch  
Centuries  
Evidence  
Cause  
Diary  
Royal  
Artefacts  
Result

**Superheroes**

Racism  
Sexism  
Fairness  
Prejudice  
Slaves  
Pilot  
Race

**Gods and Mortals**

Olympics  
Gods  
Mortals  
Heroes  
Legend  
Spartan  
Culture  
Architecture  
Festival  
Theater  
Government  
Democracy  
Philosophy  
Artefacts  
Empire  
Civilisation

**Urban Pioneers**

Silk throwing  
Trade  
Industrial espionage  
Poisoned  
Cathedral  
Mechanised  
Industrial revolution  
Change  
Centuries  
Trade Union  
Commemorate  
Rights

**I am Warrior**

Invade  
Empire  
Civilisation  
Roman  
Celt  
Religion  
Christian  
Pagan  
Emperor  
Latin  
Roman Numerals

**Tribal Tales**

Stone Age  
Neolithic  
Hunter gatherer  
Agriculture  
Flint  
Bronze Age  
Settlement  
Tribe  
Warrior  
King

**A Child's War**

Appeasement  
Blitz  
Evacuation  
Rationing  
Air Raid  
Air Raid Shelter  
Propaganda  
Holocaust  
Mobilise  
Concentration Camp  
Victory  
Defeat  
Cause  
Effect

**Hola Mexico**

Ancient  
Civilisation  
Religion  
Ruins  
Remains  
Mesoamerica  
Conquest  
Discrimination  
Traditions  
Archaeology  
Sacrifice  
Empire  
conquest

**Revolution**

Victorian  
Apprentice  
Significant  
Industrial Revolution  
Mill  
Textiles  
Leisure  
Inventions  
Workforce  
Labour

**Off With Her Head**

Monarch  
Evidence  
Execution  
Stake  
Descendent  
Establish  
Convert  
Conflict  
Catholic



Equality  
Discrimination  
Beliefs  
Frontline  
Nurse  
Timeline  
Decades  
Centuries  
Stereotype/  
Stereotypical  
Prejudice

**Dinosaurs**  
Same  
Different  
Change  
Pictures  
Stories  
Centuries  
years  
Account  
Education  
Museum  
Past  
Skeleton  
Result  
Artefact  
website  
present  
fossil  
paleontologist  
Ichthyosaur

**Towers, Turrets and Tunnels**

Engineer  
Centuries  
Designs  
Inventions  
Change  
Bridges  
Tunnels  
Railway  
Ship  
Speed  
Travel

Fort  
Iron Age  
Celtic  
Farming

**Heroes and Villains**  
Monarch  
Centuries  
Evidence  
Execution  
Crowned  
Advisor  
Descendent  
Ruler  
Defeat  
Archeological  
Armada

**Traders and Raiders**  
Invade  
Raid  
Settle  
Rule  
Confess/Confessor  
Convert  
Empire  
Battle  
Exile  
Transition  
Roman  
Scot  
Anglo-Saxon  
Viking  
Pagan  
Christian

Protestant  
Tudor  
Church of England  
Rome  
Pope

**Pharaohs**  
Civilisation  
Ancient  
Tomb  
Artefact  
Mummy  
Preserve  
Sacred  
Ruler  
Irrigation  
Sanitation  
Origin  
Chronology  
Pharaoh  
Egyptologist  
Archaeologist  
Hieroglyphics  
Rosetta Stone  
Pyramid  
River Nile

**Peasants, Princes and Pestilence**  
Change  
Death  
Disease  
Isolation  
Cause  
Treatment  
Sources  
Pest  
Pestilence  
Hygiene  
Sanitation  
Great Plague  
Quarantine  
Vaccination

**Time Traveller**  
Fashion  
Leisure  
Style  
Religion  
Influence  
Similarities  
Differences  
Impact  
Social status  
Feminism  
Sexism  
Beliefs  
Compare

