

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>Understanding the World ELG (Past and Present ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • 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 • 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, people and places in their own locality. 		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • 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 • Ancient Greece – a study of Greek life and achievements and their influence on the western world • 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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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 • a local history study 			

Muck, Mess and Mixtures (Autumn Term)

The lives of significant individuals in the past who have contributed to national and international achievements, comparing nursing and hygiene in different periods.

Florence Nightingale and Mary Seacole

Key Questions:

- 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?
- How can we work out why Mary Seacole is famous?
- What were the most important events in Mary's life?
- What was Mary's greatest achievement and how do we know?
- How did life change for Mary after the Crimean war?
- Should Florence Nightingale rather than Mary Seacole have her statue at St. Thomas' hospital? *OR* Why doesn't everyone agree that Mary deserves her statue at St. Thomas' hospital?

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

Golden Nuggets:

- Children know that Florence was a nurse a long time ago and that she is connected with the Crimean War.
- They understand the main problems in the hospitals before Florence arrived and the changes she made to make conditions better.
- They can explain Mary's role in setting up her hotel in the Crimea
- They know what Mary did to improve soldier's lives in terms of providing food, comfort etc and that she visited the battlefield to tend to injured soldiers during ceasefires.
- They can explain some of the arguments for and against Nightingale or Seacole having their statue at St Thomas' hospital.
- They can give some examples of the evidence used in the unit to find out about the lives and work of Seacole and Nightingale.

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)
- How can we set up our own toy museum?

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 5th 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 was the impact of the railway on Derby?

Key Enquiry Questions:

- When and why were the railways invented?
- What can we find out about local history from studying maps?
- What can we find out about local history from studying census extracts?
- What was the impact of the railway on Derby and Great Britain as a whole?

Golden Nuggets

- That the railways first came to Derby in 1839
 - That Derby grew and developed throughout the industrial revolution
 - That the railways changed how people lived, allowing them to move and travel much more easily
 - That Derby continues to be impacted by the railway even today.

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 do we tell the story of the first Black Britons in Britain?
- 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?

Golden Nuggets:**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?
- When black people rushed to enlist why has black peoples' role in the World Wars rarely been celebrated?

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?

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:

- Children know how the Great Fire of London started
- Children can give three reasons for why the fire was able to

- 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

- The began around 2.5 million years ago and lasted until the Bronze Age began (which in Britain was around 2100 BC).
- That archaeologist use places such as Skar 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; Elizabeth I and Queen Victoria

- What is monarchy?
- Who was Elizabeth I?
- Why was it called a 'golden age'?
- What does the evidence tell us about the role of black people in Tudor society?
- Who was Queen Victoria?
- What was the Empire?
- Elizabeth I and Queen Victoria. How did they change Britain? Were they heroes or villains?

Golden Nuggets

- That a monarchy is a form of government where a single person, known as a monarch, rules a country or nation
- That both Queen Victoria and Elizabeth I ruled over periods of significant change in Britain.
- That both Queen Victoria and Elizabeth I ruled over periods of significant change across the world.
- That historical evidence can be interpreted in different

Golden Nuggets:

- The Mayan civilization began in Mexico around 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
- They can give at least two factors which contributed to the decline of Mayan civilization.

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).
- What difference did the slave trade make to the experiences of black people in Britain?
- 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 economy of the 1700s was built on slave labour which provided the raw materials for industrial growth
- 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

Pharaohs

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:

- 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?

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.

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?

- Who were the ancient Egyptians? How do we find out about them?
- Who built the pyramids?
- What can we find out from ancient tombs?
- Who was the most important pharaoh?
- What was life like in ancient Egypt?
- What did the ancient Egyptians believe?

Golden Nuggets:

- Ancient Egypt was hierarchical and ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago
- The ancient Egyptians believed in many gods and also in an afterlife.
- Much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops.
- Much of what we know about Ancient Egypt comes from tombs and from the discovery of the Rosetta stone 200 years ago.

Peasants, Princes and Pestilence

Local History study – Eyam and the Plague

Key Enquiry Question: Were the people of Eyam heroes?

Key Questions:

- How did the Great plague begin?
- What was the impact of the Great Plague on Britain?
- What can we learn about Eyam from a local visit?
- What happened in Eyam?
- Were the people of Eyam heroes?

Golden Nuggets

- The great plague was from 1665-1666
- George Vicars was the first person in Eyam to die of plague in September 1665. He caught it from a bundle of cloth that came from London.
- That primary sources can be used to find out both facts and viewpoints from the time
- That there are different viewpoints about the actions taken by the people of Eyam and some of the reasons for these.

Time Traveller

Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Expressions of identity.

Key Enquiry Question: How have different identities been expressed through time?

- What is identity?
- Who is missing from history?
- How did the Empire Windrush change the way black people were treated in Britain? How far

- 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:

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

<https://www.theschoolrun.com/homework-help/isambard-kingdom-brunel>

<https://www.bbc.co.uk/bitesize/topics/zd4dy9q/articles/znj32sg>

has life improved for black people living in Britain in the last 60 years?

- How is migration important to Roma cultures?
- What is the identity of someone from my community?
- Why is this identity important?

Golden Nuggets:

- Approximately 12 million people were enslaved as a result of the Atlantic slave trade
- Slavery was one reason why people moved to new countries however people move for many reasons, including war, persecution, poverty and natural disasters.
- That in 1948, due to a postwar shortage of workers, the SS Windrush brought 493 people from the Caribbean to start a new life in the UK
- That migration is an important part of Roma culture and History
- To explain the importance of an important community figure or role model (this could be important to them or in general)

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

	<ul style="list-style-type: none">• Children talk about past and present events in their own lives and in the lives of family members.	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Identify and begin to describe historically significant people and events in situations	<ul style="list-style-type: none">• Give reasons why some events, people or developments are seen as more significant than others
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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

