



History at Hurst Green

“Living, loving and learning with God”

National Curriculum 2014 – Statutory Coverage

Purpose of study

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

Aims

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject Content

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.

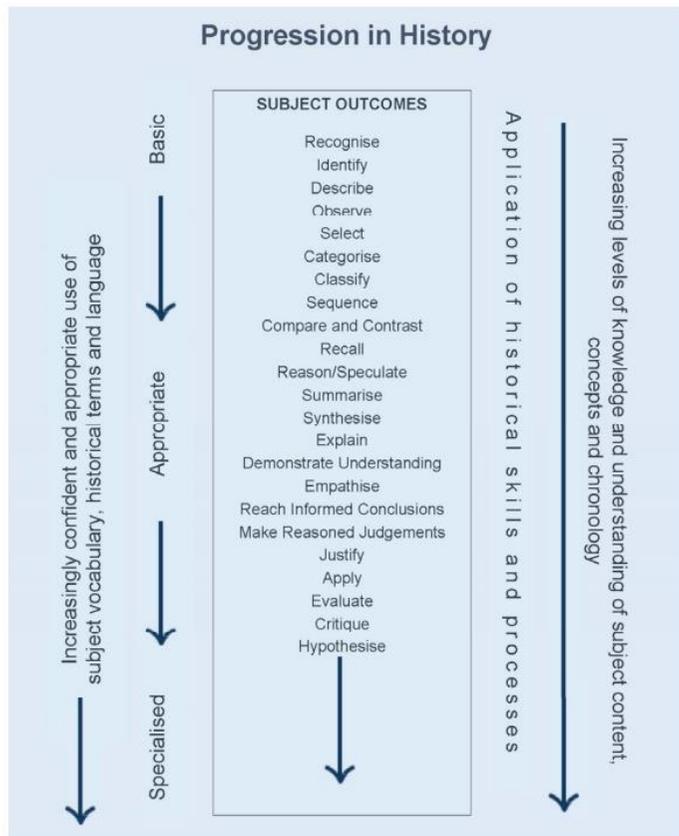
Key Stage 2

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 - Examples (non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain - Examples (non-statutory) This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - the Roman Empire by AD 42 and the power of its army
 - successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
- Britain's settlement by Anglo-Saxons and Scots - Examples (non-statutory) This could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture
 - Christian conversion – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Examples (non-statutory) This could include:
 - Viking raids and invasion
 - resistance by Alfred the Great and Athelstan, first king of England
 - further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066
- a local history study - Examples (non-statutory)
 - a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality



Key Stage 1

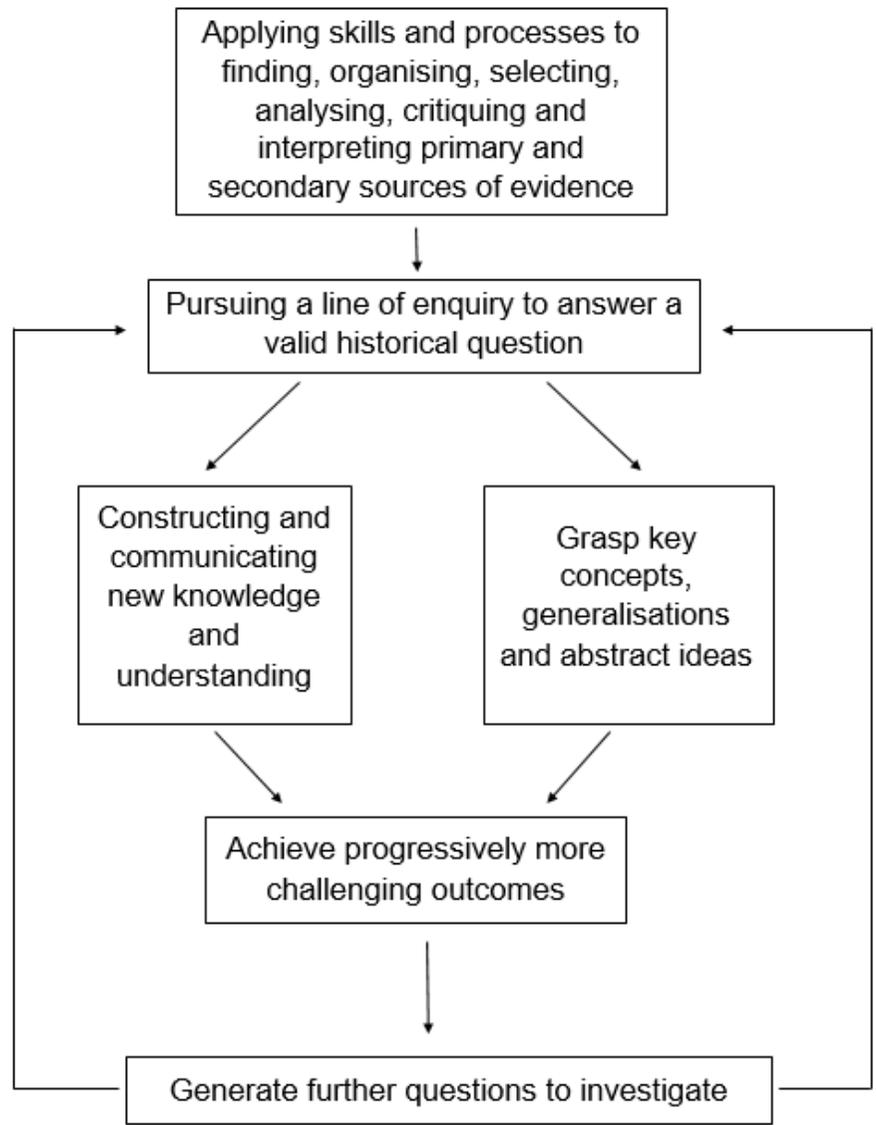
We challenge and support our children to carry out a number historical investigations through our learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject skills and processes (including evaluating primary and secondary sources of evidence) in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.

Key Stage 2 (Years 3 and 4)

In history, learning and teaching build on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence) and to form conclusions about historical events, issues and the actions of significant people that they have studied through the learning programme. Another important aspect of history at Key Stage 2 (Years 3 and 4) is that pupils begin to develop historical perspective and therefore become able to see people and events through the eyes and experience of different stakeholders, i.e. people and communities that have an interest in or are connected to an issue, person or event. To this end, during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake historical investigations from Connected History which enable them to use and apply appropriate and increasingly specialised subject vocabulary, concepts, skills and processes to recognise, identify, describe, observe, reason, explain and reach basic conclusions about historical events that have had a significant impact on the United Kingdom.

Key Stage 2 (Years 5 and 6)

History focuses on topics and big questions that extend the pupil's historical thinking and subject skills so that they are able to make judgments about things they learn both from their own personal perspective and through empathising with the position of others. In addition, opportunities are provided for the children to evaluate and critique both what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in history also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they have learned and understood. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake History investigations which enable them to use and apply specialised subject vocabulary, increasingly complex subject skills and processes to recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply and hypothesise about the outcomes of significant historical events and the actions of individuals who have contributed to shaping contemporary Britain.



Working as a Historian

History is taught as a specific subject as it is important that children have the opportunity to work historically and understand that they are being historians. Children are given the skills to acquire historical knowledge through historical enquiry.

EYFS			
Year Group	Chronological Understanding	Knowledge and Interpretation	Organise, Evaluate and Communicate Information
Nursery 2 year olds	Notice differences between people.	Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets
3 and 4 year olds	Begin to make sense of their own life-story and family's history.	Talk about what they see, using a wide vocabulary. Continue developing positive attitudes about the differences between people.	Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
Reception	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Continue developing positive attitudes about the differences between people. Name and describe people who are familiar to them.	Review their progress as they try to achieve a goal. Check how well they are doing. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.

Key Stage 1 Overview

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>What does it take to become a great explorer?</p>	<p><i>Why is Ranulph Fiennes in the Guinness Book of Records?</i></p> <p><i>How do Amy Johnson's achievements compare with those of Ranulph?</i></p> <p><i>Why did Christopher Columbus sail across an unknown ocean?</i></p> <p><i>What was Neil Armstrong's 'one small step' also a 'great leap' forward?</i></p> <p><i>Are you the kind of person who could become a Mars explorer?</i></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>Why do we know so much about where Sappho used to live?</p>	<p><i>Who was Sappho and where did she live? (Pompeii)</i></p> <p><i>Why was Pompeii part of the Roman Empire?</i></p> <p><i>What happened to Pompeii on August 24th AD 79?</i></p> <p><i>What evidence exists of what happened at Pompeii at August 24th AD 79?</i></p> <p><i>Why do we know so much about where Sappho used to live?</i></p> <p><i>How did the archaeologists know that people had been buried under the ash at Pompeii?</i></p>	<p>Events beyond living memory that are significant nationally or globally</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

<p>Why is the history of my locality important?</p>	<p><i>Historically significant place Bodiam Castle</i></p> <p><i>Historically significant event</i></p> <p><i>Historically significant person</i></p>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>How do our favourite toys and games compare with those of children in the 1960s?</p>	<p><i>Why do historians divide up time?</i></p> <p><i>What do people remember about the 1960s?</i></p> <p><i>How do the most popular toys and games of the 1960s compare with those of today?</i></p> <p><i>Why were there no smart toys and games in the 1960s?</i></p> <p><i>How can we make sure we play with smart toys and games safely and securely?</i></p> <p><i>What do adults I know remember about the 1960s?</i></p>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>Who is the greatest history maker?</p>	<p><i>What does it mean for someone to 'make history'? (Guy Fawkes)</i></p> <p><i>Which of these people was the greatest history maker?</i></p> <p>1. <i>Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</i></p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p>

	<ol style="list-style-type: none"> 2. <i>Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</i> 3. <i>Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</i> 4. <i>Malala (Malala Yousafzai, Pakistani human rights activist)</i> 5. <i>Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</i> 6. <i>Elizabeth (Elizabeth I Queen of England)</i> <p><i>How would you like to be remembered as a history maker?</i></p>		<p>Sequencing Categorising Reasoning and interpreting</p>
<p>Why was Charles sent to prison?</p>	<p><i>What did Charles do wrong?</i></p> <p><i>Why were messenger pigeons so important during World War I?</i></p> <p><i>Why were messages sent by pigeon always in code?</i></p> <p><i>How did children know that a war was happening in 1916?</i></p> <p><i>Why were horses very important during World War I?</i></p> <p><i>How did other animals contribute to the war effort?</i></p>	<p>Events beyond living memory that are significant nationally or globally</p>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

Key Stage 2 Years 3 & 4 Overview

Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>How did the lives of ancient Britons change during the Stone Age?</p>	<p><i>How do people often imagine the Stone Age to be like?</i></p> <p><i>Who left their footprints on the beach and what were they doing there?</i></p> <p><i>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</i></p> <p><i>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</i></p> <p><i>Why was the Red Lady of Paviland so important?</i></p> <p><i>How were people living in Britain at the end of the Stone Age compared with the beginning?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>What is the secret of the standing stones? (Bronze Age Britain)</p>	<p><i>Why did the Stone Age come to an end about six thousand years ago?</i></p> <p><i>Why was the Amesbury Archer so important?</i></p> <p><i>Why do people build monuments?</i></p> <p><i>Why did Bronze Age people build monuments at Merrivale?</i></p> <p><i>Who was buried in the cist at Merrivale?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p>

			Understanding through explanation Justifying Developing conclusions
How do artefacts help us understand the lives of people in Iron Age Briton?	<p><i>How can we recognise Iron Age hill forts today?</i></p> <p><i>What might hill forts have looked like when they were first built?</i></p> <p><i>How do we know that life wasn't always very peaceful in the Iron Age?</i></p> <p><i>What were stagers and how did Iron Age people use them?</i></p> <p><i>Why have so many wonderful Iron Age artefacts been found underwater?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
How did the arrival of the Romans change Britain?	<p><i>Why did Emperor Claudius invade Britain?</i></p> <p><i>Why did the Romans almost lose control of Britain? (War with Boudica)</i></p> <p><i>Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?</i></p> <p><i>Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)</i></p> <p><i>How do we know so much about the towns the Romans built in Britain?</i></p> <p><i>Why did the Romans organise gladiatorial games?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p>

			Understanding through explanation Justifying Developing conclusions
Who were the Anglo Saxons and how do we know what was important to them?	<p>Why did the Romans leave Britain?</p> <p>Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind?</p> <p>How did the lives of Anglo Saxons change after Ethelbert met Augustine? (Conversion to Christianity)</p> <p>How did converting to Christianity change the lives of people in Britain?</p> <p>What does Sutton Hoo tell us about the Anglo Saxon world?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
What did the Vikings want in Britain and how did Alfred help to stop them getting it?	<p>What was the "terror" that appeared in Britain on June 8th 793?</p> <p>Why was the design of their longships so important to the Vikings?</p> <p>What were the two treasures that most Viking Norsemen wanted from Britain?</p> <p>Viking horned helmets – historical fact or myth?</p> <p>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p>

			Justifying Developing conclusions
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Key Stage 2 Years 5 & 6 Overview

Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Why did the ancient Maya change their way of life?	<p><i>Who are the Maya and where do they live?</i></p> <p><i>What are the main occupations of Maya people today?</i></p> <p><i>What did John and Frederick rediscover in 1839?</i></p> <p><i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i></p> <p><i>Why do historians know so much about ancient Maya society?</i></p> <p><i>Why was pok-a-tok more than just a ball game?</i></p> <p><i>Why did the ancient Maya leave their jungle cities?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>

<p>Why was winning the Battle of Britain in 1940 so important?</p>	<p><i>How serious was the risk of invasion by Nazi Germany in June 1940?</i> <i>What did Hitler need to achieve if an invasion was going to succeed?</i> <i>Why did Britain win the Battle of Britain?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
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<p>How did the Battle of Hastings change England?</p>	<p><i>Why did William invade England?</i> <i>Is the Bayeux Tapestry a true depiction of the invasion?</i> <i>What impact did the invasion have on architecture?</i> <i>What does the Domesday book tell us about Anglo Saxon England?</i> <i>Why did King John grant the Magna Carta?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A local history study: a study over time tracing how several aspects of national history are reflected in the locality – 1066 and the Battle of Hastings 	<p>Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</p>	<p><i>What was odd about the dragon bones that Wang Yirong bought?</i> <i>What do the engraved bones tell us about the beliefs of the Shang?</i> <i>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</i> <i>Rise and fall: How did the reign of King Cheng Tang compare with that of King Di Xin?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; <u>The Shang Dynasty of Ancient China</u> 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting</p>

	<p><i>What made Fu Hao stand out from the crowd?</i></p>		<p>Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>The story of The Trojan Horse: historical fact, legend or classical myth?</p>	<p><i>What exactly is the story of The Trojan Horse?</i> <i>What evidence exists to authenticate the story of The Trojan Horse?</i> <i>What other explanations could there be for the origin of the story of The Trojan Horse?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Identifying Recognising Describing Observing Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>

<p>Why did Britain once rule the largest empire the world has ever seen?</p>	<p><i>Why was it said that the sun never set on The British Empire?</i> <i>Why did Britain build an empire around the world?</i> <i>What happened to The British Empire?</i> <i>What happened in Britain between April 2nd and June 14th 1982 and why?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
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History Vocabulary		
EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Past • Present • Lives • Long ago • Events • Stories • Sequence • Time • Before 	<p>As EYFS plus: General vocabulary:</p> <ul style="list-style-type: none"> • Old • New • A long time ago • Present • Before • After • Future • Decade • Modern • Date order • Era/period <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 1).</p>	<p>As Key Stage 1 plus: General vocabulary:</p> <ul style="list-style-type: none"> • Empire • Civilisation • Parliament • Peasantry • Source • Timeline • Significant • Chronological • Archaeology • Legacy • Conquest • Effects • Primary/secondary evidence • Eyewitness • Culture <p>Please note that each unit covered will have topic specific vocabulary (see Appendix 1).</p>

Appendix 1 - Subject specific History vocabulary Key Stage 1
<p>What does it take to be a great explorer?</p> <p>Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; 'in service'; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket;</p>

aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit

How do we know so much about where Sappho used to live?

Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative; eyewitness; sulphur; flight; first-hand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.

How do our favourite toys and games compare with those of children in the 1960s?

Historian; time; BC; AD; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian's Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; *The Jungle Book*; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWW); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research.

Who is the greatest history maker?

Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested; torture; executed; survive; Windsor Castle; effigy; beliefs; ideas; timeline; chronology; evidence; significant; independent; chieftain; Scotland; Ireland; Poland; France; kingdom; Ancient Egypt; BC; United Kingdom; country; city; valley; Pakistan; proud; powerful; accomplished; ethnic; Pashtun;

Sunni Muslim; Birmingham; childhood; encourage; study; president; possible; Taliban; extreme; Islam; religion; accompanied; demolish; blog; diary; schoolgirl; death threat; hospital; strengthened; love; prayers; United Nations; revenge; forgive; murder; Nobel Peace Prize; championing; equal rights; grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of Parliament; discrimination; annoyed; determined; willpower; elected; leader; prime minister; Robert Walpole; uncompromising; 'Iron Lady'; resisting; demands; strike; miners; unpopular; terrorists; IRA; war; Argentina; Falkland Islands; invade; occupy; divided; River Nile; pharaoh; king; wealthy; expedition; trade; goods; neighbouring; incense; Red Sea; temple; Luxor; hieroglyphics; tourists; marvel; Valley of the Kings; Russia; secret; scientist; Sorbonne; sacrifice; Paris; student; physics; research; experiment; investigation; fact; substance; uranium; radioactive; rays; prize; X-ray machine; doctor; injured; illness; treatment; front line; soldier; ambulance; dangerous; saved; laboratory; island; inherited; protecting; castle; weapon; pirate; seize; fortify; plead; bow; release; bitter; enemy; invasion; rebel; will; free; crowned; Henry VIII; Anne Boleyn; conquer; claim; Sir Walter Raleigh; Trinidad; Caribbean; Empire; territories; spices; New World; orphanage; patron; William Shakespeare; paid; perform; ordinary; play; protect; peace; swift; action; Spanish Armada; English Channel; Navy; fleet; victory; Mary, Queen of Scots; plotting; overthrow; Good Queen Bess; monarch.

Why was Charles sent to prison?

war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication; telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; memorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.

Appendix 1 - Subject specific History vocabulary Lower Key Stage 2

How did the lives of ancient Britons change during the Stone Age?

Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery;

ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.

What is the secret of the standing stones?

Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.

How do artefacts help us understand the lives of people in Iron Age Britain?

Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans.

How did the arrival of the Romans change Britain?

Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar;

miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.

Who were the Anglo-Saxons and how do we know what was important to them?

Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frija; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.

What did the Vikings want and how did Alfred help to stop them getting it?

Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture;

unattached; invasion; homeland; adventure; *viking*; *viking*; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.

Appendix 1 - Subject specific History vocabulary Upper Key Stage 2

Why did the ancient Maya change the way they lived?

Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footstep; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations; construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus; Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors; drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable.

Why was winning the Battle of Britain in 1940 so important?

Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.

How did a pile of dragon bones help to solve an Ancient Chinese mystery?

Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.

The story of the Trojan Horse: historical fact, legend or classical myth?

The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy.

Why did Britain once rule the largest empire the world has ever seen?

Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.