

History Intent

Our history scheme is formed from the statutory framework for EYFS and the National Curriculum. The scheme of work, across the school, is knowledge-based with the development of skills still placed at the heart of the subject. Further enhancement is achieved through community links, trips and educational visits. Each of these enhancements help to widen the children's understanding of their place in the world, both within the locality, within the North West and more widely. Practical experiences allow the children to develop skills they would not otherwise be able to experience. The themes chosen for the scheme closely link to the values we hold as a Church of England school.

The scheme of work is ambitious in what we hope the children will gain through both knowledge acquisition and skills. The children will have a wider-reaching world perspective through topics based on a range of countries and significant figures. Due to the needs and background of our children, reading and vocabulary development will be a focal point of history teaching. The development of historical skills will directly impact on the skills the children will take on into later life including questioning, problem-solving, critical-thinking, resilience, public-speaking and curiosity. In history, end points have been planned for pupils to attain by the end of the year. The knowledge and skills needed to attain these end-points have been sequenced to ensure both aspects are cemented and then built upon each year. Some repetition has been included to ensure this retention.

Through history, we develop the children's spiritual, moral, cultural and social understanding. The subject has been planned to foster the pupils' personal development through teaching them compassion, empathy and respect for others. As a diverse setting, equality and diversity are incredibly important to us at St Margaret's. Thus it is imperative that we include representation of gender identity, disability, culture, faith, ethnicity and different sexualities within history teaching.

As a diverse setting we have a number of international new arrivals and children who have English as an additional language. As far as is possible, these children will follow the same curriculum. However, during their transition period into school, the curriculum will focus more so on their reading, writing and language acquisition. Pupils from a disadvantaged background or with special educational needs will cover the same content as all pupils. Some pupils, who have specific needs requiring specialised intervention, may occasionally be withdrawn from lessons to complete these exercises. Where children have an EHC plan they will have a curriculum tailored to meet their individual needs.

Through our history teaching at St Margaret's, we aim to give the children context and an understanding of their place in the world both globally and within their locality. We would like to give the children experiences that they would not otherwise have and we hope to instil in the children life-long skills and a passion for history that they will carry forward into their adult lives.

History	Nursery	Reception	Year one	Year two	Year three	Year four	Year five	Year six
Knowledge – by the end of the year pupils should know:								
Autumn One	<ul style="list-style-type: none"> • <u>Past and Present</u> • To learn key words that relate to time e.g. today, yesterday, tomorrow. • To learn the days of the week. • To understand that the past is something that has already happened and the present is something that is happening now. • To know the days of the week. 	<ul style="list-style-type: none"> • <u>Baby to Adult</u> • To know that they have grown from a baby into a child. • To know that, as we get older, we grow and look different. • To know that in the past that they were a baby. • To know that they are currently a child. • To understand in the future they will become an adult. 	<ul style="list-style-type: none"> • <u>History of the school and the local area.</u> • How the school has changed over time. • The difference between past and present. • Younger and Older. 	<ul style="list-style-type: none"> • <u>Tudors</u> • To know that a group of Kings and Queens were known as the Tudors. • Who they were. • How they changed Britain. • Henry V111, Elizabeth, Mary and Edward. • Knowledge of Catholicism and Protestantism • Knowledge of a simple timeline. Counting back from now until then. • Knowledge of chronology through the period. Putting Kings and Queen in correct order. 	<ul style="list-style-type: none"> • <u>Stone Age</u> • Knowledge of the term BC/AD. BCE/CE. • Knowledge of fire, tools (British Museum resource), settlements. • Formation of communities/ language/ cave paintings. • Knowledge of Scara brae and henges. • Beaker people 	<ul style="list-style-type: none"> • <u>Ancient Greece</u> • Knowledge of where Greece is and the city states (Athens, Sparta, Crete and Troy) • Knowledge of Greek temples and columns. • Knowledge of the Acropolis and the Greek Gods. • The Olympics • The lasting impact that Greeks of had on modern society • Geometry/ philosophy/ astronomy/ theatre • How the people lived. • Athens v Sparta • Slavery and trade 	<ul style="list-style-type: none"> • <u>Settlement by Scots</u> • Picts and Gaels • Celts • Kings and Kingdoms of Scotland. • Beliefs • Battle of Dun Nechtain 	<ul style="list-style-type: none"> • <u>Benin</u> • Knowledge of the origins of the Kingdom of Benin, the destruction of rainforest and the formation of villages. • Knowledge of the Oba, the beginning of the Oba and the lifestyle of the Obas. • Lifestyle of everyday people. • Jobs. • Beliefs. • Trade with Europeans. • The fall of Benin due to the British Empire and Imperialism.
Autumn Two	<ul style="list-style-type: none"> • <u>Past and Present</u> • To know that pictures can show us 	<ul style="list-style-type: none"> • <u>Monarchy</u> • To understand that we have a monarch who is our king and 			<ul style="list-style-type: none"> • <u>Bronze Age</u> • Knowledge of what bronze and iron are and how they mined it. 		<ul style="list-style-type: none"> • <u>Settlement by Anglo Saxons</u> • Ending of Roman rule 	

	something in the past	<p>that we used to have a queen.</p> <ul style="list-style-type: none"> To know we used to have a queen and look at her coronation in the past. To know that we have had many kings and queens in the past. 			<ul style="list-style-type: none"> Knowledge of how this resulted in the creation of better tools. Knowledge that this was occurring worldwide. Knowledge of bronze and iron age castles/ forts. Knowledge of the Celts and the Picts. 		<ul style="list-style-type: none"> Knowledge of the Angles and the Saxons Knowledge of where they came from. Why they chose to come to Britain. Pevensey Castle Alfred the Great Beliefs Everyday life 	
Spring One			<ul style="list-style-type: none"> <u>Knowledge of what life was like in the past and what it is like now through the story of Elizabeth Gaskell.</u> Knowledge of what Manchester was like in the past to now. Eg through knowledge of St Peter's square/ Town Hall. 	<ul style="list-style-type: none"> <u>Explorers.</u> Helen Sharman, Nellie Bly, Scott and the Antarctic, Ibn Battuta, Edmund Hilary and Sherpa Tenzing To understand how different people have contributed to national achievement. 	<ul style="list-style-type: none"> <u>Egyptians</u> To know where Egypt, the river Nile and Africa are located. To know what a pharaoh is. To know the purpose of pyramids. To understand what a sarcophagus is. To understand everyday life and pharaohs lives. Sphinxes/ tombs. 	<ul style="list-style-type: none"> <u>Romans</u> To know where the civilisation of Rome began. To know how the Roman Empire expanded. The knowledge of how Romans influenced modern civilisation. The Roman Baths. Roman Roads. Knowledge before Britain and post invasion. Roman everyday life. 	<ul style="list-style-type: none"> <u>Vikings</u> Knowledge of them coming from Scandinavia Knowledge of longboats to migrate. Paganism Norse mythology Viking raids Trading and explorers The Norman conquest 	<ul style="list-style-type: none"> <u>Slavery</u> Knowledge of older forms of slavery present since Roman/ Greek times. Knowledge of the transatlantic slave trade and the middle passage. Knowledge of the lasting impacts of slavery in Africa and upon modern racism. Knowledge of abolitionists and key figures in slavery.

					<ul style="list-style-type: none"> • Knowledge of Gods and the afterlife. • Egyptian mathematics. • Understanding how advanced the Egyptians. 	<ul style="list-style-type: none"> • Herculaneum and Pompeii. • Roman Gods. • Emperors such as Caesar. • Hadrian and his wall. • Roman fort at Castlefield. • Compare chronology. 		<ul style="list-style-type: none"> • Knowledge of modern day slavery/ sweat shops.
Spring Two							<ul style="list-style-type: none"> • <u>Viking and Anglo Saxon struggle for England</u> • Division and conquering of Britain. Northumbria, East Anglia and most of Mercia. • Alfred the Great and Wessex • Peace agreement • Splitting of Britain-Danelaw. • Boroughs • Jorvik 	<ul style="list-style-type: none"> • <u>WW2</u> • Knowledge of how WW1 lead into WW2. Understanding of the lasting effects of WW1 having an impact on WW2 starting. • Leaders and alliances of key countries. • Significant battles such as the Battle of Britain, Pearl Harbour (the atomic bomb-though not a 'battle') • The changing role of women. • Evacuation and bombings/blackouts.

								<ul style="list-style-type: none"> • Hitler and the holocaust.
Summer One	<ul style="list-style-type: none"> • <u>Past and Present</u> • To learn the days of the week and months in the year. • To learn the day after tomorrow. 	<ul style="list-style-type: none"> • <u>Pollution</u> • To know there was pollution/ litter in the past • To know what pollution and litter may have looked different in the past • To know that in the past they didn't have plastic 	<ul style="list-style-type: none"> • <u>Inventors and Inventions.</u> • Knowledge that people in the past's inventions have influenced the present day. • Knowledge of five inventors from Manchester who have created things that changed the future. E.g. Rolls Royce, inventor of vimto, Bridgwater canal, Manchester United, submarine. 	<ul style="list-style-type: none"> • <u>Railways- how they changed Britain.</u> • Beginning in Manchester. • Knowing what came before the railways. • How the railways were formed. • What then occurred because of this formation. • Steam engines and trains. • Knowledge of tunnels and bridges. • How it the railways changed people's holidays 	<ul style="list-style-type: none"> • <u>Shang Dynasty</u> • Knowledge of where China is. • Knowledge of comparing Egypt and China. • Knowledge of astronomy • Knowledge of farming and housing progressions. • Knowledge of fortifications. • Knowledge of everyday life. • Knowledge of beliefs. • Knowledge of emperors. • Terracotta army. 	<ul style="list-style-type: none"> • <u>Local history</u> • Knowledge of how the industrial revolution (mills) and key events changed Manchester. • Knowledge of key events and famous people. • Emmeline Pankhurst, Friedrich Engels, Arthur Lewis, Alan Turing. • John Dalton and Owen. • Peterloo Massacre. • WW2 • IRA Bombing 	<ul style="list-style-type: none"> • <u>Baghdad AD900</u> • Knowledge of the city of Baghdad and the caliphate • House of Wisdom • Impacts on medicine • Impacts on maths, algebra • Invention and discovery • Al-Zahrawi • The Silk Road • Trading and Industry 	
Summer Two	<ul style="list-style-type: none"> • <u>Past and Present</u> • To know what the weekend is. • To understand the concept of 'last week' 	<ul style="list-style-type: none"> • <u>Space</u> • To know about space travel in the past. • To talk about previous astronauts and talk about 						<ul style="list-style-type: none"> • <u>Entrepreneurs in history</u> • James Watt • Madame CJ Walker • Henry Ford • Jeff Bezos • Oprah Winfrey

	and 'next week'.	astronauts from the past. <ul style="list-style-type: none"> To talk about space travel now. 							<ul style="list-style-type: none"> Understand what an entrepreneur is. Understand the impact that these people had/ have within their time period.
--	------------------	---	--	--	--	--	--	--	--

Skills – by the end of the year pupils should be able to:

Autumn One	<ul style="list-style-type: none"> <u>Past and Present</u> To start to words that relate to time e.g. today, yesterday, tomorrow in conversation To know which days of the week it is that day. To talk about something that has already happened in the past tense To talk in the present about something that is happening now. 	<ul style="list-style-type: none"> <u>Baby to Adult</u> To identify the age of someone from a picture e.g. baby, toddler, child, adult, elderly To talk about how they have changed as they have got older e.g. what has grown and how do they look different. To talk about they did in the past when they were a baby. To talk about the things they can currently do as a child which they couldn't as a toddler. To talk about what they will 	<ul style="list-style-type: none"> <u>Changes in school</u> To identify what is present and what is past. To identify older and younger. To compare what school was like in the past and what it is like now. To compare artefacts that would have been in school. (find resources) Listening to first hand evidence. Having questions and answers. 	<ul style="list-style-type: none"> <u>Tudors</u> How things have changed from the past. Placing things chronologically. To look at artefacts such as photos and written words. Begin to discuss and interpret different sources. Understanding key features of events. 	<ul style="list-style-type: none"> <u>Stone Age</u> Chronology of where the Stone Age fits in time compared to Tudors and Victorians, railways, explorers → today. Archaeology skills- produce ideas on what items could be and what they could be used for. (Artefacts on British Museum) Historical concepts, continuity and change. In the Stone Age things changed slowly. 	<ul style="list-style-type: none"> <u>Ancient Greece</u> Analysis of Greek Pots/ friezes. Compare across Shang/ Britain/ Egypt Understanding of chronology. Compare and contrast how Greek architecture influenced British life. Military/ trade and conquest. Understanding moral conflict. Was it right that women couldn't vote? 	<ul style="list-style-type: none"> <u>Settlement by Scots</u> Analysing artefacts and carvings. Analysing artefacts from differing perspectives. Comparing chronology. 	<ul style="list-style-type: none"> <u>Benin</u> Comparing chronology to previously learnt topics Comparing Benin and Britain during the same time period Analysing European sources and recognising bias. Analysing artefacts and making conclusions about life in Benin. Answering morally challenging questions such as 'should the British Museum
-------------------	---	--	--	---	---	---	---	---

		<p>be able to do in the future they when will become an adult.</p>	<ul style="list-style-type: none"> Look at how history is represented in photographs and school log books. 		<ul style="list-style-type: none"> Asking historically valid questions. Making links between eg tools → farming → the way people lived. Analysing historical opinion and forming own. 			display Benin bronzes?'
Autumn Two	<ul style="list-style-type: none"> <u>Past and Present</u> To compare pictures of celebrations in the present and in the past e.g. Christmas or Eid 50 years apart. 	<ul style="list-style-type: none"> <u>Monarchy</u> To sequence the chronology of the Gunpowder plot. To look at the coronation of the king and talk about how that is a special celebration. 			<ul style="list-style-type: none"> <u>Bronze Age</u> Chronology of placing events onto a timeline. Archaeology skills- produce ideas on what items could be and what they could be used for. (Artefacts on British Museum) Draw comparisons against the stone and iron age. Evaluate iron age fort/ house (Scottish museum for artefacts). 		<ul style="list-style-type: none"> <u>Settlement by Anglo Saxons</u> Analysis of everyday life through study of artefacts. Analysis of farming through evidence Interpreting carvings. Draw comparisons between Scot and Anglo Saxons Chronology of previously learnt topics and within Anglo Saxon period. 	

					<ul style="list-style-type: none"> To identify key changes in the period. 			
Spring One			<ul style="list-style-type: none"> Local History Using photographs to compare then and now. Using artefacts to compare then and now. Questioning. Asking appropriate historical questions. 	<ul style="list-style-type: none"> Explorers To order lives chronologically. To order different discoveries on a timeline chronologically. 	<ul style="list-style-type: none"> Egyptians Understanding different localities in the same period. Interpreting hieroglyphics. Analysing artefacts. Compare and contrast across the Egyptian era. Researching various topics such as Gods, Great Pyramid of Giza sarcophagus etc. Predict how things were made and what they were used for. Understanding why Tutankhamun is famous. Understand the nature of Ancient Egypt from 	<ul style="list-style-type: none"> Romans Compare chronology within the Roman era. Eg order Caesars and events. Understanding chronology of BC and AD. Compare and contrast Roman and Greek Gods. Comparing houses etc. Slavery 	<ul style="list-style-type: none"> Vikings Compare life to Anglo Saxons and Scots. Look at comparison to life in Britain. Compare before and after Viking invasion. Draw comparison between Greek mythology and Norse mythology. 	<ul style="list-style-type: none"> Slavery Chronology of slavery itself-comparing to the topic of Benin and what was happening in Africa/ Europe in these times. Drawing comparison between ancient, transatlantic and modern slavery. Analysing sources to understand changing attitudes in society.

					expansion to dissolution.			
Spring Two							<ul style="list-style-type: none"> • <u>Viking and Anglo Saxon struggle for England</u> • Discuss historical battles and events from differing viewpoints. • Chronology of Anglo Saxons and Vikings and where their timelines meet. • Analysis of build up to battles and consequence. • How life in Britain changed. • Similarities and differences between how the Anglo Saxons and Vikings lived once Britain was split. 	<ul style="list-style-type: none"> • <u>WW2</u> • Analysis of artefacts. • Analysis of propaganda and being able to identify bias/ the viewpoint of those that made it. Comparing and contrasting the roles of women pre-war, wartime and post-war. • Chronology of WW2 in comparison to other topics. • Chronology within the topic of key dates. • Posing and answering morally challenging questions.
Summer One	<ul style="list-style-type: none"> • <u>Past and Present</u> • To listen and join in with the days of the week song • To listen and learn the days 	<ul style="list-style-type: none"> • <u>Pollution</u> • To look at pictures of the Roman's/ Egyptians/ Victorian levels of rubbish/ pollution e.g. broken pots 	<ul style="list-style-type: none"> • <u>Inventors and Inventions</u> • Identifying how people in the past affect the future. • Imagining the effect on the 	<ul style="list-style-type: none"> • <u>History of the railways</u> • Chronology of trains and railways. • Being able to classify trains into past and 	<ul style="list-style-type: none"> • <u>Shang Dynasty</u> • Compare and contrast. (e.g. architecture across Britain, Egypt and China) 	<ul style="list-style-type: none"> • <u>Local History</u> • Chronology of Manchester and comparing to the rest of the world. • Contrasting views of the same principle. 	<ul style="list-style-type: none"> • <u>Baghdad AD900</u> • Make comparisons between Baghdad and European locations during the same period 	

	<ul style="list-style-type: none"> of the month song To have conversations about what will happen tomorrow To have conversations about what happened yesterday 	<ul style="list-style-type: none"> Compare Victorian levels of pollution until now. 	<ul style="list-style-type: none"> world without significant inventors and inventions. Grouping and classifying the past and the present. Ask and answer questions. 	<ul style="list-style-type: none"> present. Older and newer. Questioning railway worker. Eg driver or guard etc. Analysing resources and sources. Photos and newspaper reports/postcards. Artefacts such as railway signs. 	<ul style="list-style-type: none"> Understanding the expansion and dissolution of an empire. Draw conclusions from evidence and artefacts given. 	<ul style="list-style-type: none"> Comparing first-hand accounts. Comparing photographs through time. Analysing newspaper reports (Peterloo, Emmeline Pankhurst) 	<ul style="list-style-type: none"> Analyse the impact that Islamic scholars had both at the time and impacts they've had on modern life. Draw comparisons between European and Islamic art and architecture. 	
Summer Two	<ul style="list-style-type: none"> <u>Past and Present</u> To have conversations about what happened last week To have conversations about what will happen next week 	<ul style="list-style-type: none"> <u>Space</u> To look at footage from the first moon landing To compare astronaut suits from the past and now To compare Mae Jemison and Tim Peake 						<ul style="list-style-type: none"> <u>Entrepreneurs in history</u> Analysing the effects of inventions through history Imagining scenarios and knock on effects of not having such people/inventions. Being critical in the impact that entrepreneurs can have- i.e. Jeff Bezos has revolutionised the way we shop/ convenience BUT does he deserve the

									<p>amount of money he has.</p> <ul style="list-style-type: none"> Analyse the way changes in technology have changed the way people become entrepreneurs.
--	--	--	--	--	--	--	--	--	--

General skills including questioning, problem solving, presenting and curiosity

<ul style="list-style-type: none"> Listening to others Comparing sources e.g. videos, pictures Being respectful of resources Social etiquette when having visitors 	<ul style="list-style-type: none"> Listening to others Comparing sources e.g. videos, pictures Being respectful of resources Social etiquette when having visitors 	<ul style="list-style-type: none"> Presenting-reflecting on questions 'Would you have liked to go to school now or then?' 'what would your favourite time have been?' 'speak about a source'. Listening to others. Social etiquette when visiting a historical place. Being respectful and handling artefacts with care. 	<ul style="list-style-type: none"> Respecting and understanding that people have different beliefs. Write about cause and consequence. Understand mathematically time and how to order dates/ numbers. Scientific skill of understanding Respect to heritage. Respect for law. Crime and punishment. Write sentences about key events that have impact. 	<ul style="list-style-type: none"> Working in groups to form opinions. To value others' opinions and beliefs. Empathy and imagination. Recording conclusion based on evidence. Giving reasons for beliefs. Debating. Solving moral dilemmas. Observation of hieroglyphs and artefacts. Inference skills. 	<ul style="list-style-type: none"> British values linked into Greece. Parliament/ council/ democracy. Pheidippides Achievements of Romans. Working together to conclude. Analysing artefacts. Empathising with Celts. Moral: was it right to take slaves for gladiatorial contests. 	<ul style="list-style-type: none"> Working in groups to form opinions on different settlers and ways of life. To value others' opinions and beliefs. Empathy for invaded people. Recording conclusion based on evidence and analysis of sources. Debating. Solving moral dilemmas. Observation of runes and documents of the time. Inference skills. 	<ul style="list-style-type: none"> Working in groups to form opinions about morally difficult concepts. To value others' opinions and beliefs. Empathy for enslaved and mistreated people. Identifying bias within sources particularly from the viewpoint of Europeans towards Africans during Benin and Slavery. But also within propaganda during WW2. Debating moral dilemmas.
--	--	---	---	---	--	---	---

			<ul style="list-style-type: none"> • Cause and effect. How the past impacts the present and the present will impact the future. • Note taking through making observations. • Labelling and captions. 	<ul style="list-style-type: none"> • Working in groups to present ideas. • Beginning to think critically/ morally. 	<ul style="list-style-type: none"> • Respect for those that have died. 			<ul style="list-style-type: none"> • Inference skills. • Respect for those that have died in slavery and in war. • Asking questions about how and why things change through history.
--	--	--	---	--	---	--	--	---

Experiences/community project/world perspective

	<ul style="list-style-type: none"> • Story teller/ theatre company. 	<ul style="list-style-type: none"> • Story teller/ theatre company. • Space Dome 	<ul style="list-style-type: none"> • Key speakers • Elizabeth Gaskell’s house and Manchester City Centre. • Castlefield • Football history museum/ Old Trafford 	<ul style="list-style-type: none"> • Dress as a tudor day/ workshops. • Visit a tudor house. • Story teller/ theatre company. • Experience steam trains/ MOSI/ railway station. 	<ul style="list-style-type: none"> • Archaeologist- Manchester Uni • British Museum Website • Manchester museum 	<ul style="list-style-type: none"> • Greek workshops. • Chester • The people’s Museum • Emmeline Pankhurst statue and city walk. 	<ul style="list-style-type: none"> • Jorvik • Tatton Park 	<ul style="list-style-type: none"> • Benin workshop • National slavery museum Liverpool • Imperial war museum • Holding enterprise day • Having a local entrepreneur speak
--	--	--	---	---	--	--	---	---

Vocabulary/Texts

<ul style="list-style-type: none"> • Past/ present/ future • Old/ young • Now/ then/ next • Older/ newer • Tomorrow/ yesterday 	<ul style="list-style-type: none"> • Past/ present/ future • Old/ young/ adult/ child/ toddler/ baby/ elderly • Now/ then/ next • Older/ newer 	<ul style="list-style-type: none"> • Past/ present/ future • Old/ young • Now/ then/ next • Older/ newer • Transport • Town Hall 	<ul style="list-style-type: none"> • Tudor • Kings/ queens/ monarch • Catholic • Period • House • Heir 	<ul style="list-style-type: none"> • Stone age • Boy- Satoshi Kaitamura • Archaeology • Prehistoric • Neolithic • Scara brae • Henge 	<ul style="list-style-type: none"> • Column • Parthenon • Acropolis • Democracy • Parliament • Citizens • Elgin marbles • Columns etc. 	<ul style="list-style-type: none"> • Settlement • Celts • Angles • Saxons • Scandinavia • Carving • Rune • Invaders 	<ul style="list-style-type: none"> • Oba • Kingdom • Empire • Imperialism • Colonisation • Bronze • Craftsmen • Trade
---	--	--	--	---	--	---	---

	<ul style="list-style-type: none"> • Days/ Weeks • Celebrations/ Eid/ Christmas 	<ul style="list-style-type: none"> • Tomorrow/ yesterday • Days/ Weeks • Kings/ Queens/ coronation/ Guy Fawkes/ gunpowder plot • Space/ Travel/ Astronauts/ Rockets/ Planets/ Moon 	<ul style="list-style-type: none"> • Author • Biography • I love my Grandad- Giles Andreae • Manchester Then and Now- Jonathan Schofield • Three cheers for inventors- Marcia Williams. • Inventor • Invention • Submarine • League • Canal 	<ul style="list-style-type: none"> • The Tudors; Kings, queens, scribes and ferrets by Marcia Williams. • Exploration/ explorer • Discovery • Achievement • Space • Voyage • Ship • Milestone • The picture history of great explorers- Gilian Clements • Railways • Steam engine • Locomotive • Tunnels/ bridges • Evolve • Holiday/ leisure • Labour • Oi! Get off our train. John Burningham. 	<ul style="list-style-type: none"> • Century • Wessex • Beaker people • Iron/ bronze/ silver • Celts/ picts • Plough/ furrow/ furnace/ smith • Cut throat celts Terry Geary • Liverpool trip • Valley • Hieroglyph • Pyramid/ sphynx • Tomb • Pharaoh • Excavation • Temple • Papyrus • Civilisation • Dynasty • Tony Robinson's weird world of wonders. • Dynasty • Peasant • Ruler • Sacrifice • Emperor 	<ul style="list-style-type: none"> • Emperor • Empire • Invasion • Republic • Shrine • Niche • Latin • Villa • Baths • Centurion • Aquae Sulis, Cirencester • Tony Robinson's weird world of Romans. • Chester • Manchester museum • Castlefield • Mill • Industrial revolution • Progress • Suffrage • Expansion • Protest • Magistrate • Yeoman 	<ul style="list-style-type: none"> • Conquest • Division • Kingdoms • Longboat • Mythology • Farming • Settlers • Developments • Discovery • Modern medicine • Algebra • Caliphate • Scholars • Anglo Saxon Boy- Tony Bradman • The Saga of Erik the Viking- Michael Foreman • The song of Boudica? • The golden horsemen of Baghdad- Saviour Pirotta 	<ul style="list-style-type: none"> • Portuguese • European • Abolition • Segregation • Transatlantic • Passage • Freedom • Enslavement • Plantation • Landowner • Allies • Axis • Battle • RAF • Luftwaffe • Blitz • Land army • Home front • Concentration camp • Spitfire • Munitions • Propaganda • Nazis • Canaries • Front line • Entrepreneurship • Invention • Innovation • Profit • Marketing • Cost • Net worth • Product
--	---	--	---	---	--	--	--	---

					<ul style="list-style-type: none"> Daily Life in Shang Dynasty China 			<ul style="list-style-type: none"> Resource Bombs and Blackberries- Julia Donaldson Children of the Benin Kingdom- Dinah Orjil Henry's Freedom Box- Ellen Levine Better than a lemonade stand- Daryl Bernstein
--	--	--	--	--	---	--	--	---

People

	<ul style="list-style-type: none"> Father Christmas 	<ul style="list-style-type: none"> Mae Jemison Tim Peake Queen Elizabeth King Charles 	<ul style="list-style-type: none"> Elizabeth Gaskell. 	<ul style="list-style-type: none"> Henry VIII, Elizabeth I, Edward VI, Mary Queen of Scots. Stevenson Robert Trevithick Helen Sharman, Nellie Bly, Scott and the Antarctic, Ibn Battuta, Edmund Hilary and Sherpa Tenzing 	<ul style="list-style-type: none"> William Watt Boudicca Cartimandua Cleopatra Tutankhamen Howard Carter Rameses Khufu Nefertiti Wu Ding Lady Hao Zhao Khangmin 	<ul style="list-style-type: none"> Aristotle Archimedes Plato Euclid and Pythagoras Hypocrates Hadrian Caesar Marc Anthony Elagabalus 	<ul style="list-style-type: none"> King Alfred Boudica? Leif Erikson Al-Zahrawi 	<ul style="list-style-type: none"> Oba Eweka Frederick Douglass Harriet Tubman (Hitler, Churchill) Noor Inayat Khan James Watt Madame CJ Walker Henry Ford Jeff Bezos
--	--	---	--	---	---	--	---	---