



**Chapelford Village Primary School**  
**Long Term Subject Progression Overview**

**Subject: History**

Year Group	Area of Learning	Knowledge	Skills	Vocabulary (Tier 2 and 3)	Suggested Wider Reading Texts:
Early Years	<p><u>Autumn 1:</u>How have I changed since I was a baby?</p> <p>All About Me</p>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them. (UOW)</li> </ul>	<p><b><u>Chronology</u></b> Sequence events in their life.</p> <p><b><u>Historical Knowledge</u></b> Recognise the difference between past and present in their own lives.</p> <p><b><u>Organisation and Communication:</u></b> Discussion</p>	<p><b><u>Tier 2</u></b> a long time ago same different change people lives history artefact past now modern old new order compare</p> <p><b><u>Tier 3</u></b> baby toddler child young</p>	<p>"Once there were giants" by Martin Waddell. "When I was little" by Marcia Williams</p>
	<p><u>Autumn 2:</u>Dinosaurs</p>	<ul style="list-style-type: none"> <li>Comment on images of situations in the past.</li> <li>Compare and contrast figures from the past. (UOW)</li> </ul>	<p><b><u>Chronology</u></b> Sequence events.</p> <p><b><u>Historical Knowledge</u></b> Recognise the difference between past and present in others lives. Recount events from</p>	<p><b><u>Tier 2</u></b> a long time ago same different change people lives history artefact</p>	<p>National Geographic: Little kids first big book of dinosaurs</p> <p>My first book of dinosaurs-Mike Unwin</p>

			<p>stories about the past.</p> <p><b><u>Interpretations of History:</u></b>          Begin to identify different ways to represent the past. Use stories to encourage children to distinguish between fact and fiction.</p> <p><b><u>Historical Enquiry:</u></b>          Sort artefacts 'then' and 'now'.          Begin to gather evidence from a range of sources.          To ask and answer questions related to different sources.</p> <p><b><u>Organisation and Communication:</u></b>          Discussion          Writing          Role play          Drawing pictures          Stories          ICT</p>	<p>past          now          modern          old          new          order          compare</p> <p><b><u>Tier 3</u></b>          Fossil          Palaeontologist          Extinct          Eruption          Volcano          Explosion</p>	
	<p><u>Spring 1:</u> Look at old emergency service vehicles. How have they changed? Can you</p>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them. Talk about people the children may come across with in their</li> </ul>	<p><b><u>Chronology</u></b>          Sequence events.          Sequence artefacts.</p> <p><b><u>Historical Knowledge</u></b>          Recognise the difference between past and present in their own lives and</p>	<p><b><u>Tier 2</u></b>          a long time ago          same          different          change          people          lives          history          artefact          past</p>	<p>Emergency service vehicles of the UK</p>

		<p>community - fire brigade, doctors etc. (UOW)</p>	<p>others lives.</p> <p><b><u>Interpretations of History:</u></b> Begin to identify different ways to represent the past.</p> <p><b><u>Historical Enquiry:</u></b> Sort artefacts 'then' and 'now'. Begin to gather evidence from a range of sources. To ask and answer questions related to different sources.</p> <p><b><u>Organisation and Communication:</u></b> Discussion Writing Drawing pictures Making models ICT</p>	<p>now modern old new order compare</p> <p><b><u>Tier 3</u></b> ambulance paramedic medical emergency safety fire brigade danger vehicle</p>	
	<p><u>Spring 2:</u> Toys-museum trip</p> <p>Discuss changes in homes, school, transport etc. Children to recognise that things happened before they were born. Comment on the images of familiar situations in the past-present children with pictures, stories, artefacts from the past</p>	<p>Comment on images of familiar situations in the past.(UOW)</p> <ul style="list-style-type: none"> <li>• Children to explain similarities and differences.</li> <li>• Children to recognise things happened before they were born.</li> </ul>	<p><b><u>Chronology</u></b> Sequence events. Sequence artefacts.</p> <p><b><u>Historical Knowledge</u></b> Recognise the difference between past and present in their own lives and others lives.</p> <p><b><u>Interpretations of History:</u></b> Begin to identify</p>	<p><b><u>Tier 2</u></b> a long time ago same different change people lives history artefact past now modern old new order</p>	<p>"Lost in the Toy museum" by David Lucas</p>

			<p>different ways to represent the past.</p> <p><b>Historical Enquiry:</b> Sort artefacts 'then' and 'now'. Begin to gather evidence from a range of sources. To ask and answer questions related to different sources.</p> <p><b>Organisation and Communication:</b> Discussion Writing Role play Drawing pictures</p>	compare	
Year 1	<p><u>Autumn:</u>Changes within living memory - Chronological timeline of their life stages linked to toys</p>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>This Autumn term study focuses on chronology within living memory to</li> </ul>	<p><b>Chronology</b> Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time. <b>Use evidence to explain the past:</b> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other</p>	<p><b>Tier 2:</b> toddler timeline different compare memory</p> <p><b>Tier 3:</b> construction physical imagination lifetime stages</p>	<p>"Peepo" by Janet and Allan Ahlberg.</p> <p>"Major Glad, Major Dizzy" by Jan Oke</p>

		<p>develop a sense of change over time</p>	<p>sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like</p> <p><b><u>Connect History through time:</u></b> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>		
	<p><u>Spring:</u>Lives of significant individuals - David Attenborough and Mary Anning</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b><u>Chronology</u></b> Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><b><u>Use evidence to explain the past:</u></b> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to</p>	<p><b><u>Tier 2:</u></b> legacy inspire revealed explore similar</p> <p><b><u>Tier 3:</u></b> fossil documentary significant naturalist expedition</p>	<p>Little people, big dreams: David Attenborough Our Planet David Attenborough-Children's biography book Little people, big dreams: Mary Anning Mary Anning-Brilliant biographies of the dead famous Dinosaur Lady</p>

			<p>explain what life was like.</p> <p><b><u>Connect History through time:</u></b> Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.</p>		
	<p><u>Summer:</u>More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake) Revisit of changes within living memory</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b><u>Chronology</u></b> Use timelines to order events • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><b><u>Use evidence to explain the past:</u></b> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.</p> <p><b><u>Connect History through time:</u></b></p>	<p><b><u>Tier 2:</u></b> legacy inspire pioneer explore similar</p> <p><b><u>Tier 3:</u></b> orbit racism significant astronaut expedition</p>	<p>Famous People series by 4 learning.</p> <p>Little people, big dreams: Mae Jemison</p> <p>Mae Jemison- Reaching your dreams</p> <p>I am Neil Armstrong- Ordinary people change the world</p> <p>Little people, big dreams: Neil Armstrong The extraordinary life of Neil Armstrong</p>

			Describe events through time and make connections to the past. • Compare and contrast the ideas, beliefs and the way people lived through time.		
<b>Year 2</b>	<u>Autumn:</u> Events beyond living memory - The Great Fire of London	<p>Pupils should be taught about events beyond living memory that are significant nationally or globally.</p> <p>This study looks at the cause and effect of the Great Fire of London.</p>	<p><u>Chronology:</u> Use timelines to order events. • Create timelines to show different periods of time. • Know about changes within their living memory and the past. • Recall and associate dates and periods of time.</p> <p><u>Evidence:</u> Ask relevant questions about the period of time studied. • Describe what they notice about the study. • Know about and explain how artefacts, and other sources of evidence (such as newspaper articles, images and recounts) help to explain what life was like.</p> <p><u>Connect History through time:</u> Describe events through time and make connections to the past. • Compare and contrast the ideas,</p>	<p><u>Tier 2:</u> bustling raged extinguished merchant engulfed</p> <p><u>Tier 3:</u> flammable devoured possessions ineffective doused</p>	<ul style="list-style-type: none"> <li>• The Great Fire of London (Famous People, Great Events) by Gillian Clements</li> <li>• You Wouldn't Want to Be in The Great Fire of London by Jim Pipe</li> <li>• Who Was Samuel Pepys? by Paul Harrison</li> <li>• The Great Fire Dogs by Megan Rix</li> <li>• The Baker's Boy and the Great Fire of London by Tom Bradman Toby and The Great Fire of London by Margaret Nash</li> </ul>

			beliefs and the way people lived through time.		
	<p><u>Spring:</u> Significant historical events people and places in our own locality</p>	<p>Pupils should be taught about:</p> <p>significant historical events, people and places in their own locality.</p>	<p><b><u>Chronology:</u></b> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p><b><u>Investigate and Interpret the Past:</u></b> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b><u>Build an Overview of World History:</u></b></p> <p>Describe the social, ethnic, cultural or religious diversity of</p>	<p><b><u>Tier 2:</u></b> chronology memorial devastated converted founded Artist Academic Charity Politics Invent /ion/er Poverty</p> <p><b><u>Tier 3:</u></b> monarch coat of arm Tram Slum Census Friary</p>	<p>Visit Warrington museum for more information.</p>



			<p>past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes, experiences of men, women and children.</p> <p><b><u>Communicate Historically:</u></b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>		
<p><b>Year 3</b></p>	<p><u>Autumn-Spring 1</u> Stone Age - Iron Age</p>	<p>Study changes in Britain from the Stone Age to the Iron Age</p> <p>A focus on evidence - artefacts, burials, monuments and places</p> <p>Palaeolithic, Mesolithic and Neolithic periods</p> <p>Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>Iron Age hill forts:</p>	<p><b><u>Chronology:</u></b> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><b><u>Evidence and Enquiry:</u></b> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with</p>	<p><b><u>Tier 2:</u></b> ancient community dense extinct roaming prehistory</p> <p><b><u>Tier 3:</u></b> domesticated arid gatherer nomad reared submerged</p>	<p>The History detective investigates-Wide range of units covered.</p> <p>Curriculum visions- wide range of units covered</p> <p><b>“Ug”</b> by Raymond Briggs</p> <p><b>“Stone Age Boy”</b> by Satoshi Kitamura .</p>

		<p>tribal kingdoms, farming, art and culture</p>	<p>evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b>Connections:</b> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b>Vocabulary:</b> use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>		
	<p><u>Spring 2-Summer:</u> Roman - the Impact on Britain</p>	<p>Pupils should be taught about:</p> <p>The Roman Empire and its impact on Britain.</p> <p>This study looks back at the Iron Age and the difference that the Romanisation of Britain made.</p>	<p><b>Chronology:</b> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><b>Evidence and Enquiry:</b> know that evidence tells the story of an</p>	<p><b>Tier 2:</b> previously conquered rebellion luxurious culture settlement</p> <p><b>Tier 3:</b> amphitheatre emperor aqueducts invasion barbarian</p>	<p><b>"The Secrets of Vesuvius"</b> by Caroline Lawrence.</p> <p><b>"The Sandal"</b> by Tony Bradman and Philippe Dupasquier.</p> <p><b>"Escape from Pompeii"</b> by Christina Balit.</p>

			<p>artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b>Connections:</b> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b>Vocabulary:</b> use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	forum	
Year 4	<p><u>Autumn</u> Britain's settlement by Anglo Saxons and Scots</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p><b>Chronology:</b> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time</p>	<p><b>Tier 2:</b> abandoned defenceless dominant missionary pagan reliant</p>	<p>"The Warrior Troll" by Rachael Lindsay</p> <p>"Beowulf" by Michael Morpurgo, illustrated by Michael Foreman.</p> <p>"Anglo- Saxon</p>

			<ul style="list-style-type: none"> <li>• know about the difference between BC (BCE) and AD (CE)</li> </ul> <p><b><u>Evidence and Enquiry:</u></b>  know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b><u>Connections:</u></b>  know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b><u>Vocabulary:</u></b>  use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p><b><u>Tier 3:</u></b>  heptarchy  laden  sporadic  vanquish  viewpoint  migration</p>	<p><b>Invaders and settlers”</b>  by Peter D. Riley</p>
--	--	--	--	--	---

	<p><u>Spring:</u> The Viking and Anglo - Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p><u>Chronology:</u> When did the Vikings arrive in Britain? What 4 significant events can you remember that shaped the Viking and Anglo-Saxon struggle for the Kingdom of England?</p> <p><u>Evidence and Enquiry:</u> What evidence tells us about the Viking way of life? True or False? Manuscripts and writing was the only evidence about the Viking way of life in England. What evidence tells us about the first Viking raids?</p> <p><u>Connections:</u> What was different about the Viking way of life in England? Were the AngloSaxons and Viking different? Thinking about exploration, where in the world did the Vikings venture to?</p> <p><u>Vocabulary:</u> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen</p>	<p><u>Tier 2:</u> repelled tapestry confessor converted legend brutality</p> <p><u>Tier 3:</u> heathen chronicle chieftain fjord manuscript ousted</p>	<p><b>"The Warrior Troll"</b> by Rachael Lindsay</p> <p><b>"Beowulf"</b> by Michael Morpurgo, illustrated by Michael Foreman.</p> <p><b>"Anglo- Saxon Invaders and settlers"</b> by Peter D. Riley</p>
--	--	--	---	--	--

			<p>explanation and understanding · focus on contextual etymology, prefixes and idioms</p>		
	<p><u>Summer</u> The achievements of the earliest civilizations - Ancient Egypt</p>	<p><b>The achievements of the earliest civilizations</b> - an overview of where and when the first civilizations appeared.</p>	<p><b><u>Chronology:</u></b> place the period accurately on a timeline · describe what the time period was like · relate to previous or other known periods of time · know about the difference between BC (BCE) and AD (CE)</p> <p><b><u>Evidence and Enquiry:</u></b> know that evidence tells the story of an artefact or place · use evidence to explain the past and place within the studied culture · think critically with evidence · look at cause and effect · ask questions and use what you know to answer them</p> <p><b><u>Connections:</u></b> know what was happening in Britain, Europe or world locations at the same time · Compare and contrast the technological and cultural advances of</p>	<p><b><u>Tier 2:</u></b> colossal stability society civilization irrigation mysteriously</p> <p><b><u>Tier 3:</u></b> funerary hieroglyphs artefact pillaged obelisk pharaoh</p>	<p>The History detective investigates-Wide range of units covered.</p> <p>Curriculum visions- wide range of units covered</p> <p><b>"Egyptology"</b> by Templar publishing.</p> <p><b>The Nine lives of Clio</b></p>

			<p>people or a civilisation</p> <p><b>Vocabulary:</b> use tier 2 vocabulary to enrich historical language · use tier 3 vocabulary to deepen explanation and understanding · focus on contextual etymology, prefixes and idioms</p>		
<p><b>Year 5</b></p>	<p><u>Autumn-Spring 1:</u> Mayan civilization</p>	<p>a non-European society that provides contrasts with British history - Mayan civilization c. AD 900;</p>	<p><b>Chronology:</b> Describe the changes the Maya civilisation went through between AD 250 and AD 900. What was happening in Britain at the same time as the Maya were at their most powerful? How had Britain changed during the rise and decline of the Maya civilisation?</p> <p><b>Evidence and Enquiry:</b> How do we know about the Maya civilisation? Which sources do you think were the most useful to know about the Maya people and their way of life? What are Maya glyphs, stelae and codex? Why were stelae useful to archaeologists? What did they tell them?</p> <p><b>Connections:</b></p>	<p><b>Tier 2:</b> population famine citizen descendant declining native</p> <p><b>Tier 3:</b> deforestation codex sacrifice astronomy warrior polytheistic</p>	<p>"Step into the Aztec and Maya Worlds" by Fiona MacDonald</p>

			<p>What was similar between Maya citystates and AngloSaxon kingdoms?          What was different between Maya citystates and AngloSaxon kingdoms?          What other civilisations across the world had similarity to the Maya? Why do you say that?</p> <p><b><u>Vocabulary:</u></b>          use tier 2 vocabulary to enrich historical language · use tier 3 vocabulary to deepen explanation and understanding · focus on contextual etymology, prefixes and idioms</p>		
	<p><u>Spring 2-Summer:</u>          Ancient Greece</p>	<p>Pupils should be taught about:</p> <p><b>Ancient Greece</b> - a study of Greek life and achievements and their influence on the western world</p>	<p><b><u>Chronology:</u></b>          place the period accurately on a timeline · describe what the time period was like · relate to previous or other known periods of time · know about the difference between BC (BCE) and AD (CE)</p> <p><b><u>Evidence and Enquiry:</u></b>          know that evidence tells the story of an artefact or place · use evidence to explain</p>	<p><b><u>Tier 2:</u></b>          democracy          honour          phenomenal          deteriorated          armoured          oppressive</p> <p><b><u>Tier 3:</u></b>          city-state          tyrant          sanctuary          tactical          valiantly          unified</p>	<p><b>"How to be a hero."</b>          By Christopher Edge and Graham Howells</p>



			<p>the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b><u>Connections:</u></b> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b><u>Vocabulary:</u></b> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>		
Year 6	<p><u>Autumn:</u> Windrush Generation</p>	<p><b>Pupils should be taught about:</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge</p>	<p><b><u>Chronology:</u></b> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the</p>	<p><b><u>Tier 2:</u></b> intolerance immigrate prejudice colony emigrate discrimination</p>	<p>The History detective investigates-Wide range of units covered.</p> <p>Curriculum visions- wide range of units covered</p>

		<p>beyond 1066.</p> <p>A study about: The Caribbean.</p> <p>The part Caribbean men and women played in World War 2.</p> <p>The Windrush pioneers; their struggles and successes.</p>	<p>difference between BC (BCE) and AD (CE)</p> <p><b><u>Evidence and Enquiry:</u></b> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b><u>Connections:</u></b> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b><u>Vocabulary:</u></b> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p><b><u>Tier 3:</u></b> racism segregation diversity disembarked demobilised iniquitous</p>	
--	--	--	---	--	--

	<p><u>Spring:</u> <u>Local history study-</u> <u>Burtonwood</u></p>	<ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>	<p><b><u>Chronology:</u></b> When did the Second World War start? When Great Britain declare war on Hitler's Nazi Germany? When did the Axis Powers form? When did America join Great Britain and her allies? When was D-Day? When did the Second World War end?</p> <p><b><u>Evidence and Enquiry:</u></b> What sources tell us about life at Burtonwood during the Second World War? Which sources do you think are the most useful to know about the Second World War at Burtonwood? Where could you go to find out more about American airbases in the North West?</p> <p><b><u>Vocabulary:</u></b> use circa and c. as a historical term • use tier 2 vocabulary to enrich historical language • use tier 3 vocabulary to deepen explanation and understanding • focus on contextual etymology, prefixes and idioms</p>	<p><b><u>Tier 2:</u></b> strategic supremacy penetrate</p> <p><b><u>Tier 3:</u></b> airbase memorial segregation bombardment</p>	<p>Visit Burtonwood heritage centre for more information</p>
--	---	---	--	--	--

	<p><u>Summer:</u>Beyond 1066 five significant monarchs</p>	<p>Pupils should be taught about:</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><b><u>Chronology:</u></b> place the period accurately on a timeline • describe what the time period was like • relate to previous or other known periods of time • know about the difference between BC (BCE) and AD (CE)</p> <p><b><u>Evidence and Enquiry:</u></b> know that evidence tells the story of an artefact or place • use evidence to explain the past and place within the studied culture • think critically with evidence • look at cause and effect • ask questions and use what you know to answer them</p> <p><b><u>Connections:</u></b> know what was happening in Britain, Europe or world locations at the same time • Compare and contrast the technological and cultural advances of people or a civilisation</p> <p><b><u>Vocabulary:</u></b> use circa and c. as a historical term • use</p>	<p><b><u>Tier 2:</u></b> lucrative prosperity republic plundered arrogant duplicitous</p> <p><b><u>Tier 3:</u></b> aristocracy monastery dissolution privateers industrialisation annulment</p>	<p>The little book of monarchs- British history with a smile on it's face.</p>
--	--	--	--	---	--

			tier 2 vocabulary to enrich historical language · use tier 3 vocabulary to deepen explanation and understanding · focus on contextual etymology, prefixes and idioms		
--	--	--	--	--	--