



EYFS objectives are taken from Communication and Language and Understanding the World strands. These have been chosen to provide a good foundation for the historical skills children will use in KS1 and beyond.							
EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning							
<p>I can ask and answer simple questions, using past and future tenses (does not need to be related to historical study)</p> <p>I can use the past and future tenses when discussing things that have happened, and will happen, to me</p>	<p>I can ask and answer simple questions about the historical events I am learning about</p> <p>I can answer 'how' and 'why' questions in response to stories and events</p> <p>I can retell a story in my own words</p> <p>I can describe story settings, events and principle characters</p>	<p>I can ask and answer simple questions about what I have heard</p>	<p>I can voluntarily ask questions about what I have read or heard</p>	<p>I can start to frame questions and answers in historically valid ways (e.g. about change, about differences)</p>	<p>I can ask and answer historically valid questions (e.g. about contrast, cause and effect, reliability)</p>	<p>I can ask and answer historically valid questions (e.g. about significance, or the basis of people's opinions)</p>	<p>I can regularly ask and answer perceptive questions in historically valid ways</p>
Chronological Understanding							
<p>I can use everyday language related to time (before, after, then, etc.)</p> <p>I can sequence events in my own life story</p>	<p>I can describe and sequence events that have happened, and will happen, to me</p> <p>I can talk about past and present events in my life and the lives of my family members</p>	<p>I can recognise the difference between the past and present</p> <p>I can use common words and phrases, or answer simple questions, to order events</p> <p>I can talk about events using phrases like 'long ago', 'before my parents were born', 'around the time of X'</p>	<p>I can order events and explain my thinking</p> <p>I can spot connections over time</p> <p>I can say what century or era events happened in (appropriate to topic)</p> <p>I can say what year some key events happened in</p>	<p>I can describe connections over time</p> <p>I can say what year key events happened in</p>	<p>I can spot connections, contrasts and trends over time</p> <p>I can confidently use the year to date objects, and I can sometimes use the month and the day</p>	<p>I can show a historical perspective by explaining short-term trends and contrasts</p> <p>I can show a historical perspective by explaining long-term trends and contrasts</p> <p>I can use precise dates and explain why some are significant (e.g. transport delay, seasonality)</p>	<p>I can establish clear narratives with and across periods, and at local, national and world level</p> <p>I can start to use my secure sense of chronology to inform my wider learning</p> <p>I can start to use and choose different levels of precision when dating events, and start to explain why that is important</p>
Identifying Contrasts and Themes							
<p>I can describe and sequence events I have seen</p>	<p>I can hold back and forth conversations and explain why things happen</p> <p>I can compare my life to that of people in other countries</p> <p>I can say how some things change over time</p> <p>I can describe similarities and differences</p>	<p>I can make simple historical comparisons (e.g. spot the difference between pictures)</p>	<p>I can say how people in different parts of history are the same and different</p> <p>I can say how places in different parts of history are the same and different</p> <p>I can say how events from different parts of history are the same and different</p> <p>I can say how ways of life in different parts of history are the same and different</p>	<p>I can spot connections across and within periods that I am learning about</p> <p>I can spot connections across and within periods I have learnt about before</p> <p>I can share my ideas about historical changes, including about causes and effects</p> <p>I can start to identify themes within topics</p>	<p>I can spot connections, contrasts and trends across time, and also across places and cultures</p> <p>I can comment on continuity and change</p> <p>I can comment on cause and effect</p> <p>I can identify themes within and between topics</p>	<p>I can sequence and structure complex themes</p> <p>I can start to suggest reasons for connections over time and across places and cultures</p> <p>I can talk about impact and legacy of events and people</p>	<p>I can compare and contrast places, people and cultures</p> <p>I can analyse my own and others' comparisons, and extrapolate from them</p>

History



History	EYFS		KSI		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Using Sources							
I can listen to and engage with stories	I can engage with non-fiction books	I can explain the difference between fiction and non-fiction			I can explain the difference between primary and secondary sources (covered in all units)		I can identify if a source is a primary or secondary source (covered in all units)	I can start to understand the idea of tertiary sources I can start to use quotation marks when using sources for evidence
Using Sources to Form Opinions								
I can describe and sequence events I have seen	I can retell stories in my own words	I can look at books, internet sites, photos, artefacts and other sources that are given to me I can retell parts of stories to show I understand historical events	I can start to choose the books, websites, photos, recordings, artefacts and other sources I will use to find out about the past I can choose and use parts of stories to show I understand the key features of events (e.g. through innovating)	I can choose the sources I need to answer my questions	I can select and use sources to form my own opinions about the past I can start to explain the usefulness and reliability of difference sources (e.g. by explaining my choices when selecting sources)	I can select, organise and use information from more than one source to construct an informed response or opinion I can explain the usefulness and reliability of different sources	I can thoughtfully select, organise and use relevant information from a range of sources to inform my responses I can thoughtfully select, organise and use relevant information from a range of sources to justify my opinions I can thoughtfully select, organise and use relevant information from a range of sources to point out the limitations of others' arguments	
Using Sources to Understand How the Past is Constructed								
	I can learn about people in the past with links to events, e.g. Bonfire Night	I can explain how people can find out about the past (e.g. museums, artefacts, archaeology, etc.)	I can describe how the past is represented (e.g. fiction, illustrations, songs, films, museum displays, etc.)	I am starting to realise that there are sometimes different versions of what has happened I can explain how the past can be interpreted to inform opinions	I know that historical 'facts' can change depending on the source, and I can explain possible reasons for this I can start to critique other people's opinions about the past	I can start to develop perspective and judgement by explaining how historical 'facts' are often interpreted to support opinions I can accurately summarise other people's opinions about the past	I can use historical perspective, an understanding of reliability and bias, and the concept of historical rigour, to discern and evaluate arguments and interpretations of the past	



History Substantive Knowledge	KSI		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Changes in Living Memory How do our favourite toys and games compare with those of my parents and grandparents? <i>I can say how toys have changed over time</i> <i>I can say how toys have stayed the same over time</i> <i>I can say why historians divide up time</i></p> <p>Events Beyond Living Memory What were homes like in the past? <i>I can say how homes from the past are similar and different to my home</i> <i>I can describe how settlements have changed and stayed the same over time</i> <i>I can look at pictures of buildings and make a timeline</i></p> <p>Comparing Significant Individuals What does it take to be a great explorer? <i>I can say what is the same and what is different about people from the past</i> <i>I know the names of some famous explorers</i> <i>I can explain where people have been when they are exploring</i></p>	<p>Comparing Significant Individuals Who is the greatest history maker? <i>I can say what it means to make history</i> <i>I can say why I think some historical people were important</i> <i>I can think of some ways people might make history in future</i></p> <p>Local History Story of Basildon – Plotlands <i>I can describe what life on the Plotlands was like</i> <i>I can compare maps of Basildon and say how they are the same and different</i> <i>I can say why the New Town was built</i></p> <p>Events Beyond Living Memory Why was Charles sent to prison? <i>I can say how people communicated in the past</i> <i>I can say how WWI affected children</i> <i>I can say how WWI affected animals</i></p>	<p>Stone Age How did the lives of Ancient Britons change during the stone age? <i>I can explain how life changed throughout the Stone Age</i> <i>I can disprove some common misconceptions about the Stone Age</i> <i>I can explain how archaeologists have built a picture of the past</i></p> <p>Bronze Age What is the secret of the standing stones? <i>I know why and how and when the Stone Age came to an end in Britain</i> <i>I can make links between the behaviour of ancient peoples and modern society</i> <i>I can suggest reasons why Bronze Age Britons built monuments</i></p> <p>Ancient Egypt (inc. an overview of when and where the first civilisations appeared) Why did the Egyptians build pyramids? <i>I can describe some key features of Ancient Egyptian society</i> <i>I can explain how and why the Ancient Egyptians built pyramids and other monuments</i> <i>I know when and where the key ancient civilisations were</i></p>	<p>Ancient Greeks The story of the Trojan Horse: historical fact, legend, or classical myth? <i>I can explain the different ways historians use to learn about the Ancient Greeks</i> <i>I can explain if I believe in the story of the Trojan Horse and give reasons for my answers</i> <i>I can describe some key ways in which the Ancient Greeks have influenced Western civilisation</i></p> <p>Iron Age How do artefacts help us understand the lives of people in Iron Age Britain? <i>I can describe what daily life was like in Iron Age Britain</i> <i>I can explain how life in Britain was similar and different to life in earlier periods</i> <i>I can examine artefacts and speculate about their purposes</i></p> <p>Romans in Britain How did the arrival of the Romans change Britain? <i>I can explain why the Romans wanted to conquer Britain</i> <i>I can explain why we cannot be sure about all the facts of Boudicca's rebellion</i> <i>I can describe how life in Britain changed when the Romans were in charge</i></p>	<p>Anglo-Saxons vs Scots Who were the Anglo-Saxons and how do we know what was important to them? <i>I can explain what happened in Britain after the Romans left</i> <i>I can explain how religion in Britain changed in Anglo-Saxon times</i> <i>I can explain why Sutton Hoo was an important discovery</i></p> <p>Non-European Society Study (Benin) Why have people argued about the art of Benin? <i>I can describe some of the key beliefs and rituals of the Benin Kingdom</i> <i>I can discuss the significance of the Benin bronzes</i> <i>I can explain how and why the Benin Kingdom came to an end</i></p> <p>Vikings in Britain What did the Vikings want and how did Alfred stop them getting it? <i>I can explain why the Vikings wanted to come to Britain</i> <i>I can dispel some famous historical myths</i> <i>I can describe the key achievements of Alfred the Great</i></p>	<p>Local Area Study British Empire Why did Britain once rule the largest empire the world has ever seen? <i>I can explain why Britain wanted a large Empire</i> <i>I can explain how the history of Empire had an impact on life in Britain in the 20th Century</i> <i>I can explain why the Windrush was important to Essex</i></p> <p>Post-1066 Study Why was winning the Battle of Britain in 1940 so important? <i>I can explain the dangers faced by Britain in early 1940</i> <i>I can explain why Britain was able to win the Battle of Britain</i> <i>I can explain how people from all over the world worked together to defeat fascism</i></p>



	EYFS	KSI	LKS2	UKS2			
	Nursery and Reception	Year 1	Year 2	Year 3			
	Year 4	Year 5	Year 6				
	Children should use everyday language related to the passing of time	Children should use common words and phrases relating to the passing of time	Children should use a wide vocabulary of everyday historical terms	Children should start using specialist vocabulary in historical discussions			
	Children should use specialist vocabulary and historical terms, often appropriately	Children should use specialist vocabulary and historical terms appropriately	Children should use specialist vocabulary and historical terms appropriately	Children should start to apply historical vocabulary in more sophisticated ways			
	<p>Vocabulary for sequencing</p> <p>order before after first, second, etc. then next</p> <p>Vocabulary for units of time</p> <p>days weeks months years</p> <p>Everyday vocabulary</p> <p>long ago many lots yesterday tomorrow when then now last before after same different compare change time family migrate move family tree baby infant toddler child teenager adult because why reason</p>	<p>Changes in Living Memory How do our favourite toys and games compare with those of my parents and grandparents? timeline – a graph or set of pictures to show when things happened decade – a period of ten years century – a period of a hundred years millennium – a period of a thousand years</p> <p>Events Beyond Living Memory What were homes like in the past? artefact – a historic object made by a human being restoration – repair or bring something back to its original condition archaeologist – someone who studies the things that people in the past made, used and left behind to find out more about their lives unearth – to discover something in the ground</p> <p>Comparing Significant Individuals What does it take to be a great explorer? voyage – a long journey, usually by ship indigenous – the first and original people to live in a place discrimination – when someone or a group of people are treated unfairly mission – a task that a person or group of people are given to complete</p> <p>Vocabulary for talk</p> <p>tradition research fiction non-fiction event artefact museum curator</p> <p>Vocabulary for chronology</p> <p>long ago yesterday when then now last next before after first, second, etc. days months prehistoric</p>	<p>Comparing Significant Individuals Who is the greatest history maker? discrimination – where someone or a group of people are treated unfairly motive – the reason someone has for acting in a particular way famous / infamous – someone who is known and recognised for good (or bad) reasons commemorate – doing something to remember a person or event from the past</p> <p>Local History Story of Basildon – Plotlands war – armed conflict between different countries smallholding – a place where people grow food or raise animals that is smaller than a farm plot – a small area of land for building or gardening New Towns – towns built in the UK after the Second World War so people could have new homes</p> <p>Events Beyond Living Memory Why was Charles sent to prison? patriotic – a feeling of love and loyalty towards one's country memorial – a ceremony, custom, tradition, building or statue to remember a dead person or event enlist – join one of the armed forces rationing – where you are only allowed to buy set amounts of food</p> <p>Vocabulary for talk</p> <p>document technology archaeologist excavate unearth strategy similarity difference represent</p> <p>Vocabulary for chronology</p> <p>years dating system urban primary secondary period later earlier since long (after, before, etc.) at the same time</p>	<p>Stone Age How did the lives of Ancient Britons change during the stone age? anachronism – something that does not belong in a particular place or time in the past prehistory – the time before humans used writing to record events nomadic – people without a fixed home who wander from place to place flint – a hard, grey rock knapping – shaping flint to make a tool or weapon domesticate – taming wild animals so they can be kept on farms in homes</p> <p>Bronze Age What is the secret of the standing stones? smelting – heating and melting a rock to extract metal bronze – a metal made by combining tin and copper status – position or rank in society interred – to bury a body in a grave or tomb cist – a small stone coffin-like box used to hold the bodies of the dead capstone – a large stone placed on top of a cist</p> <p>Ancient Egypt (inc. an overview of when and where the first civilisations appeared) Why did the Egyptians build pyramids? civilisation – a society with its own system of government, laws and written language pharaoh – a king or queen in ancient Egypt sarcophagus – a large stone or wooden coffin often covered with inscriptions and decoration embalming – the process of preserving something, such as a body, to stop it decaying desiccate – remove the moisture from something so that it is completely dry artefact – an object of historical significance – made by a human being</p> <p>Vocabulary for talk</p> <p>organise introduce construct population tribe rural urban primary secondary source theory myth legend folklore narrate saga epic survive infer clarify equivalent necessary theme version opinion interpret</p> <p>Vocabulary for chronology</p> <p>during while several years more recently millennium age chronological approximate change process originate trace BC/AD BCE/CE</p>	<p>Ancient Greeks The story of the Trojan Horse: historical fact, legend, or classical myth? prehistoric – the time before humans used writing to record historical events myth – a traditional story some being, hero or event that is not true legend – an old story originally based on a factual event, usually involving a heroic action siege – where enemy forces surround a place to cut off its essential supplies city state – a small nation or country with a single large settlement, surrounded by its territory depiction – show something or somebody visually in pictures, drawings, sculptures or paintings</p> <p>Iron Age How do artefacts help us understand the lives of people in Iron Age Britain? hillfort – a hill top earthwork of defensive banks and ditches inscription – words written or cut into something palisade – a fence of sharpened wooden stakes Celts – groups who lived in North West Europe during the Iron Age barter – exchanging goods or services without the use of money votive – objects used as offerings as part of a religious ceremony</p> <p>Romans in Britain How did the arrival of the Romans change Britain? natural resource – a material occurring in nature that is used by people occupied – being invaded, and then ruled, by a foreign power uprising – a revolt or rebellion against the ruling power pacify – calm down people who are angry or rebelling, sometimes using violence to do so plebeian – someone belonging to the general, common people Romanisation – when the places that the Romans conquered became like Rome</p> <p>Vocabulary for talk</p> <p>prosper monarchy aristocracy heritage revolution transition develop abolish structure campaign ardent typical unique trivial characteristic conventional eventful intricate assume reliability alternative critique summarise contrast</p> <p>Vocabulary for chronology</p> <p>occasion accurate uncertain seldom former latter cause abrupt consequence phase decline trend continuity</p>	<p>Anglo-Saxons vs Scots Who were the Anglo-Saxons and how do we know what was important to them? barbarian – a person belonging to a culture that the Romans saw as savage, primitive and not civilised pagan – a person in Anglo-Saxon times who was not a Christian conversion – changing your religious beliefs or persuading someone else to do so chronicle – record things in a book in the order in which they happened noble – a class of people of very high rank and status serf – someone of the lowest class, such as a servant or farm labourer</p> <p>Non-European Society Study (Benin) What can we learn from the art of Benin? brass – a yellowish metal that is an alloy of copper and zinc animists – people who believe that humans, animals and objects all have souls or spirits Oba – a Yoruba word that means 'king' Ife – the holy city near the Kingdom of Benin, ruled by the Yoruba people Benin City – a modern city in Nigeria, previously called Edo and Igodomigodo before that Ogiso – an Edo word meaning 'kings of the sky'</p> <p>Vikings in Britain What did the Vikings want and how did Alfred stop them getting it? Scandinavia – Denmark, Sweden and Norway (and Iceland and Finland in modern times) invasion – enter a place using armed force migration – people moving from one place to another temperate – a moderate climate with no extreme weather Witan – a 'council of wise men' set up to advise Anglo-Saxon kings longship – a light and fast ship used for trade, exploration and raiding</p> <p>Vocabulary for talk</p> <p>impact complex sustain surpass spares abundant capacity obstacle futile crucial pivotal exceptional generalise rigorous verify unintelligible</p> <p>inform phenomenon perspective</p> <p>Vocabulary for chronology</p> <p>contemporary epoch inevitable prior subsequent enduring legacy dominate diminish context</p>	<p>Local Area Study British Empire Why did Britain once rule the largest empire the world has ever seen? imperialism – powerful countries wanting to take control of other places around the world to create an empire independence – freedom from the control or influence of other countries Triangular Trade – the process where slaves were taken from Africa to the Americas, raw materials were taken to Europe, and processed goods were taken to Africa to exchange for more slaves HMT Empire Windrush – a ship that brought one of the first groups of post-war immigrants to Britain; they arrived at the port of Tilbury</p> <p>Immigrant – a person who goes to live in another country Dominion – a self-governing nation of the British Empire, equal to Britain (these were Canada, Australia, New Zealand, Newfoundland, South Africa and the Irish Free State)</p> <p>Post-1066 Study Why was winning the Battle of Britain in 1940 so important? Führer – a dictatorial leader with absolute power Prime Minister – in Britain, the leader of the elected government Reich – the territory controlled by Nazi Germany from 1933-45 RADAR – a system for detecting objects such as aircraft blitzkrieg (lightning warfare) – a series of quick and decisive battles to achieve a knockout blow using mobile ground troops and air support The Blitz – the British name for the German bombing campaign against London and other British cities (it comes from the word 'blitzkrieg', but it was not one)</p> <p>Vocabulary for talk</p> <p>demographic hierarchy doctrine stance attribute controversy prejudice robust authentic plausible appropriate analyse corroborate discern paraphrase epitomise characteristic extrapolate bias tertiary</p> <p>Vocabulary for chronology</p> <p>simultaneous cumulative decontextualize</p>



Concepts Encountered	Substantive concepts encountered (topic specific)					
	KS1		LKS2		UKS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Civilisation 1. The way in which a group of people live, how they are organised and what they believe in where they live. 2. A way of life that is better or more advanced than another way of life. The word 'civilisation' in English comes from the Latin (Roman) word <i>civitas</i> , which means city or city-state (a government or country based on one city).	Class A system of ordering people in a civilisation based on social or economic status. The word 'class' in English comes from the Latin (Roman) word <i>classis</i> , which were the groups that Roman citizens were grouped into in before Rome became a republic.	Trade (noun) Buying and selling goods and services. (verb) 1. Exchange things for other things. 2. Buy or sell a particular thing. The word 'trade' originally came from the ancient German word 'track', which was related to 'tread'. Early meanings were about skilled work. The current meanings date from the late 16 th century.	Migration Movement of people to a new area of country in order to find work or better living conditions. The word 'migration' comes from the Latin (Roman) word <i>migro</i> which means move, change where you live, leave for another place.	Empire A group of countries ruled over by a single monarch (emperor), group, or other country. 'Empire' comes from the Latin word <i>imperium</i> , which was related to the Latin verb <i>imperare</i> , which means 'to command'.	Power 1. Being able to control or influence the behaviour of others or the course of events. 2. Military strength. 'Power' comes from the Anglo-Norman French word <i>poeir</i> , which was an alteration of the Latin word <i>posse</i> , which means 'be able'.
Changes in Living Memory How do our favourite toys and games compare with those of my parents and grandparents? <i>Class – Why do some people have more toys than others?</i> <i>Trade – Where are toys made? Have toys always been made in faraway places?</i>	Comparing Significant Individuals Who is the greatest history maker? <i>Civilisation – Were the places that these people lived all the same, or where they different?</i> <i>Class – Were these people all rich? All poor? How did their class affect their lives?</i> <i>Power – Which of these people had lots of power? Does that make them more significant?</i>	Stone Age How did the lives of Ancient Britons change during the stone age? <i>Trade – How did different groups interact with each other? What evidence do we have for this?</i> <i>Civilisation – Did everywhere discover farming at the same time? How did these ideas spread?</i> <i>Migration – Why were some Stone Age people nomadic? Do nomads still exist today?</i>	Ancient Greeks The story of the Trojan Horse: historical fact, legend, or classical myth? <i>Trade – Was warfare the only way the Greeks interacted with other civilisations?</i> <i>Civilisation – What is a city state? Why were all the Greek city states so different? How has Greek civilisation influenced ours?</i> <i>Class – What were slaves? How were they treated? Was it possible to stop being a slave?</i>	Anglo-Saxons vs Scots Who were the Anglo-Saxons and how do we know what was important to them? <i>Power – Who held the most power in Anglo-Saxon society?</i> <i>Migration – Why did the Anglo-Saxons come to Britain?</i> <i>Trade – How did the Anglo-Saxons interact with other civilisations?</i> <i>Class – What was the Feudal System?</i>		
Events Beyond Living Memory What were homes like in the past? <i>Class – Does everyone live in the same type of home?</i> <i>Power – What type of home would a person with more power choose to live in? Why?</i>	Local History Story of Basildon – Plotlands <i>Migration – Why did people move from London to the Plotlands, and then to the New Town?</i> <i>Class – What type of people do you think moved to Basildon? Was it different classes of people, or were they all similar?</i> <i>Trade – Why did the farms go bust? Was trade a good or bad thing in this instance?</i>	Bronze Age What is the secret of the standing stones? <i>Power – What do the objects in graves tell us about what was important to Bronze Age people?</i> <i>Class – Do you think everyone had such fine objects or burial monuments? Why or why not?</i> <i>Civilisation – How was Bronze Age life different to life in the Stone Age?</i>	Iron Age How do artefacts help us understand the lives of people in Iron Age Britain? <i>Trade – How did groups of Celts interact with each other? How did they interact with non-Celts?</i> <i>Class – Did every Celt had fine artefacts? Why or why not?</i> <i>Civilisation – How were Celtic tribes similar or different to what had come before in Britain?</i>	Non-European Society Study (Benin) What can we learn from the art of Benin? <i>Civilisation – How does the Benin civilisation compare to European society at the time?</i> <i>Trade – What objects were traded between the Benin people and other civilisations?</i> <i>Class – How was Benin society organised? Is this similar to any other societies you have learnt about?</i> <i>Power – How does the power of the Ogisio compare to other rulers you have learnt about?</i> <i>Empire – Why did the Benin civilisation come to an end?</i>	Local Area Study British Empire Why did Britain once rule the largest empire the world has ever seen? <i>Trade – What did the British want when they took over other countries?</i> <i>Empire – How did ruling an Empire help Britain? Did it do the same for the people in the colonies?</i> <i>Migration – Why did people move to Britain from the colonies after WW2? Was this migration welcomed?</i> <i>Class – Even though everyone was a citizen of the British Empire, were they all treated the same? How is this similar or different to the Roman Empire?</i> <i>Civilisation – Why did the British see themselves as superior to other countries?</i>	
Comparing Significant Individuals What does it take to be a great explorer? <i>Migration – Why do people go from one place to another? Why do people want to explore?</i> <i>Trade – Why were they going to these places? What did they want to do?</i> <i>Empire – Some people wanted to take over new lands. Was this the right thing to do?</i>	Events Beyond Living Memory Why was Charles sent to prison? <i>Power – Should governments have the power to be able to send people to prison? Was it right for Charles to be sent to prison?</i> <i>Class – Do you think that rich children or poor children were affected more by the war and rationing?</i> <i>Empire – Why did soldiers for other countries fight for Britain?</i>	Ancient Egypt (inc. an overview of when and where the first civilisations appeared) Why did the Egyptians build pyramids? <i>Civilisation – Why did Ancient Egyptian civilisation last as long as it did?</i> <i>Empire – How did Ancient Egyptian civilisation end? Was this the only time they were conquered? Why do you think the ancient civilisations you have found out about happened in these places?</i> <i>Power – Who held the most power in this civilisation? Did anyone else have power?</i> <i>Class – What different groups of people were there in Ancient Egypt? Could people move between groups?</i>	Romans in Britain How did the arrival of the Romans change Britain? <i>Empire – What did it mean for the people who lived in Britain to become part of the Roman Empire?</i> <i>Power – Who held the power in Britain before the Romans? Who held the power when the Romans were in charge?</i> <i>Class – How did life change for ordinary Britons when the Romans took over?</i> <i>Trade – How did trade change life in Britain during Roman times?</i> <i>Migration – How did soldiers from Africa end up in Roman Britain?</i> <i>Civilisation – How did the Ancient Greeks influence Roman society?</i>	Vikings in Britain What did the Vikings want and how did Alfred stop them getting it? <i>Empire – When the Vikings took over new land, was this an empire? Why or why not?</i> <i>Trade – Did the Vikings just fight, or did they explore and trade as well? What did they trade?</i> <i>Migration – Why did the Vikings leave Scandinavia?</i>	Post-1066 Study Why was winning the Battle of Britain in 1940 so important? <i>Power – Who held the power in Nazi Germany? Who held the power in Britain? How were these systems different?</i> <i>Power – How did the military strengths of the countries compare?</i> <i>Migration – Is evacuation a form of migration? Civilisation – Do you think Nazi Germany and the British Empire could have peacefully coexisted?</i> <i>Trade – How did people from other countries help Britain in the Battle of Britain?</i>	