

Litcham School All-through History Curriculum Implementation

		KS1		KS2				KS3			KS4	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Chronological Understanding Change and Continuity	To talk about past and present events in their own lives and in the lives of family members (Memories are things we remember from the past that have already taken place.) Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. Put familiar events in chronological order, using pictures and discussion. Describe some similarities and differences between things in the past and the present (Vehicles, clothes and toys) . Explore and discuss similarities between aspects of their life and	Describe an aspect of everyday life within or beyond living memory (Victorian era and the 1950s). Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). Identify similarities and differences between ways of life within or beyond living memory (Helps us to make comparisons). Order information on a timeline (Photographs can be ordered, family trees, a decade is 10 years and timelines start with the events that happened the longest ago on the left).	Describe the everyday lives of people in a period within or beyond living memory (Human features over time can remain, change or be demolished). Sequence significant information in chronological order (Timelines can show different periods of time. Historical period is the duration of a monarch's reign). Describe how an aspect of life has changed over time (Absolute Power and Constitutional Monarch). Describe the hierarchy of a past society. (E.g. William the Conqueror) Use the historical terms year, decade and century (Linked to Monarchs – King, Queen, Sovereign, ruler and reign).	Describe the everyday lives of people from past historical periods (e.g. How everyday life was defined in the Stone Age to Iron Age and Roman Empire). Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age (Farming, fighting, trading and clothing). Use historical terms to describe different periods of time (millennia era, BC, BCE, AD and CE.. Explain the similarities and differences between two periods of history (Common areas of human concern – food, shelter, warmth, accumulation of power etc).	Compare and contrast two civilisations. (E.g. Ancient Sumer and Ancient Egypt – many aspects of life today still linked to these) Sequence significant dates about events within a historical time period on historical timelines. (Roman desertion to Norman Conquest. Timelines help us to break complex periods of time into smaller parts and arrange them chronologically. They also help us to identify cause and effect). Describe and explain the impact of a past society on a local settlement or community. (e.g. Vikings)	Explain how everyday life in an ancient civilisation changed or continued during different periods. (E.g. Democracy and power of individuals in the Shang Dynasty and Ancient Greeks) Compare and contrast an aspect of history across two or more periods studied (Ancient Greek's decline in the Dark Age and development in Archaic Period). Sequence and make connections between periods of world history on a timeline (Shang Dynasty and Ancient Greeks).	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. Articulate and present a clear, chronological world history narrative within and across historical periods studied. (E.g. World War One and World War Two)	1066 and all that! Explain how much life changed in England after the Norman Invasion, with justification. Comparison of Anglo-Saxon and Norman England. Be able to describe and explain Norman Castle Building, development of towns and the introduction of the Feudal System. Renaissance England pt 1: Tudors. The Reformation. Explanation of elements of life in Elizabethan England that are the same/different to today. Analyse the changes brought to England by the Tudor Dynasty, particularly the Religious Reformation. Mughal India: Know and understand the changes brought into India by the Mughal Emperors in the	Renaissance England pt 2: Stuarts Examine progress made in the Scientific Revolution. Comparison with life in Medieval and Tudor England. Understand different aspects of change from the beginning to end of the time period. Evaluate rates of change/continuity and justify impact. Britain and Empire: Examine the progress during and impact of the Industrial Revolution in Britain from 1750-1900. Factors involved in the changes – which factor played the biggest role in bringing about change? Evaluate rates of change/continuity and justify impact.	WW1: Changes in Warfare from 19th Century and before to WW1. Be able to explain reasons for this. Evaluate impact of factors as accelerants for change; which ones had a greater impact and why? WW2: Comparison of elements of change and continuity from WW1 and WW2: warfare and methods of fighting, the Home Front, Conscription, weapons and technology, Government and military response.	The American West: Depth study analysing the fulfilment of the US Government's Manifest Destiny and systematic destruction of the traditional way of the life of the Native American Indians. Anglo-Saxon and Norman England: Comparison of Anglo-Saxon England with Norman England; how much change did the Norman invasion bring? In-depth analyses of: the Normanisation of the Church, the Feudal System, Norman Laws including the Forest Laws, changes in land ownership, the Domesday Book, Weimar and Nazi Germany: Examine the impact of the fall of the Kaiser and the implementation of the Weimar Republic. Examine	Medicine in Britain c.1250 to present: Explain and analyse the developments in Medicine across a long period of time. Be able to show change and continuity and explain thoroughly why these changes happened when they did. Be able to describe the key developments in each time period in: a. understanding of the causes of disease b. understanding of treatment and prevention of disease c. surgery d. the role of women e. medical professionals f. public health g. key individuals.

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	life in the past, using books, stories and pictures.			Sequence dates and information from several historical periods on a timeline (Stone Age to Iron Age and Roman Empire).				16 th and 17 th Centuries. Be able to describe the development of the Mughal Empire. Be able to compare and contrast with the changes brought into England by the Tudors.				political, social and economic upheaval during the Republic and analyse key factors. Explain and analyse the changes brought in by the Nazis and the impact this had in Germany in the 1930s: the law, politics into a police state, laws about minority groups, laws towards women, laws towards the youth in Germany.
Historical knowledge of people, places and events Cause and Consequence & Significance	Describe how peoples' lives were different in the past. Share stories and talk about significant people who lived in the past (Significant people changed the world or how we live. An explorer is someone who travels somewhere unfamiliar). Explore and talk about important events in the school or locality's history (Our school has	Describe the role of a monarch (A King or Queen who rules a country). Describe important events in the school's history (Celebrations and anniversaries). Identify some key features of a significant historical event beyond living memory (Events that have caused great change – remembering the date it happened, people involved and the consequences).	Describe the hierarchy of a past society (A hierarchy is a way of organising people in society based on importance. Feudal System) . Describe, in simple terms, the importance of local events, people and places (Commemorative buildings, monuments, newspapers and photographs tells us about significant places, people and events) . Describe what it was like to live in a different period (Historical	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the roles of tribal communities and explain how this influenced everyday life (e.g. Bronze Age being the first time there was a difference between the	Describe the fall of the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe the hierarchy and different roles in ancient civilisations. (E.g. Comparison of Ancient Egypt and Ancient Sumer) Explore the impact of power struggles on Britain. (E.g. Viking Invasion, targeting unprotected	Describe the significance, impact and legacy of power in ancient civilisations. (e.g. Shang Dynasty, Ancient Greeks) Study a feature of a past civilisation or society (Shang Dynasty – silk and jade. Trade (Silk Road) and disease (Black Death)). Describe the achievements and influence of the ancient Greeks on the wider world (Greek Philosophers, theorems, Olympics	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. (E.g. Growing knowledge of Slavery, World War I and World War II) Describe the growth of the British economy and the ways in which its growth impacted on British life (Slave Trade). Describe how the resistance, refusal or rebellion of	1066 and all that! Be able to explain why there was a succession crisis in 1066. Describe and explain the events at Stamford Bridge and analyse main reasons why William won at Hastings. Describe main events of the Saxon Rebellions and William's methods of dealing with them. Analyse the ways in which the changes brought by the Normans impacted on people's lives.	Renaissance England pt 2: Stuarts: Why was there a Civil War in England in the 1640s? Be able to analyse examples of causes/consequences, make strong links between them and explain long and short term impact of them. Start to prioritise causes of events. Analyse the impact of Cromwell's republic and key events of the Interregnum and why the Restoration of the Monarchy happened.	WW1: Why was there a world war in 1914? Why were so many soldiers killed and injured in WW1? Evaluate cause/consequence making clear links between them and prioritise causes with justification. Be able to show the difference in impact of the short and long-term causes of the War. Explain the impact of the changes in warfare and the results of Trench Warfare on the soldiers and the War itself.	The American West: Why did the US Government pursue Manifest Destiny? How did they fulfil this goal? What impact did it have on Native American Indian culture? Describe and explain the significance and impact that each group of settlers had in the settlement of the West: Mountain Men, Farmers in California and Oregon, Mormons, Gold Miners, Cowboys and Homesteaders. Analyse the impact of the	Medicine in Britain c.1250 to present: Explain thoroughly the factors involved in Medical developments throughout the unit of study. Analyse why key developments happened when they did, making clear contextual links between the events in History during each time period, the dominant influences in peoples' lives, the role of Government, Monarchy and Church and previous

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	changed overtime).	Understand the term significant and explain why a significant individual is important (Samuel Wilderspoon – playgrounds in schools during the Victorian era). Describe a significant historical event in British history (e.g The Great Fire of London and Queen Elizabeth II's coronation)	period is an era of passage of time). Explain why an event from the past is significant (Battle of Hastings in 1066 led to the Norman Conquest and Queen Elizabeth I's prevention of the Spanish Armada). Use historical models to make judgements about significance and describe the impact of a significant individual (Captain James Cook, Mary Anning, Neil Armstrong, Paul Cezanne, Vincent Van Gough, Emmeline Pankhurst, Henry VIII, Rosa Parks, Christopher Columbus, Joseph Lister, Vasco de Gama, William Wilberforce, Mahatma Ghandi, Martin Luther King Jr, Malala Yousafzai, Alfred the Great, Willaim the Conqueror, Elizabeth I, Queen Victoria and Queen Elizabeth II) .	wealth and status of people, ultimately leading to conflict). Describe the hierarchy and different roles in past civilisations (e.g. Roman Kingdom – absolute power). Explore the impact of power struggles on Britain. (Boudicca's rebellion against the Roman Invasion. Caledonians not surrendering and the subsequent Hadrian's Wall being built). Describe the achievements and influence of the ancient Romans on the wider world (City of Rome being built between 750 – 500 BC and the Roman Empire expansion until 2nd Century AD). Describe ways in which human invention and ingenuity have changed how people live (e.g.	and wealthy monasteries) Describe and explain the impact of a past society on a local settlement or community. (e.g. Vikings – inhabitants and language) Explain the causes and effects of significant events. (E.g. Ancient Sumer, Viking invasion and Norman Conquest) Construct a profile of a significant leader using a range of historical sources (King Athelstan, Augustine (Monk sent to convert Anglo-Saxon King to Christianity). Explain the cause, consequence and impact of invasion and settlement in Britain (Saxons, Angles and Jutes. Seven Kingdoms of Anglo-Saxon Britain, which merged into the five main kingdoms.	Games, art, culture, writing system and Acropolis). Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. (E.g. Neoclassicism) Explain why an aspect of world history is significant (After defeating the Greeks, the Romans embraced Greek culture. Legacy of ancient China). Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way (Hippocrates, Cleisthenes, Pericles, Socrates, Plato, Alexander the Great, Fu Hao and Confucius) .	individuals, groups and civilisations can affect a society or practice (Abolition of Slavery and Commonwealth War Graves). Describe and explain the significance of a leader or monarch (e.g. Gold, God and Glory) Describe some of the significant achievements of mankind and explain why they are important (Antarctic Exploration (Captain Cook, Captain James Clark Ross, Shackleton. Weapon development in WWI and WWII). Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices (Robert Falcon Scott – failed South Pole attempt). Describe the causes and	Be able to explain why the Norman conquest of England is so significant in this country's History. Renaissance England pt 1: Tudors. Why is Castle Acre Priory in ruins? Explain the causes/consequences and begin to explore links between them. Explore the key factors involved in the Renaissance, the Reformation and the English Reformation. Be able to describe the impact this had on people's lives. Mughal India: which Mughal Emperor was the most significant? Be able to begin to decide which criteria are important in order to make judgements about people and events. Analyse why there are contrasting views of significance. Be able to explain and describe the	Britain and Empire: Why did the Industrial Revolution happen? Development and impact of the Empire. Comparison of significant events and people across both time periods; evaluation of impact of those people and events. Explore the development of the British Empire, the Napoleonic Wars, the downsides of the Empire and common attitudes of the time. Link back to Mughal India and explore the development of British control in India through the East India Company. Be able to explain the downsides of belonging to the British Empire, using India as a case study (the Indian Famine). Explore and analyse the key factors involved in the abolition of the Slave Trade and Slavery and Reforms in:	Nazi Germany: Why did the Holocaust happen? Explore the rise of Nazism and the complete control gained by Hitler (including the inability of many to challenge his position). Is the Holocaust the most significant event in History? Be able to compare and evaluate historical events, identify criteria which can be used to make judgements about significance and analyse the impact that significance has to different peoples in different places over different times. WW2: Why was there a world war in 1939 – explain and analyse the impact of the Treaty of Versailles. Explore the key events of the War, explain why they happened and the impact they	development of transport systems into the West and changes/flaws of the Law and Order system. Analyse the causes of, events and outcomes of the main conflicts and Treaties with the Plains Indians. Anglo-Saxon and Norman England: Why was there a succession crisis in 1066 and then again in 1087? Why did King William introduce and enforce the changes he did – what was he trying to achieve, how effective were the measures? What long-lasting effects of the Norman conquest have there been to England? Be able to explain which of William's changes were the most significant in helping him gain and maintain control.	developments to build upon. Weimar and Nazi Germany: Analyse the fall of Weimar and be able to explain thoroughly the key factors involved. Analyse the key factors involved in the rise of Hitler and Nazism. Make clear links between the social, economic and political atmosphere in Germany in the 1920s and 1930s, with the rise of Nazism. Be able to explain why the Nazis made changes in laws and policies. Analyse deeply the impact of the changes brought by the Nazis on life in Germany. Describe and explain how Hitler's policies put Germany into a much stronger global position. Be able to show <u>how</u> Hitler achieved total control.
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			Describe and explain the importance of a significant individual's achievements on British history.	Stone Age, Bronze Age, Iron age and Romans). Explain the cause and effect of a significant historical event. (e.g. Pompeii, The end of the Bronze Age, Roman Invasion) Explain the cause, consequence and impact of invasion and settlement in Britain (AD 43, Claudius invaded and Romanised Britain).			consequences of a significant event in history (Abolition of Slavery, Western Front, Eastern Front, Treaty of Versailles, fascism, expansionism and appeasement nuclear weapons, alliances, imperialism, militarism and nationalism. Articulate the significance of a historical person, event, discovery or invention in British history (Britain's involvement in Maafa. Battle of Britain and victory over the Luftwaffe).	Mughal line of succession and the impact each Mughal Emperor had on the Empire. Explore reasons why most historians think Akbar was the greatest Emperor. Be able to explain decline of the Mughal Empire and how Emperor Aurangzeb left the Empire in a vulnerable position and open to the British EIC.	Factories, coal mines, workhouses and the Franchise.	had: outbreak, the Phoney War, Operation Sealion, The Blitz, Hitler's invasion of Russia, the War in Africa, Pearl Harbor, the Allied invasion of Italy, mass bombing, the D-Day Landings, VE Day, the War in the Far East, Hiroshima and Nagasaki. Post War: Explore the end of the British Empire, the establishment of NATO, the Cold War, the Vietnam War and the rise of Terrorism.		
Use of sources including interpretation and enquiry Source Skills, Interpretations and Representations	Share stories and talk about events in the past (People travelled to the Moon – Neil Armstrong). Explore and talk about pictures, stories and information books on the theme of royalty (Kings and Queens are rulers of countries and	Create stories, pictures, independent writing and role play about historical events, people and periods (Help us to empathise with Historical Figures). Use a range of historical artefacts to find out about the past (Historical artefacts are objects that	Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography (Historical information can be presented as a sorting activity – Diamond ranking).	Make choices about the best ways to present historical accounts and information (Using prior knowledge of Year 2). Make inferences about the accuracy of a historical source. Identify and discuss different	Explain how artefacts provide evidence of everyday life in Ancient Sumer and Ancient Egypt. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study of by answering a range of	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy (Accuracy depends on when they were written and perspective of the writer). Use a range of historical sources or	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance (Historical sources can contain bias due to context or creator's background. Historical perspective can be gained by weighing up the evidence.).	1066 and all that! Use sources to investigate the death of King Harold at Hastings. Why do different theories exist? Why do people say different things? Be able to identify the audience and purpose of sources. Analyse the strengths and weaknesses of	Renaissance England pt 2: Stuarts Oliver Cromwell: Hero or Villain? Research, gather evidence and explain the impact of the author, audience and purpose on the reliability (and utility) of the evidence. Be able to confidently use a range of different types	WW1: Analyse a variety of source material about WW1 to determine the impact of the War on soldiers' and civilians' lives. Begin to explore the value of sources that are clearly created for propaganda purposes. Understand that all source	The American West and Anglo-Saxon and Norman England: Sources used throughout both units to add supporting detail and enhance understanding of the issues covered. These 2 units form the Paper 2 criteria (there are no sources used on this exam paper, but	Medicine in Britain c.1250 to present: Historic Environment unit – injuries, illnesses, surgery and treatment in the trenches on the British sector of the Western Front. Use sources to explore the medical issues that emerged on the Western Front and responses to

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	in the past, made rules about how people should behave). Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life (Museum).	were made in the past. First-hand accounts can differ from each person, due to viewpoints). Express an opinion about a historical source.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it (Artefacts contain evidence from the past – Royal portraits promote wealth and power and Bayeux Tapestry demonstrate the events leading up to the Norman Conquest of England). Begin to use historical sources to begin to identify viewpoint (Fact is something that is true, whereas an opinion or viewpoint is a thought/belief)	viewpoints in a range of historical materials and sources. Analyse a range of historical information to explain how a national or international event has impacted the locality (National and international events can have a positive or negative impact on locality).	historical questions (Written texts, tables, diagrams, captions and lists). Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Interpret a source of information and understand how the context in which it was written influences the writer's viewpoint.	artefacts to build a picture of a historical event or person (Oracle Bones). Find evidence from different sources, identify bias and form balanced arguments (Bias is the act of supporting or opposing in an unfair way. First-hand accounts may prove unreliable due to the creator's intentions).	Identify bias in historical sources and explain the impact of that bias (Types can include political, cultural or racial bias).	different interpretations. Renaissance England pt 1: Tudors Research and gather source material to show differing aspects of life in England during the reign of Queen Elizabeth I. Be able to show an understanding of the value of using a range of different types of evidence and explore how evidence can be used to support key points/ideas. Mughal India: comparison of Queen Elizabeth's Whitehall and Emperor Akbar's palace at Fatehpur Sikri. Be able to identify the audience and purpose of sources. Be able to select evidence for a particular task. Make decisions about which sources are most useful for which tasks and be able to explain reasons for this.	of evidence and skilfully select evidence that is appropriate for the task. Britain and Empire: Who had the worst living and working conditions in the British Empire in the 19th Century? Research and use evidence to present a key interpretation of events. Be able to provide a counter-argument using sources. Confidently and skilfully select source material and be able to discuss the impact that its provenance has on its usefulness.	material is useful. Nazi Germany: Analyse evidence from the Nazi regime and show clear understanding of propaganda and censorship. Explore different interpretations of events from the time when the Nazis were in power. WW2: research project on aspects of the Home Front in WW2 and other key events during the conflict. Be able to skilfully evaluate the impact of purpose, motive, audience and content on utility and reliability of evidence. Be able to evaluate historical interpretations of people and events by challenging previously established ideas and offering own interpretations. Explain how a line of enquire would be pursued.	source skills continue to be practised ready for Year 11 work). Sources used to compare and contrast attitudes from the times of both depth studies. Be able to explain differing attitudes and interpretations of the events from all sides involved. Be able to confidently use source material to support key ideas and arguments.	them. Be able to analyse usefulness and reliability of sources. Skilfully explain the impact of the provenance of sources on their utility and reliability. Understand and explain how to pursue a line of enquiry, by following up key points raised in source material. Have a clear understanding of the different types of sources and their uses. Know and understand how to use different types of source material from World War One and explain which ones are most useful for which types of enquiry. Weimar and Nazi Germany: Use sources to explore the issues faced by the Weimar Government and the rise of Nazism. Be able to analyse usefulness and reliability of sources. Be able to explain and analyse differences
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												between interpretations of the same events and people. Skilfully explain the impact of the provenance of sources on their utility and reliability. Be able to extract key inferences from sources and explain their meaning. Have a clear understanding of the different types of sources and their uses. Know and understand how to use different types of source material from Weimar and Nazi Germany (and beyond) and explain which ones are most useful for which types of enquiry.
Communication	Talk about themselves when they were younger and explain how they have changed.	Sequence stories and events about the past. Talk, write and draw about things in the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play,	Ask well composed historical questions about aspects of everyday life in ancient periods (cause and effect and continuity and change). Devise or respond to historically valid questions about a	Construct a narrative (factual account), chronological or non-chronological account of a past civilisation, focusing on their features and achievements (Ancient Sumer was the first Civilisation to develop C4500	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, religion, culture, art, politics, hierarchy) – Shang Dynasty Articulate and organise	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (Kingdoms of Africa -natural resources, trade and military prowess).	Gather and present evidence on aspects of Elizabethan life. Use sources of information in all units of study to support points in written work and enhance understanding of events. Be able to describe in detail the key	Be able to describe in detail and begin to explain (showing a line of reasoning) key causes/results/i mpact of events in History. Begin to quote from sources of evidence to support written work. Be able to produce	Be able to explain, analyse and prioritise key causes of events and their results and impact. Be able to quote from sources of evidence to support written work. Be able to produce extended written work, that is clearly	Be able to plan and write extended answers that show a clear line of reasoning, a thorough analysis of events and their impact and a sophisticated use of SPaG and SST.	Be able to plan and write extended answers that show a clear line of reasoning, a thorough analysis of events and their impact and a sophisticated use of SPaG and SST. Be able to seamlessly

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			storytelling and using ICT.	significant historical figure and suggest or plan ways to answer them (Mary Anning and Emperors – Augustus, Claudius, Trajan, Hadrian and Contantine). Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	BC. Ancient Egyptian Civilisations grew around the banks of the Nile c3100 BC to due fertile soil). Use more complex historical terms to explain and present historical information (art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing). Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them (Ancient Civilisations). Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	important information and detailed historical accounts using topic related vocabulary. Frame historically valid questions about continuity and change and construct informed responses(Minoan Civilisation natural disaster, Archaic Period of Ancient Greece – including democracy).	Use abstract terms to express historical ideas and information (colonisation, empire, enslavement, rebellion and resistance). Ask perceptive questions to evaluate an artefact or historical source. Present an in-depth study of a local town or city, suggesting how to source the required information. Present a detailed historical narrative about a significant global event (Titanic, Triangular Slave Trade, Colonisation of Africa, Abolition of Slavery, D-Day and Batlle of Bulge).	causes/results/i mpact of events in History. Be able to paragraph work correctly and organise information into clear written work.	clearly organised written work.	organised, well-paragraphed and structured.		integrate well-chosen quotes (or references to pictorial evidence) into written answers.
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Cornerstones Key Concepts:

- Everyday life
- Hierarchy and Power
- Civilisations
- Report and Conclude
- Communication
- Artefacts and Sources
- Local History
- Compare and Contrast
- Significant Events
- Significant People
- British History
- Chronology