



Progression Map: History

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Rec | <p>The learning journey for History begins in The Early Years when children begin to share facts about their lives and listen to real life events. Through continuous provision, child led learning and adult directed activities children in the Early Years will develop their skills and knowledge of History through the teaching of Understanding the World. This ensures that children build strong foundations and are prepared for the National Curriculum. In our Early Years we understand the importance of ‘the unique child’ and therefore understand that children will take individual journeys to reach these goals. Adults are aware of the journey that children in our Early Years embark on and use assessment of the children and In the moment planning to identify their next steps and ensure progression for each individual child.</p> <p>By the end of The Early Years children will:</p> <ul style="list-style-type: none"> • Engage with non-fiction books about things of the past. • Retell events of the past that they have learnt through stories and story-telling. • Retell real events using adverbs of time. • Comment on artefacts and pictures of the past. • Discuss characters from the past that they have learnt about through story. • Make sense of their own family’s story and family history. • Understand that things were different in the past (relative to themselves.) • Be able to sequence events. • Know similarities and differences between things in the past and now. <p>Specific knowledge:</p> <ul style="list-style-type: none"> • The past is something that has already happened. <p>Specific skills:</p> <ul style="list-style-type: none"> • Retell a story. • Talk about things that have happened in their own lives. • Compare artifacts and pictures from the past and now. | | | | | |



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| | <p>Experiences:</p> <ul style="list-style-type: none"> • Read non-fiction books. • Sharing stories in small key worker groups. • Sharing photos from home. • Sequencing activities in Maths. | | |
| Year 1 | <p><u>Topic – Changes in living memory</u></p> <p><u>Substantive concept-</u> Community, Nationality, Rights, Society</p> <p><u>Previous Learning-</u></p> <p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using</p> | <p><u>Topic – The lives of significant people (Mary Anning and David Attenborough)</u></p> <p><u>Substantive concept-</u> Knowledge community, Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p> <p><u>Previous learning-</u></p> <p>Science Animals, including humans. Plants.</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p><u>Topic – More lives of significant people (Neil Armstrong, Mae Jemison, Bernard Harris Jr, Tim Peak)</u></p> <p><u>Substantive concept-</u> Knowledge community, Explore, Rights, Freedom, Society, Frontier, Pioneer</p> <p><u>Previous learning-</u></p> <p>EYFS Past and Present People, Culture and Communities</p> <p>History Lives of significant people</p> <p>Science Animals, including humans Plants</p> <p><u>Big ideas/ Key questions/ Learning foci-</u> Pioneer</p> |



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| <p>knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate maps</p> <p><u>Big ideas/ Key questions/ Learning foci-</u></p> <p>Stages How have I grown and changed in my life?</p> <p>Changes What is it like around here? What are the shops in my community? What were shops like in the past? How have shops changed?</p> <p>Explain it How are shops different today than a long time ago?</p> | <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>Big ideas/ Key questions/ Learning foci-</u></p> <p>Mary Anning Who was Mary Anning? What did she do? What did Mary Anning discover?</p> <p>David Attenborough Who is David Attenborough? What does he do? What has David Attenborough achieved?</p> | <p>Who was Neil Armstrong? What did he achieve?</p> <p>Explorers Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve?</p> <p>Remember Compare the achievements of two significant individuals. What was similar and what was different? Study a third significant individual from the above.</p> <p><u>Tier 2 vocabulary</u> Legacy, inspire, pioneer, explore, similar</p> <p><u>Tier 3 vocabulary</u> Orbit, racism, significant, astronaut, expedition</p> |
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| | <p><u>Tier 2 vocabulary-</u> Toddler, timeline, present, compare, memory</p> <p><u>Tier 3 vocabulary-</u> Community, tills, supermarket, customer, bakery</p> | <p>Compare Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</p> <p><u>Tier 2 vocabulary-</u> Legacy, inspire, revealed, explore, similar</p> <p><u>Tier 3 vocabulary-</u> Fossil, documentary, significant, naturalist, expedition</p> | |
| Year 2 | <p><u>Topic – Events beyond living memory</u></p> <p><u>Substantive concept</u> Community, power, knowledge and Democracy City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <p><u>Previous Learning</u> EYFS Past and Present People, Culture and Communities</p> <p>History Lives of significant people More lives of significant people</p> <p>Science</p> | <p><u>Topic – Significant historical events, people and places in their own locality</u></p> <p><u>Substantive concept</u> Community, Knowledge, Power Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p> <p><u>Previous learning</u> EYFS Past and Present People, Culture and Communities</p> <p>History Lives of significant people More lives of significant people Events beyond living memory</p> | <p><u>Topic – Revisit events beyond living memory</u></p> <p><u>Substantive concept</u> Community, power, democracy, knowledge City, Monarchy, King, Merchant, Parliament, Society, Religion</p> <p><u>Previous learning</u> EYFS Past and Present People, Culture and Communities</p> <p>History Lives of significant people More lives of significant people Events beyond living memory</p> <p><u>Big Ideas/Key Questions/Learning Foci</u></p> |



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| <p>Everyday materials</p> <p><u>Big Ideas/Key Questions/Learning Foci</u> When and where? Where is London? When was the Great Fire of London?</p> <p>What? How did the fire start? Why did the fire spread so quickly? Study Sunday 2nd September 1666 - Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London? As a consequence of the fire, what changes were made to London?</p> <p><u>Tier 2 vocabulary</u></p> | <p><u>Big Ideas/Key Questions/Learning Foci</u> Egremont today Remember - what is Egremont like today? Egremont in the past King James I: what things happened in Egremont's past? King Charles II: what things happened in Egremont's past? The Great Fire: what things happened in Egremont's past? World War II: what things happened in Egremont's past? What I know about Egremont Egremont: what do you remember about the past?</p> <p><u>Tier 2 vocabulary</u> jockey chronology memorial devastated converted founded</p> <p><u>Tier 3 vocabulary</u> monarch common code coat of arms racecourse airfield</p> | <p>What do you remember about the Great Fire of London? What happened during the Great Fire of London? What was the effect of the Great Fire of London and how do we know?</p> <p><u>Tier 2 vocabulary</u> Bustling, raged, extinguished, merchant, engulfed</p> <p><u>Tier 3 vocabulary</u> Flammable, devoured, possessions, ineffective, doused</p> |
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| | <p>Bustling, raged, extinguished, merchant, engulfed</p> <p>Tier 3 vocabulary Flammable, devoured, possessions, ineffective, doused</p> | | |
| Year 3 | <p>Topic – Changes in Britain from the Stone Age to the Iron Age</p> <p>Substantive concept Knowledge, community, power Settlement, Belief, Conflict, Trade, Trade routes, Migration</p> <p>Previous learning EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory</p> <p>Science Rocks</p> <p>Big Ideas/Key Questions/Learning Foci</p> | <p>Topic – Changes in Britain from the Stone Age to the Iron Age and The Roman Empire and its impact on Britain</p> <p>Substantive concept Knowledge, community, power Settlement, Belief, Conflict, Trade, Trade routes, Migration</p> <p>Previous learning EYFS Past and Present People, Culture and Communities History Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory</p> <p>Science Rocks</p> | <p>Topic – The Roman Empire and its impact on Britain</p> <p>Substantive concept Invasion, power, civilisation Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p> <p>Previous learning History Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory Changes in Britain from the Stone Age to the Iron Age</p> <p>Science Rocks</p> <p>Big Ideas/Key Questions/Learning Foci</p> |



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| | <p>Stone Age Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know?</p> <p>Bronze Age When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age?</p> <p>Iron Age When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p> <p><u>Tier 2 vocabulary</u> Ancient, community, dense, extinct, roaming</p> <p><u>Tier 3 vocabulary</u> Prehistory, domesticated, arid, gatherer, nomad, reared, submerged</p> | <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>Stone Age Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know? What were Mesolithic times like? How do we know? What were Neolithic times like? How do we know?</p> <p>Bronze Age When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age?</p> <p>Iron Age When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p> <p><u>Tier 2 vocabulary</u> Ancient, community, dense, extinct, roaming</p> <p><u>Tier 3 vocabulary</u> Prehistory, domesticated, arid, gatherer, nomad, reared, submerged</p> <p><u>Substantive concept</u> Invasion, power, civilisation</p> | <p>People and belief Who were the Romans? What was it like to live in Rome?</p> <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain?</p> <p>Resistance and change Who resisted the Roman invasion? Technology: how did Britain change under Roman rule? Review session - can be used to elaborate or catch-up study. Belief: how did Britain change under Roman rule? SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p> <p><u>Tier 2 vocabulary</u> Previously, conquered, rebellion, luxurious culture, settlement</p> <p><u>Tier 3 vocabulary</u> Amphitheatre, emperor, aqueducts, invasion, barbarian, forum</p> |
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| | | <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p> <p><u>Previous learning</u></p> <p>History Lives of significant people More lives of significant people Events beyond living memory Revisit events beyond living memory Changes in Britain from the Stone Age to the Iron Age</p> <p>Science Rocks</p> <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>People and belief Who were the Romans? What was it like to live in Rome?</p> <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age? When did the Romans invade Britain?</p> <p>Resistance and change Who resisted the Roman invasion? Technology: how did Britain change under Roman rule?</p> | |
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| | | <p>Review session - can be used to elaborate or catch-up study. Belief: how did Britain change under Roman rule? SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p> <p><u>Tier 2 vocabulary</u> Previously, conquered, rebellion, luxurious culture, settlement</p> <p><u>Tier 3 vocabulary</u> Amphitheatre, emperor, aqueducts, invasion, barbarian, forum</p> | |
| Year 4 | <p><u>Topic – Britain’s settlement by Anglo-Saxons and Scots</u></p> <p><u>Substantive concept</u> Invasion, power, community Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p> <p><u>Previous Learning</u> History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</p> | <p><u>Topic – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><u>Substantive concept</u> Invasion, power, community, democracy Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p> <p><u>Previous learning</u> History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots</p> | <p><u>Topic – The achievements of the earliest civilizations- Ancient Egypt</u></p> <p><u>Substantive concept</u> Civilisation, knowledge, power, invasion Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p> <p><u>Previous learning</u> History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain</p> |



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| <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>Cause Why did the Anglo-Saxons come to Britain? Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain? What kingdoms were formed by the Anglo-Saxons?</p> <p>Evidence How do we know about the Anglo-Saxons?</p> <p>Religion How did religion influence the Anglo-Saxons? How do we know this?</p> <p><u>Tier 2 vocabulary</u> Abandoned, defenceless, dominant, missionary, pagan, reliant</p> <p><u>Tier 3 vocabulary</u> Heptarchy, laden, sporadic, vanquish, viewpoint, migration</p> | <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>Origins What was life like for Vikings? When did the Vikings attack Britain?</p> <p>Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p> <p><u>Tier 2 vocabulary</u> Contested, exile, descendant, heir, plunder, truce</p> <p><u>Tier 3 vocabulary</u> Decimated, incursion, ransack, severed, martyr, marauding</p> | <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>People and place Who were a few of the earliest civilisations and what did they achieve? Who were the ancient Egyptians and where did they live?</p> <p>Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve? The Middle Kingdom: who was significant and what did they achieve? The New Kingdom: who was significant and what did they achieve?</p> <p>Achievements and beliefs Achievements: how and what did the ancient Egyptians write? Achievements: How did the ancient Egyptians use the river Nile? Gods: what did the ancient Egyptians believe in? Evidence: what do we know about Tutankhamun?</p> <p><u>Tier 2 vocabulary</u> Colossal, stability, society, civilisation, irrigation, mysteriously</p> |
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| | | | <p>Tier 3 vocabulary Funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh</p> |
| Year 5 | <p>Topic – Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Substantive concept Civilisation, power, democracy, knowledge Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p> <p>Previous learning History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history</p> | <p>Topic – A non-European society that provides contrasts with British history Maya c.AD 900</p> <p>Substantive concept Civilisation, knowledge, power City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p> <p>Previous learning History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations</p> <p>Big Ideas/Key Questions/Learning Foci People and place Where did the Maya live? What were the significant events in the Maya’s history?</p> | <p>Topic – A non-European society that provides contrasts with British history Benin (West Africa) c. AD 900 - 1300</p> <p>Substantive concept Civilisation, knowledge, power City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p> <p>Previous learning History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations</p> <p>Big Ideas/Key Questions/Learning Foci Locality and early rulers</p> |



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| <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p>Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>Legacy Why were the Olympic games invented by the Ancient Greeks? Who was Alexander the Great and why was he so renowned?</p> <p><u>Tier 2 vocabulary</u> Democracy, honour, phenomenal, deteriorated, armoured, oppressive</p> | <p>City-states What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza</p> <p>Inventions What did the Maya invent?</p> <p>Consequences What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p> <p><u>Tier 2 vocabulary</u> Population, famine, descendant, declining, citizen, native</p> <p><u>Tier 3 vocabulary</u> Deforestation, codex, sacrifice, astronomy, warrior, polytheistic</p> | <p>Where was ancient the kingdom of Benin located? Who were the first rulers of the Edo people?</p> <p>Beliefs and way of life Who were the Oba and what did they do? What features did the kingdom of Benin's capital city have? What was life like in ancient Benin City? What was the significance of trade in the city?</p> <p>Comparison Remember: What do you know about Anglo-Saxons and William the Conqueror? What was similar and different between Benin and Anglo-Saxon Britain?</p> <p>Evidence What happened to the mighty Benin City?</p> <p>Remember Explain: what do you know about Benin, their achievements and demise?</p> <p><u>Tier 2 vocabulary</u> Demise, destruction, flourish, overthrow, radiate, sophisticated</p> <p><u>Tier 3 vocabulary</u> Ancestral, animism, fortification, guild, infrastructure, ritual</p> |
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| | <p><u>Tier 3 vocabulary</u> city-state, tyrant, sanctuary, tactical, valiantly, unified</p> | | |
| Year 6 | <p><u>Topic – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Battle of Britain</u></p> <p><u>Substantive concept</u> Power, invasion, community Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p> <p><u>Previous learning</u> History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history Ancient Greece</p> | <p><u>Topic – A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- Windrush generation</u></p> <p><u>Substantive concept</u> Community, democracy, power Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p> <p><u>Previous learning</u> History Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor The achievements of the earliest civilizations A non-European society that provides contrasts with British history</p> | <p><u>Topic- Five Significant Monarchs</u></p> <p><u>Substantive concept</u> Power, invasion, democracy, Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law</p> <p><u>Previous learning</u> History Significant historical events, people and places in their own locality Events beyond living memory The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient Greece – a study of Greek life and achievements and their influence on the western world A non-European society that provides contrasts with British history Benin (West Africa) c. AD 900 – 1300</p> |



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| <p>– a study of Greek life and achievements and their influence on the western world Windrush generation Monarchs through time</p> <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>Cause Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p> <p>Threat Why were people evacuated from cities?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p> <p><u>Tier 2 vocabulary</u></p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><u>Big Ideas/Key Questions/Learning Foci</u></p> <p>People and place Where are the Caribbean islands? What’s their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? Why did people migrate from the Caribbean to England in 1948? What was life in London like for the Windrush pioneers? Who was Sam King and what did he do? Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p> <p><u>Tier 2 vocabulary</u> Intolerance, immigrate, prejudice, colony, emigrate, discrimination</p> <p><u>Tier 3 vocabulary</u> Racism, segregation, diversity, disembarked, demobilised, iniquitous</p> | <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - Battle of Britain A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- Windrush generation</p> <p><u>Big ideas/Key questions/ learning foci</u></p> <p>How is William I remembered? What legacy did he leave?</p> <p>How is Henry VIII remembered? What legacy did he leave?</p> <p>How is Elizabeth I remembered? What legacy did she leave?</p> <p>How is Charles II remembered? What legacy did he leave?</p> <p>How is Queen Victoria remembered? What legacy did she leave?</p> <p>In your opinion, who was the greatest past monarch?</p> <p><u>Tier 2 vocabulary</u></p> |
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| | <p>Ferocious, infantry, civilians, intercept, radar, occupation</p> <p><u>Tier 3 vocabulary</u> anti-Semitic, Luftwaffe, blitzkrieg, evacuated, rationing, blackout</p> | | <p>Lucrative, prosperity, republic, plundered, arrogant, duplicitous</p> <p><u>Tier 3 vocabulary</u> Aristocracy, monastery, dissolution, privateers, industrialisation, annulment</p> |
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