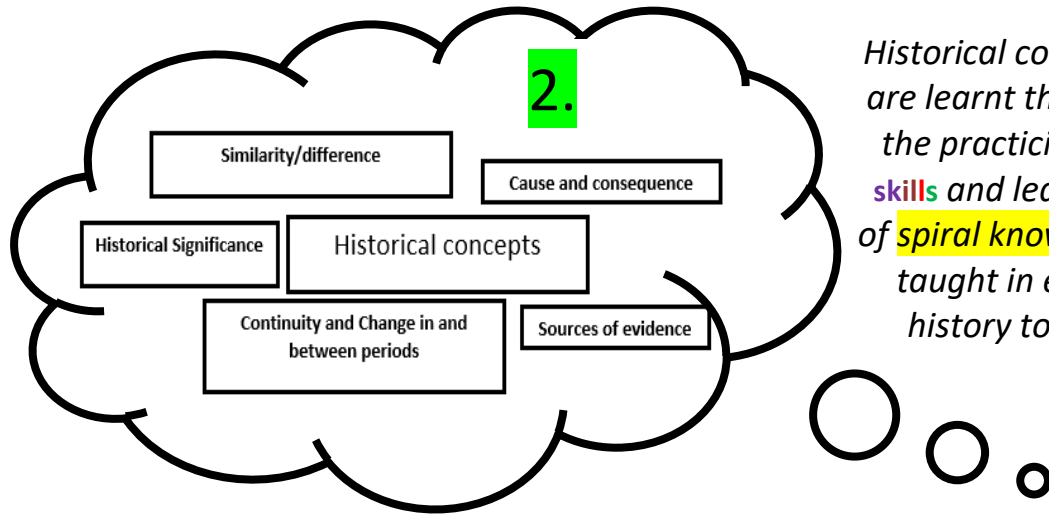




Brede Primary School

HISTORY CURRICULUM

1. All teachers are familiar with the National Curriculum. This document lists historical concepts, skills and knowledge that each key stage is required to learn.

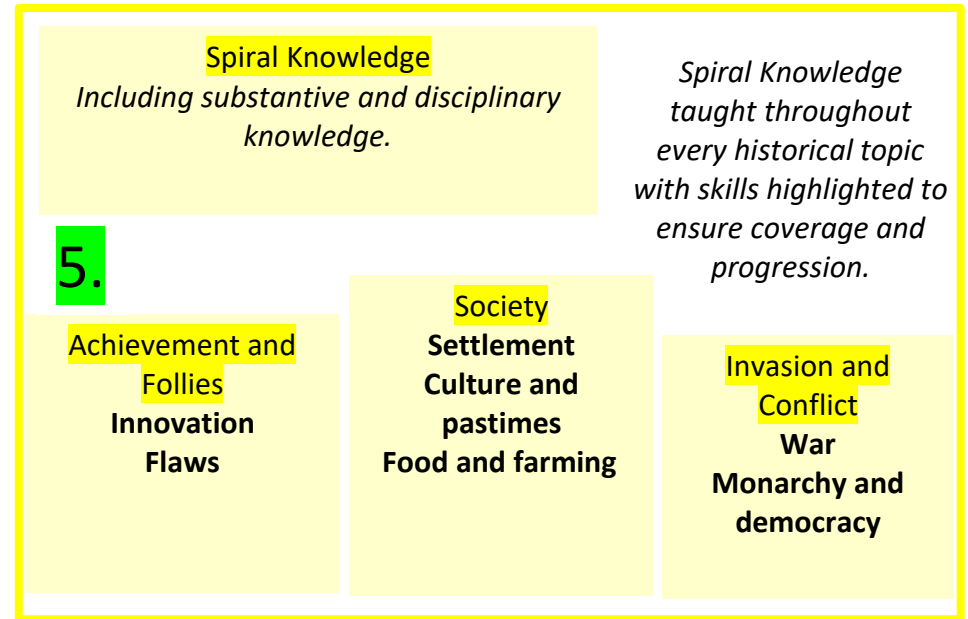


Historical concepts are learnt through the practicing of skills and learning of spiral knowledge taught in each history topic.

3. Pick a topic
(Link to previous topic taught)



How to use this document...



6. By the end of a topic, pupils will be displaying an understanding of substantive and disciplinary knowledge, historical concepts and skills.

History

Intent Statement:

The history curriculum at Brede Primary School will ensure our pupils reflect on their lives today and the lives of others in the past. Pupils will develop an appreciation of their world, and the societies within it, through the development of historical understanding and philosophical enquiry. We aim to complete local studies and provide additional experiences to encourage the application of the knowledge and to allow pupils gain an insight into how our world, our country, our local area and the world have developed and changed over time. Pupils will discover their place in the world through the study of historical events that contribute to the way our world is structured and inhabited today.

Outlined in this document are the **historical concepts** that pupils will explore throughout each topic. To enable pupils to understand these philosophies, we have generated **Spiral Knowledge** and considered a variety of **skills** that are necessary to gain historical perspective. These will be taught progressively across every historical topic in every year group and revisited regularly to ensure pupils have both the skills and knowledge to become historians.

National Curriculum Aims:

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological narrative**, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change, cause and consequence, similarity, difference and significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts, including written narratives and analyses**
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

History - Age Related Statutory Coverage:

EYFS	Key Stage One Learning	Key Stage Two
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<p>Understanding the World: ELG: Past and Present.</p> <ul style="list-style-type: none"> • 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>Knowledge/ Understand of British history:</p> <ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally <p>Knowledge/understanding of wider world history:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare some aspects of life in different periods- e.g. explorers, kings and queens <p>Local history:</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<p>Knowledge/ Understand of British history: Combine overview and in-depth studies:</p> <ul style="list-style-type: none"> • 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 • A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Local history:</p> <ul style="list-style-type: none"> • A local history study
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Historical concepts and skills progression

EYFS

Historical Concepts	Continuity and Change in and between periods	Cause and consequence	Similarity/difference	Historical Significance	Sources of evidence
	<i>Look closely at similarities, differences, patterns and change.</i>	<i>Question why things happen and give explanations.</i>	<i>Know about similarities and differences between themselves and others, and among families, communities and traditions.</i>	<i>Recognise and describe special times or events for family or friends.</i>	<i>Talk about what information a source gives about the past and present through familiar contexts. E.g. family photographs, and stories with familiar elements</i>

Investigate and Interpret the Past	<ul style="list-style-type: none"> • Be curious about people and show interest in stories. • Compare and contrast characters from stories, including figures from the past. • Answer 'how' and 'why' questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Recalling their experiences and what they have read know some similarities and differences between things in the past and now. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain.
Build an Overview of World History	<ul style="list-style-type: none"> • Talk about the settings, characters and events encountered in stories about the past they know. • Describe significant people in their family and community.
Chronological Knowledge and Understanding	<ul style="list-style-type: none"> • Use everyday language related to time • Order and sequence familiar events. • Describe main story settings, events and principal characters • Talk about past and present events in their own lives and in lives of family members.
Communicating Historically	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

KS1

Historical Concepts	Continuity and Change in and between periods	Cause and consequence	Similarity/difference	Historical Significance	Sources of evidence
	<i>Identify similarities/ differences between ways of life at different times.</i>	<i>Recognise why people did things, why events happened and what happened as a result.</i>	<i>Make simple observations about different types of people, events, and beliefs within a society.</i>	<i>Talk about who was important e.g. in a simple historical account.</i>	<i>Identify what information a source gives about specific events or people from the past.</i>
Investigate and Interpret the Past	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Identify different ways in which the past is represented: use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented 				
Build an Overview of World History	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 				

Chronological Knowledge and Understanding	<ul style="list-style-type: none"> Place events and artefacts studied in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. Identify similarities/differences between periods.
Communicating Historically	<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Understand some ways we find out about the past. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Choose and use parts of stories and other sources to show understanding of historical concepts above

Lower KS2					
Historical Concepts	Continuity and Change in and between periods	Cause and consequence	Similarity/difference	Historical Significance	Sources of evidence
	<i>Describe/ make links between main events, situations and changes within and across different periods/societies.</i>	<i>Identify and give reasons for, results of, historical events, situations, changes.</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</i>	<i>Identify historically significant people and events in situations.</i>	<i>Understand sources are used in a joined-up way (i.e. collections. To interrogate evidence in relation to a question, (rather than more general reliability.) To question Interpretations, i.e. why historians construct different accounts of the past.</i>
Investigate and Interpret the Past	<ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. 				
Build an Overview of World History	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 				

Chronological Knowledge and Understanding	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Note connections, contrasts and trends over time.
Communicating Historically	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates time period era change chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Upper KS2					
Historical Concepts	Continuity and Change in and between periods	Cause and consequence	Similarity/difference	Historical Significance	Sources of evidence
	<i>Describe/ make links between main events, situations and changes within and across different periods/societies.</i>	<i>Identify and give reasons for, results of, historical events, situations, changes.</i>	<i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</i>	<i>Identify historically significant people and events in situations.</i>	<i>Understand sources are use in a joined-up way (i.e. collections). To interrogate evidence in relation to a question, (rather than more general reliability.) To question interpretations, i.e. why historians construct different accounts of the past. Constructively, i.e. seeing bias as another type of useful information about the past (e.g. the author's attitude), rather than emphasising what makes the sources unreliable.</i>
Investigate and Interpret the Past	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that different versions of the past may exist, giving some reasons for this. 				

	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an Overview of World History	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Chronological Knowledge and Understanding	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.
Communicating Historically	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Empire • Civilisation • Parliament • Peasantry • Commonwealth • Union <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. • Regularly address and sometimes devise historically valid questions* • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by: selecting and organising relevant historical information.

Spiral Knowledge

Our **Spiral Knowledge** is the factual information that we want all historical topics to cover to ensure our pupils can make connections between different time periods across year groups.

Later in this document, within each topic, the **Spiral Knowledge** will combine with relevant **skills** to ensure pupils are building their understanding of **historical concepts**. These will be taught in every year group and will progress as stated below.

EYFS	Change (Innovation)	Events (Flaws and War)	Place and Space (Settlement)	Things to do with the Past (Culture and pastimes and Food and farming)	Important People and Events (Monarchy and democracy)
EYFS	<p>Pupils understand that the past is made of events that have already happened.</p> <p>Pupils will find out about some simple similarities and differences between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Pupils will find out how the local environment has changed over time using photographs and first-hand experiences.</p>	<p>Pupils talk about the lives of the people around them drawing on significant events, such as birthdays or other celebrations, sharing stories and events from memory and stories.</p> <p>Pupils can identify the difference between a positive and negative event that have happened to them in the past.</p>	<p>Pupils talk about the lives of familiar people around them, such as their occupation.</p> <p>Pupils talk about the important features of their environment and events in the school or locality's history.</p>	<p>Pupils talk about some of the similarities and differences between living in the past and now, such as toys and clothes, and other items relating to everyday life.</p>	<p>Pupils talk about some significant people in history they have learnt about from stories and information texts and other sources of information, such as pictures, personal accounts.</p>

KS1 and 2	Achievement and Follies		Society			Invasion and Conflict	
	<p>Innovation</p> <p>(Including industrialisation, modern technology, development the changing structure of settlements over time, medical developments, transport developments, landmarks and sites of historical interest within and outside Britain.)</p>	<p>Flaws</p> <p>(Including setbacks of individual decisions, defeats in battle, civilizational barriers such as lack of innovation, knowledge and invention, societal issues, lack of resources, aged social views and beliefs.)</p>	<p>Settlement</p> <p>(Including movement and its associated terminology, structures from across the ages, the nature of a settlement, defences, homes, sanitation, heating, Public facilities, monuments and memorials and gathering places.)</p>	<p>Culture and pastimes</p> <p>(Including values, pagan practices, organised religions key events (e.g. sacrifice), ideologies, symbols, artworks, artists and artisans, jewellery, architecture and architects, games, sports, plays and theatre, music and instruments, great thinkers and big ideas and stories.)</p>	<p>Food and farming</p> <p>(Including main food groups (e.g. grains, fish), popular foods and dishes, methods of collection, important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation), use of animals and trade in foods and spices)</p>	<p>War</p> <p>(Including locations, multiple locations, reasons for conflict (e.g. invasions), weapons, defences, resistance, tactics, types of conflict (e.g. battles, wars) and resolutions to conflicts.)</p>	<p>Monarchy and democracy</p> <p>(Including life and reign, power and law, key events, fashion, allies, social organisation/ Parliament, life for different sections of society, education and crime and punishment.)</p>
KS1	<p>Pupils will know about the lives of significant individuals who have contributed to achievements.</p> <p>Pupils will be able to talk about and record ideas about changes that have happened within and beyond living memory.</p>	<p>Pupils will be able to identify what went well, what didn't go well and what is different now.</p>	<p>Pupils will understand the date and location of new settlements fit in a chronological framework</p> <p>Pupils will be able to identify what is different and what is the same about places they have studied now and in the past.</p>	<p>Pupils will be able to identify how and why people lived in a certain way</p> <p>Pupils will be able to identify causes and consequences of historical events</p>	<p>Pupils will be able to talk about the lives of different people / groups of people and how this affected their opportunities</p>	<p>Pupils will be able to name and recall significant historical conflicts in the UK and in their own locality.</p> <p>Pupils will understand where these conflicts and events fit in a chronological framework.</p> <p>Pupils will be able to discuss the reasons for these</p>	<p>Pupils will be able to explain what a democracy is and name some significant individuals now and in the past.</p>

KS1 and 2	Achievement and Follies		Society			Invasion and Conflict	
	<p>Innovation</p> <p>(Including industrialisation, modern technology, development the changing structure of settlements over time, medical developments, transport developments, landmarks and sites of historical interest within and outside Britain.)</p>	<p>Flaws</p> <p>(Including setbacks of individual decisions, defeats in battle, civilizational barriers such as lack of innovation, knowledge and invention, societal issues, lack of resources, aged social views and beliefs.)</p>	<p>Settlement</p> <p>(Including movement and its associated terminology, structures from across the ages, the nature of a settlement, defences, homes, sanitation, heating, Public facilities, monuments and memorials and gathering places.)</p>	<p>Culture and pastimes</p> <p>(Including values, pagan practices, organised religions key events (e.g. sacrifice), ideologies, symbols, artworks, artists and artisans, jewellery, architecture and architects, games, sports, plays and theatre, music and instruments, great thinkers and big ideas and stories.)</p>	<p>Food and farming</p> <p>(Including main food groups (e.g. grains, fish), popular foods and dishes, methods of collection, important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation), use of animals and trade in foods and spices)</p>	<p>War</p> <p>(Including locations, multiple locations, reasons for conflict (e.g. invasions), weapons, defences, resistance, tactics, types of conflict (e.g. battles, wars) and resolutions to conflicts.)</p>	<p>Monarchy and democracy</p> <p>(Including life and reign, power and law, key events, fashion, allies, social organisation/ Parliament, life for different sections of society, education and crime and punishment.)</p>
LKS2	<p>Pupils will be able to place achievements and inventions in a chronology that sets a context for their learning.</p> <p>Pupils will be able to identify and discuss a range of groups and individuals who were significant and successful in the local area.</p>	<p>Pupils will be able to access, use and interpret a range of resources including documents, internet publications, artefacts, texts to understand what contributed to historical outcomes.</p> <p>Pupils will be able to discuss and debate their understanding of the historical topics they have learned about and explain why these are significant.</p>	<p>Pupils will understand where, when and why new settlements were formed and where they fit within a chronological framework.</p> <p>Pupils will be able to name places that are historically significant and explain why.</p>	<p>Pupils will be able to identify how and why people lived in a certain way and consider how culture has evolved in that location.</p> <p>Pupils will consider how pastimes have affected the present.</p>	<p>Pupils will be able to talk about the lives of different people / groups of people and how this affected their opportunities focusing on farming.</p> <p>Pupils will be able to use historical sources to elicit favoured foods of different settlements and consider why these were so popular or accessible.</p>	<p>Pupils will be able to name and recall significant historical conflicts in the UK and in their own locality.</p> <p>Pupils will be able to explain why these events occurred and see similarities and differences between invasion events.</p> <p>Pupils will be able to understand and discuss changes in</p>	<p>Pupils will be able to explain what a democracy is and name some significant individuals now and in the past.</p> <p>Pupils will be able to identify and discuss the impact of invaders on the life and politics of Britain.</p>

KS1 and 2	Achievement and Follies		Society			Invasion and Conflict	
	<p>Innovation</p> <p>(Including industrialisation, modern technology, development the changing structure of settlements over time, medical developments, transport developments, landmarks and sites of historical interest within and outside Britain.)</p>	<p>Flaws</p> <p>(Including setbacks of individual decisions, defeats in battle, civilizational barriers such as lack of innovation, knowledge and invention, societal issues, lack of resources, aged social views and beliefs.)</p>	<p>Settlement</p> <p>(Including movement and its associated terminology, structures from across the ages, the nature of a settlement, defences, homes, sanitation, heating, Public facilities, monuments and memorials and gathering places.)</p>	<p>Culture and pastimes</p> <p>(Including values, pagan practices, organised religions key events (e.g. sacrifice), ideologies, symbols, artworks, artists and artisans, jewellery, architecture and architects, games, sports, plays and theatre, music and instruments, great thinkers and big ideas and stories.)</p>	<p>Food and farming</p> <p>(Including main food groups (e.g. grains, fish), popular foods and dishes, methods of collection, important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation), use of animals and trade in foods and spices)</p>	<p>War</p> <p>(Including locations, multiple locations, reasons for conflict (e.g. invasions), weapons, defences, resistance, tactics, types of conflict (e.g. battles, wars) and resolutions to conflicts.)</p>	<p>Monarchy and democracy</p> <p>(Including life and reign, power and law, key events, fashion, allies, social organisation/ Parliament, life for different sections of society, education and crime and punishment.)</p>
						Britain as a result of invasion.	
UKS2	<p>Pupils will be able to place achievements and inventions in a chronology that sets a context for their learning.</p> <p>Pupils will know the impact of individual and groups decisions on the lives of others.</p>	<p>Pupils will be able to identify the effects of key events that can be considered achievements or follies, and understand the importance of innovation and exploration.</p> <p>Pupils will be able to access, use and interpret a range of resources and question their reliability to understand what contributed to historical outcomes.</p> <p>Pupils will be able to discuss and debate their</p>	<p>Pupils will be able to compare and contrast different settlements, arguing which had the biggest influence on today's society.</p> <p>Pupils will be able to locate these settlements on the map, list why they are historically significant and consider whether there are descendants of the settlement in the present day.</p>	<p>Pupils will be able to explain why different settlements had different cultures and pastimes and consider the similarities and differences to modern day society.</p>	<p>Pupils will be able to talk about the lives of different people / groups of people and how this affected their opportunities focusing on farming and considering the quality of life for the people that worked on the land.</p> <p>Pupils will be able to use historical sources to elicit favoured foods of different settlements and consider why these were so popular and</p>	<p>Pupils will be able to name and recall significant historical conflicts in their own locality, throughout the UK and worldwide.</p> <p>Pupils will be able to explain why these events occurred and see similarities and differences between invasion events.</p> <p>Pupils will be able to understand and discuss the positive and negative impact</p>	<p>Pupils will be able to explain what democracy and a monarchy is.</p> <p>Pupils will be able to list a famous monarchy and discuss their achievements and downfall (if applicable).</p> <p>Pupils will be able to list the positive and negative effect that a monarch and or democracy can have on the people.</p>

KS1 and 2	Achievement and Follies		Society			Invasion and Conflict	
	<p>Innovation</p> <p>(Including industrialisation, modern technology, development the changing structure of settlements over time, medical developments, transport developments, landmarks and sites of historical interest within and outside Britain.)</p>	<p>Flaws</p> <p>(Including setbacks of individual decisions, defeats in battle, civilizational barriers such as lack of innovation, knowledge and invention, societal issues, lack of resources, aged social views and beliefs.)</p>	<p>Settlement</p> <p>(Including movement and its associated terminology, structures from across the ages, the nature of a settlement, defences, homes, sanitation, heating, Public facilities, monuments and memorials and gathering places.)</p>	<p>Culture and pastimes</p> <p>(Including values, pagan practices, organised religions key events (e.g. sacrifice), ideologies, symbols, artworks, artists and artisans, jewellery, architecture and architects, games, sports, plays and theatre, music and instruments, great thinkers and big ideas and stories.)</p>	<p>Food and farming</p> <p>(Including main food groups (e.g. grains, fish), popular foods and dishes, methods of collection, important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation), use of animals and trade in foods and spices)</p>	<p>War</p> <p>(Including locations, multiple locations, reasons for conflict (e.g. invasions), weapons, defences, resistance, tactics, types of conflict (e.g. battles, wars) and resolutions to conflicts.)</p>	<p>Monarchy and democracy</p> <p>(Including life and reign, power and law, key events, fashion, allies, social organisation/ Parliament, life for different sections of society, education and crime and punishment.)</p>
		<p>understanding of the historical topics they have learned about and explain why these are significant.</p>			<p>consider if these foods are eaten today.</p>	<p>that invasions can have on society.</p>	

Key vocabulary - 'Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time' and 'should use a wide vocabulary of everyday historical terms'. NC

EYFS	KS1	KS2	KS2	KS2	
a long time ago	history	hours	chronology	continuity	Normans
same/different	past	weeks	chronological	events	conquest
change	present	years	duration	diversity	medieval
people	time	decade	sequence	society	middle ages
lives	today	century	political	significant / significance	peasant
history	yesterday	hundred	religious	cause	Georgians
artefact	tomorrow	thousand	social	causation	Victorians
past/now	future	millions	timescale	consequence	Tudors
modern	here	AD / CE (Common Era)	timeline	similarity	Stuarts
old	now	BC / BCE (Before Common Era)	commemorate	difference	monarch
new	then	before / after	anniversary	trends	monarchy
touch	last week / month	monarch / monarchy	centenary	interpretation	aristocracy
see	last year	kingdom	centenarian	hypothesis	ancient
smell	x years ago	king / queen	narrative	Britain	earliest
hear	a long time ago	royal	remembrance	British	prehistoric
discuss	timeline	throne	impact	national	prehistory
questioning	order	crowned	invasion	international	century
finding out	memory	reign	culture	Empires	millennium
order	remember	castle	beliefs	emperor	parliament
compare	remembrance	significant	settlements	conquer	democracy
	anniversary	famous	achievements	civilisation	government
	first / last	special	archaeology	Vikings	Islam
	birth / birthday	modern	archaeologist	Romans	Islamic
	born	people	explorer	centurion	Greeks
	young / younger	event	artefact	stone age	Grecian
	child / children	Britain	sources	Neolithic	Egypt
	teenager	British	primary source	Palaeolithic	Egyptian
	parent / grandparent	local	primary evidence	Mesolithic	Sumer
	senior citizen	national	secondary source	hunter-gatherer	Sumerian
	old / older	artefact	secondary evidence	bronze age	Shang
	life	object	evidence	iron age	Indus
	death	museum	analyse	Celts	Maya
	died	compare	hypothesis	Anglo-Saxons	AD, BC
	ancient	similar / different	oral history	dark ages	CE, BCE
	change	when / why?	narrative	Christianity	era
	changes	role	investigation	Monastery	migration
			infer	monk	emigrant/ immigrant

			inference	change	
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