

Class 1 (Reception/Y1)	Autumn Term	Spring Term	Summer Term
<p>EYFS Understanding the world</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their role 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 and storytelling. 	<p>People who help us (Nurturing Nurses)</p>	<p>(History of Transport)</p>	<p>(Victorian schools and seaside holidays)</p>
<p>Chronology</p>	<ul style="list-style-type: none"> • Introduce basic concepts of timeline (days of the week, today tomorrow, now, next) • Use the terms past and present to describe events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> • Place different types of transport on a timeline in order • Use terms past and present to think about how people used to travel and how we travel now and discuss transport our family and friends have/use. 	<ul style="list-style-type: none"> • Use the terms past and present to describe events in their own lives and in the lives of family members • Discuss when Queen Victoria lived
<p>Cause and Consequence</p>	<ul style="list-style-type: none"> • Understand why we need people who help us and what this means for our health and safety today. 	<ul style="list-style-type: none"> • Understand why cars were invented and how people travelled before. 	<ul style="list-style-type: none"> • Understand what 'holidays' are and how they have changed. What transport can we use now to get on our holidays? • How have classrooms got better?
<p>Change and Continuity</p>	<ul style="list-style-type: none"> • Discuss special events and memories of things that have happened to them within living memory (Sharing birthdays, Encouraging talk about own experiences of festivals – 	<ul style="list-style-type: none"> • Discuss special memories and experiences of using different types of transport and how they are similar/different. 	<ul style="list-style-type: none"> • Discuss special memories and experiences children have shared of seaside holidays and what this involved (arcades, sandcastles, donkeys) • How have schools changed and what has stayed the same?

	Bonfire Night, harvest, Christmas)		
Similarity and Difference	<ul style="list-style-type: none"> Describe similarities and differences in pictures and objects. Use stories to distinguish between fact and fiction and compare similarities and differences between books they have read. 	<ul style="list-style-type: none"> Discuss similarities and differences between old and new transport and how they work Use images to compare different types of transport. 	<ul style="list-style-type: none"> Discuss similarities and differences between seaside holidays then and now. Use images to compare how seaside resorts looked then and now. Discuss similarities and differences between school life and equipment/toys.
Historical Significance	<ul style="list-style-type: none"> Discuss people from the past who have an influence on the future (People who help us information/doctors/nurses) 	<ul style="list-style-type: none"> Discuss people from the past who have had an influence on the future (George Stephenson, Amelia Earhart, Wright brothers) 	<ul style="list-style-type: none"> Discuss people from the past who had an influence on our future (Queen Victoria)
Evidence and Interpretation	<ul style="list-style-type: none"> Discuss what information tells us about people who help us and look at books and images together as group- What can we see in the picture that tells us these are people that help us? 	<ul style="list-style-type: none"> Look at books and images and discuss what information we can gather about how transport has changed? 	<ul style="list-style-type: none"> Look at books and images of seaside resorts and schools in Victorian times and discuss what this tells us about what life was like.

Class 1 (Reception/Y1)	Autumn Term	Spring Term	Summer Term
Year One	The moon landing	Houses and homes	Great fire of London
Chronology	<ul style="list-style-type: none"> Class timeline using time vocabulary 	<ul style="list-style-type: none"> Chronological timeline placing different styles of homes and houses through different eras. 	<ul style="list-style-type: none"> Place the great fire on a chronological timeline Discuss the 'era' when the great fire happened (tudor)

	<ul style="list-style-type: none"> • Discuss when Neil Armstrong/Katherine Johnson lived- relate to past learning 	<ul style="list-style-type: none"> • Look at how homes and houses changed over different eras. • Order a set of main events 	
Cause and Consequence	<ul style="list-style-type: none"> • Looking at why Neil Armstrong went to the moon • How did Katherine Johnson make it happen? • Explain how these changes helped change space travel 	<ul style="list-style-type: none"> • What impact has developing houses and homes had on our lives today? • Are there more homes and houses because of changes? • Discuss why houses and homes may have changed and developed. 	<ul style="list-style-type: none"> • Why have houses changed (materials) ? What impact has this had on lives today? • Discuss fire brigade changes- development in technology • Discuss changes in healthcare (plague) • How has this knowledge helped people today?
Change and Continuity	<ul style="list-style-type: none"> • Looking at what has changed in space travel and nasa and what has stayed the same 	<ul style="list-style-type: none"> • Discuss how homes have changed and why this is for the better? What do we still have today and how has it developed? What were rooms used for? How does it compare? 	<ul style="list-style-type: none"> • Discuss how London has changed over time and what has stayed the same?
Similarity and Difference	<ul style="list-style-type: none"> • Identify similarities and differences between Neil Armstrong/Katherine Johnson/Tim Peake etc. • Explore similarities and differences between space travel and what we knew about the moon/space today and in the past. 	<ul style="list-style-type: none"> • Discuss key facts and explore similarities and differences between eras. • Explore similarities and differences between homes then and now. 	<ul style="list-style-type: none"> • Explore key similarities and differences between London then and now • Discuss plague (healthcare) then and now. • Explore similarities and differences between significant individuals (King Charles II and King Charles today)
Historical Significance	<ul style="list-style-type: none"> • Identify some significant people and why they are significant to children • Explain why a person from history is significant 	<ul style="list-style-type: none"> • Identify some significant people and discuss why they are important. • Discuss and recall key facts about significant people. 	<ul style="list-style-type: none"> • Discuss and recall facts about Samuel Pepys, Thomas Farrinor, King Charles II

Evidence and Interpretation	<ul style="list-style-type: none"> Discuss what information tells us about the moon landing and look at books and images together as group- What can we see in the picture that tells us we landed on the moon? What does it tell us about the moons appearance? 	<ul style="list-style-type: none"> Discuss what information tells us about homes in the past and explore books and images to look at how they have developed and what has changed? What does the information tell us about how homes have changed over time? 	<ul style="list-style-type: none"> Discuss what information tells us about the great fire and what we can gain about how they put the fire out- explore sources. Why was it so hard to put the fire out? Why is it easier today? What does evidence tell us about tudor life?
------------------------------------	---	---	--

Vocabulary

Term 1	Term 2	Term 3
<p>Nurturing Nurses- past, present, now, next, then, similarities, differences, care, help, change hospital, nurses, festivals, significant, celebrate. Florence Nightingale, Edith Cavell, Mary Seacole, evidence, information, healthcare, nurture, Scutari, patients, difference.</p> <p>The moon landing- Space race, Nail Armstrong, Moon landing, America, Nasa, Katherine Johnson, Flag, Moon, Rocket, Apollo 11, astronaut, explorer, technology, telescope, Galileo.</p>	<p>History of Transport- past, present, now, next, transport, change, old, new, cars, memories.</p> <p>Houses and Homes - Houses, homes, build, Victorian, changes, terraced, detached, materials, developed, population, church, rooms, living room, bedroom, kitchen, chronology.</p>	<p>Victorians and seaside holidays- past, present, now, next, seaside, sea, sand, puppets, memories, ice-cream, Queen Victoria, Victorians, change, era.</p> <p>Great Fire of London - fire, london, plague, change, old, new, disaster, water, pudding lane, bakery.</p>

Class 2 (Y2/3)		Autumn Term (Changes in Britain from the Stone Age to the Iron Age)	Spring Term (Kings, Queens and Castles)	Summer Term (Ancient Egypt)
Year 2				
Chronology	<ul style="list-style-type: none"> • Create a timeline of the stone age to the iron age using time vocabulary • Sequence Stone Age, Bronze Age and Iron Age chronologically. 	<ul style="list-style-type: none"> • Explore timeline and look at first King of Britain and place on timeline, look at King today and explain many kings and queens between. • Place significant kings and queens from the past in chronological order • Explore the life of Queen Elizabeth II in more detail and order key events from her life in chronological order. 	<ul style="list-style-type: none"> • Use the terms past and present to describe ancient Egypt and plot on timeline- compare to previous learning • Use BCE and CE • Discuss old and new kingdom and plot chronologically. • Discuss what was happening in Britain at the same time as Ancient Egypt ? 	
Cause and Consequence	<ul style="list-style-type: none"> • Discuss and explore ways of life during the stone, bronze and iron ages and look at what this means for our lives today. What caused things to change? • Explore impact on life today (consequence) 	<ul style="list-style-type: none"> • Discuss why castles were built and what the purpose of this was. How has this impacted the monarchy today? • Look at significant castles from the past- are some still around today? • Why were the first castles built of wood? 	<ul style="list-style-type: none"> • Why were the pyramids built and how has this impacted Egypt today? • How have culture and beliefs changed and why? 	
Change and Continuity	<ul style="list-style-type: none"> • Explore changes that took place during the Paleolithic, Mesolithic and Neolithic eras 	<ul style="list-style-type: none"> • Explore sources and photographs and discuss 	<ul style="list-style-type: none"> • How has Egypt changed and what has stayed the same? 	

	<p>and then what stayed during the bronze and Iron age – what changed? What stayed the same?</p> <ul style="list-style-type: none"> • Look at changes across eras and how this changed life in Britain. 	<p>changes in castles over the years</p> <ul style="list-style-type: none"> • Explore changes in monarchy and how this has impacted how our current monarch rules today? • What rules did selected kings and queens create that changed the future for Britain? 	
Similarity and Difference	<ul style="list-style-type: none"> • Describe similarities and differences in pictures and objects and sources. What does this information tell us? • Look at similarities and differences between life then and now. • Compare similarities and differences to other historical events/eras we have learnt about. 	<ul style="list-style-type: none"> • Discuss similarities and differences between kings and queens from the past and how we can tell? • Look at historical sources and discuss changes in housing, clothing, culture, wealth, rules etc. 	<ul style="list-style-type: none"> • Discuss similarities and differences between Egypt then and now • Use images to compare how Egypt looked then and now • Discuss similarities and differences between monarchy/culture/beliefs
Historical Significance	<ul style="list-style-type: none"> • Discuss significant people and recall key information about them • How have these significant people impacted or changed our lives today? 	<ul style="list-style-type: none"> • Discuss significant kings and queens from the past and recall key facts and information about them (William the conqueror, Queen Elizabeth I, Queen Victoria, Henry VIII, Queen Elizabeth II and King Charles and King James I) 	<ul style="list-style-type: none"> • Discuss significant people in Ancient Egyptian times (Ramses II)
Evidence and Interpretation	<ul style="list-style-type: none"> • Discuss what information tells us about people who help us and look at books and images together as group- What can we see in the picture that tells 	<ul style="list-style-type: none"> • Look at books and images and discuss what information we can gather about changes in monarchy, culture, and empire. What has changed in Britain? 	<ul style="list-style-type: none"> • Look at books and images of Ancient Egypt and sources and artefacts and unpick what information this gives us about culture, empire, beliefs, battle etc.

	us these are people that help us?		
--	-----------------------------------	--	--

Class 2	Autumn Term	Spring Term	Summer Term
Year 3	Anglo Saxons	Vikings	Local History Unit
Chronology	<ul style="list-style-type: none"> Place the Anglo Saxons chronologically on a timeline- compare to previous eras of history covered. 	<ul style="list-style-type: none"> Chronological timeline placing Vikings- follow on from Anglo Saxons Look at British history on chronological timeline 	<ul style="list-style-type: none"> Look at chronology and developments of chosen local area Discuss the 'era's and how far back we can gain information from.
Cause and Consequence	<ul style="list-style-type: none"> Discuss and explore ways of life during the Anglo Saxon era and look at what this means for our lives today. What caused things to change? Explore impact on Britain today (consequence) 	<ul style="list-style-type: none"> What impact have the Viking raids had on Britain? Explore impact on Britain today- looking at ways of life. 	<ul style="list-style-type: none"> What has changed in our local area? What impact has this had on our life today? How has this helped people today?
Change and Continuity	<ul style="list-style-type: none"> Looking at what has changed in Britain and what has stayed the same (culture, beliefs, battles, homes) 	<ul style="list-style-type: none"> Discuss how life in Britain has changed and why this is for the better? What do we still have today and how has it developed? How did things change in Britain from Anglo-Saxon to Viking era? 	<ul style="list-style-type: none"> Discuss how life has changed and stayed the same in our local area? What continues to look the same?
Similarity and Difference	<ul style="list-style-type: none"> Describe similarities and differences in pictures and objects and sources. What does this information tell us? Look at similarities and differences between life in Britain then and now. 	<ul style="list-style-type: none"> Discuss key facts and explore similarities and differences between Anglo Saxons and Vikings and what changed in Britain. Explore similarities and differences between Britain then and now. 	<ul style="list-style-type: none"> Explore key similarities and differences between our local area then and now Explore similarities and differences between significant individuals.

	<ul style="list-style-type: none"> Compare similarities and differences to other historical events/eras we have learnt about. 		
Historical Significance	<ul style="list-style-type: none"> Discuss significant people and recall key information about them How have these significant people impacted or changed our lives today? (Alfred the great) 	<ul style="list-style-type: none"> Identify some significant people and discuss why they are important. Discuss significant battles during Viking era. (Lindesfarne) 	<ul style="list-style-type: none"> Discuss and recall facts about significant individuals from our local area. (Harold Wilson)
Evidence and Interpretation	<ul style="list-style-type: none"> Discuss what information tells us about Anglo-Saxons and look at books and images together as group- What can we see in the picture that tells us about what they wore/weapons/beliefs/culture? How they travelled? 	<ul style="list-style-type: none"> Look at books and images and discuss what information we can gather about changes in Britain from Anglo-Saxon to Viking era and how we can gather information about changes in society/culture/battles? 	<ul style="list-style-type: none"> Look at books and images and sources and artefacts and unpick what information this gives us about our local area.

Vocabulary

Term 1	Term 2	Term 3
<p>Changes in Britain from Stone Age to Iron Age- agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement, bronze, stone, Iron, Stonehenge, tin, copper.</p> <p>Anglo Saxons- Aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, migration,</p>	<p>Kings, Queens and Castles King, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror, Henry VIII, Anne Boleyn, Catherine Howard, Catherine Parr, Catherine of Aragon, Jane Seymour, Anne of Cleves.</p> <p>Vikings-</p>	<p>Ancient Egypt- archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy, navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade, Ramses II.</p> <p>Local History- Significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological</p>

monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	Aristocracy, barbarian, capital, emperor, empire, hostile, idol, invasion, kingdom, legion, Lindisfarne, longboats, migration, monk, native, pagan, pillage, priory, raid, rebellion, rebel, Scandinavia, settlement, status, tribe	order, timeline, old, new, today, similar, compare, decade, century, archaeologist, artefacts, continuity, significant, chronology.
--	---	---

Class 3 (Y4,5,6)	Autumn Term Crime and Punishment	Spring Term Industrial Revolution	Summer Term Mayans
Chronology	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events and people • Describe main changes in a period of history. 	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events and people
Cause and Consequence	<ul style="list-style-type: none"> • Describe the social causes of crime and punishment. 	<ul style="list-style-type: none"> • Describe causes of events during the Industrial revolution 	<ul style="list-style-type: none"> • Describe causes of events and their consequences in Ancient Maya.

	<ul style="list-style-type: none"> Describe the consequences of crimes. 	and the effect on British industry today.	
Change and Continuity	<ul style="list-style-type: none"> Identify changes in crime and punishment. Analyse why these changes happened using terms such as: social, religious, political, cultural and technological. Use appropriate historical vocabulary to communicate change and continuity. 	<ul style="list-style-type: none"> Identify changes in Industry in Britain and changes in mills. Analyse why these changes happened Use appropriate historical vocabulary to communicate change and continuity. 	<ul style="list-style-type: none"> Look at changes of events and their consequences in Ancient Maya. Identify periods of rapid change in history. Explain the concepts of continuity and change over time.
Similarity and Difference	<ul style="list-style-type: none"> Compare similarities and differences in crime and punishments over time. Compare the main changes in a period of history with the present day. 	<ul style="list-style-type: none"> Compare similarities and differences in Industry in Britain over time Compare the main changes in a period of history with the present day. Look at our local area- compare what it looked like then and now. 	<ul style="list-style-type: none"> Compare the similarities and differences between civilisations and cultures.
Historical Significance	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of some of the mill owners and significant people involved. (William Horsfall) 	<ul style="list-style-type: none"> Describe the social and cultural Historical Significance of a past society. Describe the characteristic features of the past, including ideas and beliefs.
Evidence and Interpretation	<ul style="list-style-type: none"> Analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate 	<ul style="list-style-type: none"> Explore photos and other sources to analyse a wide range of evidence in order to justify claims about the past. Explain that no single source of evidence gives the full answer to questions about the past. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past.

Class 3 (Y4,5,6)	Autumn Term Romans	Spring Term History of Medicine	Summer Term Early Civilisation of Islam
Chronology	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE) 	<ul style="list-style-type: none"> Compare eras and how medicine carries through timeline chronologically throughout several eras. Plot on timeline (Plague, etc) 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline, using dates and time
Cause and Consequence	<ul style="list-style-type: none"> Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded 	<ul style="list-style-type: none"> Suggest and evaluate causes and consequences of some of the main medical outbreaks/diseases and consequences for medical care today. 	<ul style="list-style-type: none"> Suggest and evaluate causes and consequences of some of the main events and changes in Early Islam
Change and Continuity	<ul style="list-style-type: none"> Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. 	<ul style="list-style-type: none"> Explain the concept of change over time, how medical care has changed and how technology, care has evolved. Represent with evidence. 	<ul style="list-style-type: none"> Explain the concept of change over time in early civilisations and how Islam has changed?
Similarity and Difference	<ul style="list-style-type: none"> Describe the social, ethnic, cultural and religious diversity of the past. Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural and religious diversity of the past. How has medicine changed? What is similar, what is different? 	<ul style="list-style-type: none"> Describe the social, ethnic, cultural and religious diversity of the past. Describe different accounts of a historical event, explaining some of the reasons why the account may differ.
Historical Significance	<ul style="list-style-type: none"> Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove discussion 	<ul style="list-style-type: none"> Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove discussion (healthcare, NHS) 	<ul style="list-style-type: none"> Discuss the importance of people and events in time and the significant impact they had on Islamic society using evidence to prove discussion
Evidence and Interpretation	<ul style="list-style-type: none"> Suggest more than one suitable source for historical enquiry. 	<ul style="list-style-type: none"> Suggest more than one suitable source for historical enquiry. 	<ul style="list-style-type: none"> Suggest more than one suitable source for historical enquiry.

	<ul style="list-style-type: none"> • Begin to discuss the reliability of sources. 	<ul style="list-style-type: none"> • Begin to discuss the reliability of sources. 	<ul style="list-style-type: none"> • Discuss the reliability of sources.
--	--	--	---

Class 3 (Y4,5,6)	Autumn Term The Ancient Greeks	Spring Term Journeys- Migration to Britain	Summer Term WWII
Chronology	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. • Use BCE and CE 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a timeline using dates. 	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events. • Describe the main changes in a period of history.
Cause and Consequence	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in Greece and use evidence to support answers. 	<ul style="list-style-type: none"> • Describe some of the causes and consequences of journeys and migration and how this affects Britain today 	<ul style="list-style-type: none"> • Describe some of the causes and consequences of World War 2. • Look at consequences for Britain today.
Change and Continuity	<ul style="list-style-type: none"> • Explain the concept of change over time and represent this with evidence. 	<ul style="list-style-type: none"> • Explain the concept of change over time and represent this with evidence. 	<ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change.
Similarity and Difference	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural and religious diversity of the past. 	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural and religious diversity of the past. • Compare journeys then and now and look at how journeys can differ amongst culture, social, ethnic and religious differences. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.
Historical Significance	<ul style="list-style-type: none"> • Discuss the importance of people and events in time and the significant impact they had on society, beginning to use 	<ul style="list-style-type: none"> • Discuss the importance of people and events in time and the significant impact they had on society, beginning to use 	<ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

	some evidence to prove discussion.	some evidence to prove discussion <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children 	
Evidence and Interpretation	<ul style="list-style-type: none"> Suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. 	<ul style="list-style-type: none"> Use sources of information to form conclusions about the past. 	<ul style="list-style-type: none"> Use sources of information to form conclusions about the past. Explain that no single source of evidence gives the full answer to questions about the past

Term 1	Term 2	Term 3
<p>Crime and Punishment- crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation</p> <p>Romans- archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic</p> <p>The Ancient Greeks- civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious</p>	<p>Industrial Revolution- Industry, revolution, change, textiles, mills, luddites, canals, agriculture, livestock, factories, education act, population, reform, invention, town, factory, migration, cottage, pollution, overcrowded, railway, road, steam, coal.</p> <p>History of Medicine- disease, plague, medicine, change, healthcare, NHS, hospitals, trepanation, anaesthetic, epidemic, experiment, vaccine, infection, bleeding, medieval, ancient.</p> <p>Journeys (Migration to Britain)- windrush, migration, generation, journey, culture, society, migrant</p>	<p>Mayans- historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annexe, hostile, invade, trade, port</p> <p>Early Civilisation of Islam- Baghdad, house of wisdom, mosque, civilisation, Ramadan, scholar, merchant, Anno Domini, Before Christ, Islam, The Caliph, achievements</p> <p>WWII- republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron</p>

--	--	--