



	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2																																																																																																																																																																																																		
Knowledge End points	<p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Transport - past and present</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>T2 - Guy Fawkes T3 - Neil Armstrong</p>	1	2	3	4	5	6	1	2	3	4	5	6	<p>To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T2 - 1960s toys</p> <p>To know about events beyond living memory that are significant nationally or globally.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T4 - Great Fire of Northampton/London Y2 T2 - Neil Armstrong/Christopher Columbus</p> <p>To know about the lives of significant individuals in the past who are contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T5 - Significant women Y2 T2 - Neil Armstrong/Christopher Columbus Y2 T5 - Victorian Inventors</p> <p>To know significant historical events, people, and places in their locality.</p> <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y1 T4 - Great Fire of Northampton/London Y2 T5 - Victorians</p>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<p>To know about changes in Britain from the Stone Age to the Iron Age.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the Roman Empire and its impact on Britain.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about Britain's settlement by Anglo Saxons and Scots.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To know about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>To conduct a study about Greek life and achievements and their influence on the western world.</p> <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<p>To conduct a local history study.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y5 T4&5 - Shoe industry/History of Northampton/River Nene</p> <p>To conduct a study on an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y6 T3&4 - Conflict through time</p> <p>To know about the achievements for the earliest civilizations.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y6 T5&6 - Ancient Egypt</p> <p>To know about a non-European society that provides contrasts with British history.</p> <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Y5 T2&3 - Mayan Civilization</p>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
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Skill End points	<p>To talk about the lives of the people around them and their roles in society.</p>	<p>To be able to show an awareness of the past, using common words and phrases relating to the passage of time.</p> <p>To understand a wide variety of everyday historical terms.</p> <p>To be able to know where people and events studied fit into a chronological framework.</p> <p>To be able to identify similarities and differences between ways of life in different periods and own.</p> <p>To understand some of the ways in which we can find out about the past and identify different ways in which is represented.</p>	<p>To develop a chronological secure knowledge and understanding of British Local and world history.</p> <p>To start to establish narratives with and across the periods studied.</p> <p>To start to make connections, contrasts and trends over time and develop the appropriate use of historical valid questions.</p> <p>To begin to construct informed responses that involve organisation of relevant historical information.</p> <p>To start to understand how our knowledge of the past is constructed from a range of sources.</p>	<p>To demonstrate chronological secure knowledge and understanding of British Local and world history.</p> <p>To establish clear narratives with and across the periods studied.</p> <p>To make connections, contrasts and trends over time and develop the appropriate use of historical valid questions about changes, cause, similarity, difference and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of primary and secondary sources.</p>																																																																																																																																																																																																		





To ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events.

Key Concept	Knowledge/Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Time, Change and Continuity	Knowledge	<p>I can describe my family.</p> <p>I can describe people in my life from the past and present.</p> <p>I can look at clothes from the past and describe them as old.</p> <p>I know that transport has changed over time.</p> <p>I can talk about the changes and differences from baby - adult.</p>	<p>I can sequence events and lives of people (Mary Seacole, Amilia Aerhart, Malala, Grace Darling).</p> <p>To demonstrate how events (The great fire of London) and people from history have changed our lives.</p>	<ul style="list-style-type: none"> -To investigate and explore events beyond living memory that are significant and nationally or globally. -I can sequence events and lives of people (Christopher Colombus, Neil Armstrong, famous Victorian inventors). -To use timelines to demonstrate how people have changed our lives in History. -To explore lives of individuals in the past who have contributed to national and international achievements. -To use language then and now to explore Victorian holidays. -To be able to distinguish between the past, present and future. 	<ul style="list-style-type: none"> - I can locate the stone-age, bronze-age, iron age and Ancient Greece on a timeline. - I can compare pre-historic dwellings to modern day dwellings. - Know how modern daily tasks differ from those in prehistoric times (day in the life of a Stone Age person). - Know what is meant by 'pre-history' e.g. discuss the meaning of BC and AD. - Discuss why the Stone-Age ended and led to the Bronze age and the Iron Age - I understand that the Ancient Greeks lived at the same time as the Iron Age took place in Britain. 	<ul style="list-style-type: none"> -I can locate Romans in Britain on a timeline. -Julius Caesar was one of many emperors who tried to invade Britain over time. -Boudicca's rebellion happened 60/61AD. -The Iceni way of life changed when the Romans invaded and stayed. -Roman influence can be seen even today. -I can locate Anglo-Saxon and Viking 'periods' on a timeline. -I can describe change between Romans and Anglo-Saxon lifestyle. 	<ul style="list-style-type: none"> -I understand the Maya people lived at the same time as the Anglo-Saxons in Britain. -I understand how the town of Northampton has changed over time. -I know how life in Northampton today is different from life in Northampton during the Industrial Revolution. -I know Northampton is famous for making shoes. 	





	Skills	<ul style="list-style-type: none"> -I know the difference between past and present in my own life. -I can sort pictures and objects matching them to babies/children/adults. I can order pictures and events in chronological order. 	<ul style="list-style-type: none"> -I know things that have happened to me and to others in the past. -I can put some objects and events in chronological order. -I can use common words relating to the passing of time 'a long time ago', 'olden days.' -I can use simple timelines to sequence processes, objects and events within my own experiences. 	<ul style="list-style-type: none"> -I can chronologically sequence events, objects and artefacts from my life and the lives of people I am learning about. -I can describe things that have changed or stayed the same in my life. -I can use 'then and now and am confident with the concept of 'the past'. -I can use timelines more confidently referencing some dates from the period and people I am studying. 	<ul style="list-style-type: none"> -I can use a timeline to place events I am learning about. -I can compare my life today with life in the past. -I can use more complex language to describe time and change (during, while time periods). -I can spot simple changes between the beginning and end of a long period of time (e.g.- Stone Age/Iron Age). - I can recall events I learnt about previously and point them out on a timeline. 	<ul style="list-style-type: none"> -I can use a timeline independently to place events I have learnt about. -I can spot continuity between time periods studied or between the past and my life today. -I can identify changes based on similarity and differences (e.g., Iron Age homes and Roman homes). -I can differentiate within a longer period (e.g., Roman, Saxon, Viking etc.) -I can see that changes in civilisations don't always last (Romans leaving Britain). -I can recall previous learning and start to link it with current learning. 	<ul style="list-style-type: none"> -I can make comparisons between different times in the past, focussing on one aspect of life (schooling, home, work). -I can appreciate duration and interval (e.g.- when the Maya civilisation started to decline.) -I can match simple iconic images to each of the periods studied. -I understand that not all changes in society are welcome by everyone. -I can describe that some changes lead to others. - I can recall things previously learnt to add to and extend my current learning. 	<ul style="list-style-type: none"> -I can spot connections, contrasts and trends throughout all history studied in KS2. -I can compare behaviours between now and a period studied. -I can use dates and specific terms to establish period detail. -I can understand what is meant by a turning point in history (e.g., Battle of Britain).
Diversity and Inclusion	Knowledge	<ul style="list-style-type: none"> I understand that people are different. I know that people experience both similarities and differences in their lives. 	<ul style="list-style-type: none"> I understand that women of all ethnic backgrounds have made significant contributions in history. 	<ul style="list-style-type: none"> -Compare and contrast lives of rich and poor Victorian children and investigate the diversity of their lives and expectations. -To recognise that changes in History are occur across the World. 	<ul style="list-style-type: none"> - Know that Ancient Greece was made up of a variety of cities and democracies e.g. Spartans and Athenians. - Understand that social status influenced how people lived e.g. iron vs bronze. - I understand that people lived differently during Prehistoric Britian 	<ul style="list-style-type: none"> To understand the social hierarchy in Celtic Britain (Boudicca not being accepted as leader). -Understand Roman nobles would have had slaves. -Compare (where possible) with the hierarchy of Viking and Saxon societies and again the role of women. Tie in with the story of Boudicca. 	<ul style="list-style-type: none"> -I understand that not everyone had the same experience in Ancient Maya. -I can describe the social ladder of Ancient Maya. -I understand why cobblers did not want to work for factory owners. 	
	Skills	<ul style="list-style-type: none"> -I can show that I have thought about how my life may be different from another's. 	<ul style="list-style-type: none"> -I can verbally explain why my life is different from those in the past or from another child's and give a reason why. 	<ul style="list-style-type: none"> -I can start to explain that not all people in the past had the same experiences (e.g.- poor Victorian children vs rich). 	<ul style="list-style-type: none"> -I can explain that not everyone in the past lived in the same way and why. 	<ul style="list-style-type: none"> -I can explain that there were different levels to society, and this affected the lives of people (e.g., slaves vs emperors) -I can explain that some groups were treated differently in the past and explain why. 	<ul style="list-style-type: none"> -I can explain that people in the past have a range of different ways of looking at the world. E.G- religion, culture. - I can explain that some groups were treated differently in the past and explain why. 	<ul style="list-style-type: none"> -I can explain ways of life at different levels of society. -I can avoid over generalisation and think deeper about how people's experiences in the past would have depended on their place in the world.





People and Civilisations	Knowledge	<p>I can talk about the events of the Gunpowder Plot and the significance of Guy Fawkes.</p> <p>I understand that people around me have different occupations in society.</p> <p>I understand the significance of Neil Armstrong and the event that happened before I was born.</p>		<p>-Investigate artifacts from the past that are still relevant today (Victorians).</p> <p>-To compare recent History (Tim Peake) with other historical explorers (Neil Armstrong).</p>	<p>- Explain that development of new materials (bronze/iron) ended and started new civilisations.</p> <p>- I can explain how British civilisation has evolved from the stone-age to the modern age.</p> <p>- Explore early civilisation identity e.g., religion, social status (Stone henge and Amesbury Archer).</p> <p>- Know that Greek civilisations differ not only between each other but also modern day e.g., school life/day.</p>	<p>-Establish the characteristics of the Romans, Vikings and Saxons (Religion, Government, Social Structure, Arts, Technology).</p> <p>-Compare it to the Greeks and The Iron Age.</p> <p>-I can compare civilisations I have studied and explain the similarities or differences.</p>	<p>I understand the complex Maya civilisation and the social ladder.</p> <p>-I understand how important religion was to the Maya people.</p>	
	Skills	<p>-I can describe people familiar to me.</p> <p>-I can talk about what I have done with my family in the past.</p> <p>-I can talk about the differences between people in the past and present.</p> <p>-I can talk about the lives of the people around me and their roles in society.</p>	<p>-I can make comparisons between my life now and the lives of significant people in the past.</p>	<p>-I can describe how features of our life today would be different from those of people in the past.</p> <p>-I can describe how features of life in one time period may be different from another period I have studied.</p>	<p>-I can explain the main differences between now and the time period I am studying.</p> <p>-I can explain some main ideas associated with Ancient Greek Culture.</p>	<p>-I can compare civilisations I have studied and explain the similarities or differences.</p>	<p>-I can make links between features of a society to make sense of the world they lived in.</p> <p>-I can compare features of an ancient civilisation society with our society today.</p>	<p>-I can explain what made the civilisations I have studied great, picking examples from the whole Key Stage.</p>





HISTORY Progression Map

Significance and Interpretation	Knowledge	<p>I know that we celebrate firework night every year. I know that Neil Armstrong was the first man on the moon.</p>		<ul style="list-style-type: none"> -Christopher Columbus - debate - was he a good person? -Compare and contrast Christopher Columbus and Neil Armstrong - who was the better explorer. -Research conflicts over Christopher Columbus' nationality. -Through research and debate, make suggestions with using reasoning to suggest own views. -Learning through drama of the Gunpowder plot -Understanding famous Victorian inventors and how they have changed our World. -To Explore a range of sources about the past. 	<p>I can explore and compare different Greek legacies and how they have impacted us today.</p> <p>I know the different reasons and theories for the building of Stonehenge.</p> <p>I know that artefacts can be interpreted in different ways as not all history is written down.</p> <p>I know that history was recorded in different ways (e.g. cave paintings, artefacts)</p>	<ul style="list-style-type: none"> -List the reasons for the Invasion of Britain by the Romans and the rebellion of the Iceni tribe. -List the multiple reasons for the end of The Roman Empire. -Understand the changing interpretations of Vikings based on updated evidence. 	<ul style="list-style-type: none"> -I know why we study the Maya civilisation. -I understand the significance of shoe making to the town of Northampton. 	
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HISTORY Progression Map

	Skills	<p>I can talk about why we celebrate firework night every year. I can talk about why we celebrate special events every year. E.G- Bonfire Night, Christmas, Remembrance Day.</p>	<p>I know that different versions of the same story may be different (e.g., pictures of Guy Fawkes may look different) I begin to understand people may have different views on past events. -I can realise that not all sources will answer the same questions. -I can explain why a historical person may have acted as they did. -I can give a simple consequence of someone's actions in the past. - I can explain why some people are still significant today.</p>	<p>- I can see that sources describing the past might have different views. -I can see that there are different versions of the same historical event (written, spoken etc) -I understand that sometimes people disagree about the past without them being 'wrong'. -I understand that it is not always possible to know what happened for sure. -I can give a simple reason why someone may have acted as they did (e.g., Mary Seacole). -I can give consequences of events/people's actions to explain why we remember them today.</p>	<p>-I can analyse the actions of people in the past. -I can see that events may have more than one cause. -I can give a simple reason why we may have more than one version of the same event. -I can explain why we study and remember people/events/civilisations today.</p>	<p>-I can explain that events may have more than one cause- not just human action. -I can list causes of an event and give details. -I realise that history is always being rewritten following new discoveries.</p>	<p>-I can explain that significant events usually happen for several reasons. -I can identify general reasons for a change (religion, money etc). -I can explain that people may create different versions of the past for different audiences. -I am able to recognise that some accounts are more reliable or accurate than others.</p>	<p>-I can see that some causes may be connected causing a build up over time. -I can order causes of an event in order of significance. -I understand that all history is a form of interpretation and why historians may add a 'gloss' on events. -I can grasp those interpretations can differ depending on the aspect they are looking at (e.g., Victorian industrialisation =good, child labour/factory conditions=bad)</p>
Communicator	Knowledge	<p>I can understand the words 'then' and 'now'. I can understand if something is different or the same. I know that events happened before I was born. I know that things have changed over time.</p>	<p>To sort objects or events into groups-To tell stories about the past (sometimes using role-play) -To draw pictures and write sentences to tell about the past.</p>	<p>-Introduce relevant vocabulary to support learning and knowledge. -I can look at artefacts and make predictions about their use - Victorians, explorers. -I can respond orally with my peers and share my understanding with my teachers and peers. -I can record facts that I have learnt about the past in simple sentences - Christopher Columbus, Neil Armstrong, Tim Peake and the Victorians.</p>	<p>-I can look at artefacts and make inferences about their use and explain what this teaches us about the past - Stone Age, Greeks I can gather and synthesis artefacts to build a historical picture about Prehistoric Britain (e.g. The building of Stonehenge, Amesbury Archer burial)</p>	<p>-Cross reference the different information we have about Boudicca. -Cross reference the different information we have about The Vikings. -Explain the relative usefulness of written sources of evidence about The Vikings and Romans and the archaeological evidence unearthed. -Use a range of sources to explain what life was like in Roman times in Britain.</p>	<p>-To know that historical sources can be interpreted in different ways. -To know that historical sources are written from different perspectives. -To know how to gather historical evidence (including using maps, architecture, eye-witness accounts and artefacts).</p>	





HISTORY Progression Map

	Skills	<ul style="list-style-type: none"> -I can talk about things that happened before I was born. -I can start to make comparisons between the past and now. 	<ul style="list-style-type: none"> -I can orally retell main episodes of past events. -I can sequence events (e.g.- Gunpowder Plot). -I can describe the main features of an artefact. -I can answer simple questions about a source. -I show my understanding through verbal answers to questions. 	<ul style="list-style-type: none"> -I can use period specific vocabulary. -I can use temporal markers to indicate time passing. -I can make simple deductions about artefacts. -I can use information from sources to draw comparisons. -I show my understanding verbally with teachers and peers. -I can write simple sentences about the past. 	<ul style="list-style-type: none"> -I can extract simple information about the time period from texts/pictures and objects. -I can combine information from more than one source. -I can use books to find out information. -I can explain my thinking rather than just describe what happened in the past. 	<ul style="list-style-type: none"> -I can start to cross-reference information to see if they agree. -I can explain why some sources are more useful than others. -I can use a range of sources to find the answers to my questions. -I can explain my thinking using supporting evidence. 	<ul style="list-style-type: none"> -I can think of reasons why a source might be unreliable. -I can ask simple but relevant questions about artefacts or topics I am learning about. -I can spot differences in sources and conclude which is the most common view. -I can explain my thinking in a structured way using supporting evidence. 	<ul style="list-style-type: none"> -I can explain why sources may be treated cautiously (e.g.- propaganda WW2). -I can make deductions from sources going beyond the literal. -I can recognise the potential weaknesses in eyewitness accounts. -I can see two sides to a question and offer arguments on both sides.
Vocabulary	End Points	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2			
		<ul style="list-style-type: none"> Long ago Past Present Yesterday Future Memory Important King/Queen 	<ul style="list-style-type: none"> Century Decade Calendar Change and effect Discovery Explorer Evidence Significance Monarchy Local Global International 	<ul style="list-style-type: none"> Era Period Pre-history Legacy Democracy Emperor Empire Conquest Colony God/Goddess Hunter/Gatherer Invasion Settler Archaeology Artefact Trade 	<ul style="list-style-type: none"> AD/BC Ancient Civilisations Chronology Continuity Causation Agriculture Aristocracy Migration Nation Slave Social Political Military Economic Interpretation Primary evidence Secondary evidence Museum Oral history Parliament Peasant Sacrifice Treason Traitor Revolt 			

