

Runnymede St Edward's Curriculum Mapping for History

+

Disciplinary Concepts

Continuity and Change - Mainly KS1

Enquiry

Chronology

Cause and Consequence

Similarity and Difference

Interpretation and reasoning

Historical Significance

Substantive HISTORICAL CONCEPTS

Local History

Power and Rule

Religion/beliefs

Exploration

Settlement

Culture

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
- 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.

Year Group	Term	Unit of Study	Substantive Concepts and Disciplinary Concepts	Broken Down Knowledge	Applied Knowledge	Vocabulary
Reception	Autumn	My History Generations, Memories and Family Stories	Change and continuity Chronology	Know that families are unique to themselves. Know that photographs tell stories about our past. Know that life begins as a baby and as times passes, you change to a toddler, then a child. Know some of the ways in which children have changed since being a baby. I understand different times in the day. I can use language such as today, yesterday, when I was little. Know that weather patterns change day to day. Know what is happening now and next in a daily routine, using a visual timetable.	I can ask a question about the past using the correct tense. I can tell you things that are similar and different about the past and present day. I can tell you about something that happened to me in the past, e.g. I had cereal for breakfast. Yesterday I went to the beach. I can use a timeline. I can recite a traditional story and sing a traditional song	memory, young, old, change, growth, family, calendar, yesterday, year, month, season, week, day, weather, brother, sister, mum, dad, grandmother, grandfather, now,
Magnificent Me (Au 1)						



Runnymede St Edward's Curriculum Mapping for History

Fantastic Festivals (Au 2) Knowledge to be revisited throughout the year Begin adding to a class timeline of events throughout the year for children to refer to.		Special Events		Know and understand language first, then, next, now.		first, then next, before, after.
Into the Woods (Au 1) Adventure and Fantasy (Spr 2)	Spring	Characters from the Past (Fictional story characters introducing a sense of time, origins of Nursery Rhymes and historical and real-life superheroes)	Change and continuity Chronology Interpretations Invention	Know that the past refers to things that have already happened and the present refers to things happening now. Know that stories help us to learn about the past Know that some people/inventions have helped us to have better lives Know that weather patterns change from day to day. Know what is happening now, and next in a daily routine, using a visual timetable.		present, past, real, a long time ago, once upon a time, imaginary, sequence, time, before, old, new, same, different
Habitats and Life Cycles (Summer 1) Home and Away. (Summer 2)	Summer	Special Places, Other Families and Homes (compare characters, homes and lifestyles from stories, and memories of special places)	Change and continuity Chronology	Know that life begins as an egg (the young) and the butterfly represents the adult.		



Runnymede St Edward's Curriculum Mapping for History

Year 1	Autumn	Toys in the Past Changes within living memory. Black History Month	Change and continuity Chronology	To know the main changes that have happened to toys over time. I can speak to people about their experiences of the past and how things have changed, such as nursing and toys	I have an understanding of chronology (using words such as first, next, then, before, after). I can talk about things that happened when my parents were little - I can use a timeline. I can order three objects in chronological order I can ask and answer questions about old and new artefacts. I can give a plausible explanation for what an item may have been used for in the past. I can compare toys, nursing and technology from now to the past	brand century chronological order comparison decade invention materials modern toys Victorian
	Spring	The Great Fire of London Events beyond living memory that are significant nationally and globally	Chronology Change and continuity Cause and Consequence Enquiry Significant Figures Power	To Know the different ways the past has been represented e.g. diaries, paintings, newspapers, documents. To know where all people/events studied fit into a chronological framework To know that Interpretations of the past may vary that sources of evidence can help historians to interpret the past To know and recount some interesting facts from a historical event, such as where the fire of London started. Great Fire of London. Samuel Pepys		diary, destroyed, event, historian, improvements, monument, significant, evidence, eyewitness
	Summer	Florence Nightingale/ Mary Seacole Kitty Wilkinson The Lives of Significant People in the Past- A Local History Study	Chronology Change and continuity Significant Figures Power and Rule Invention	To know how significant people from the past have impacted upon society To know the main changes that have happened to hospitals and the role of nurses. To know different ways the past has been represented e.g. diaries, paintings, newspapers, documents. To know where all people/events studied fit into a chronological framework		evidence, significant, conditions, improve, legacy
Year 2	Autumn	Events Beyond Living Memory and the Lives of Significant People in the Past Queen Elizabeth I and Queen Victoria I Black History Month	Chronology Change and continuity Significant Figures Power and Rule Enquiry	To know where all people/events studied fit into a chronological framework To know how to ask questions about the past. To know the main changes that have happened in Britain during the rule of Queen Victoria and Queen Elizabeth II To know how significant people from the past have impacted upon society To know that Britain has had a queen for many years and I recognise other queens we have had in our history (Great Britain)	I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in historical learning. I can sequence a set of events/periods in chronological order and give reasons for their order: Queens. I can answer questions by using specific source, such as an information book. I can research about a famous event that happens in Britain and why it has been happening for some time, Queens. Deduce from clues what was so special about this ship	Monarch, Monarchy Reign, jubilee, Empire, Commonwealth, significant, heir, Victorian
	Spring	Events beyond Living Memory that are Significant	Chronology Change and continuity	Know the special features of the ship. Know that there were contrasting lifestyles (1st and 3rd class) Know there were different activities to do on the ship. Know that many people were not saved from the sinking of the Titanic.	Describe typical ways in which different passengers passed their time Recall simple details from the story and offer obvious reasons	bow, crew, collision, distress signal, hull, rescue, iceberg, funnel, linear, stern,



Runnymede St Edward's Curriculum Mapping for History

		Nationally or Globally The Titanic	Interpretation Cause and Consequence Enquiry Invention	Know that the final hours before the sinking are shown in different ways. Know the safety measures to be used to avoid future catastrophic events.	Compare and contrast a range of representations Spot similarities and differences Draw conclusions from sources Evaluate a range of reasons, exercising judgement about the plausibility of each Give four valid consequences of the disaster in terms of lessons learned	maiden voyage
	Summer	Changes in Britain from the Stone Age to the Iron Age Opening Worlds	Interpretation and Reasoning Chronology Change and continuity Enquiry	To know how sources of evidence need to be considered carefully to support understanding of the past To recognise changes in Britain from the Stone Age to the Iron Age. (Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture).	I can use research skills to explain how our ancestors lived during the Stone Age. and use terminology such as prehistory and prehistoric	land-bridge ancestors nomadic tools hunter-gatherers Stone Age mammoths prehistoric prehistoric Skara Brae mounds Stonehenge Midsummer's Day Midwinter's Day AD, BC,



Runnymede St Edward's Curriculum Mapping for History

Year 3 Opening Worlds	Autumn 1	Ancient Egypt Opening Worlds Black History Month	Interpretation and Reasoning Chronology Change and continuity Enquiry Religion/beliefs Significant Figures /Monarchy	To know how sources of evidence need to be considered carefully to support understanding of the past To know what life would have been like in Ancient Egypt. To know how Ancient Egypt changed over time. To know the beliefs of the Ancient Egyptians.	I can describe events and periods using BC and AD, century, ancient and prehistoric. I can use a timeline to order specific dates in history. I can use two sources to piece together information about periods in history. I can research similarities and differences between given periods, Indus,Shang, Egypt I can choose parts of stories to gather an idea of significant people/rulers and events.	archaeologist, excavate, tomb, hieroglyphics, pharaoh, scribes, Amun Ra, Osiris, Isis, Ma'at, Anubis, embalm, mummification and Rosetta Stone.
	Autumn 2	Cradles of Civilisation	Significant Figures Interpretation and Reasoning Chronology Change and continuity Enquiry Religion/beliefs Trade/Settlement	To know the importance of where Sumer was situated in Mesopotamia. and the importance of the rivers to the Mesopotamians. To know how the Ancient Sumerians lived and why they settled. To know the importance of Art, Trade, buildings and writing to Sumerians Know the significance of the story of Gilgamesh to the Sumerian people		tablets Sumer Tigris Euphrates Mesopotamia Fertile Crescent trade weaving herding ziggurat cuneiform Indus valley Shang nomadic cradle bronze altar sacrifices decipher sculptures mythical decorative

Runnymede St Edward's Curriculum Mapping for History

Year 3 Opening Worlds	Spring 1	Indus Valley	Interpretation and reasoning Chronology Trade/Settlement Enquiry Significant Figures /Monarchy	To know what life was like for Indus people - Art, trade and travel. To know the importance of archeology in finding out about the past. To know why certain events happened as they did in history To know that the Indus people were governed by advisors and not ruled by a King or Pharaoh.	I recognise that our knowledge of the past is constructed from different sources of evidence I can use two sources to piece together information about periods in history I can describe events and periods using BC and AD, century, ancient and prehistoric. I can use a timeline to order specific dates in history. I can choose parts of stories to gather an idea of significant people/rulers and events. I can suggest why certain events happened as they did in history	merchants market Indus Valley civilisation reconstruction monuments sources evidence trench pottery potsherds threshed urban citadel fired kiln technology sewage terracotta ornaments carnelian barter prow trade route governed governments robe figurines fertility
	Spring 2	Persia and Greece	Change and continuity Interpretation and reasoning Chronology Enquiry Significant Figures /Monarchy/Invasion Religion/beliefs	To know how the Persian Empire changed over time. To know why The Persian Empire was so powerful and how it began. To know why King Cyrus was a significant King. To know how different kings choose to rule their Empires To know why certain events happened as they did in history To know that Greek City states were ruled in different ways To know about Ancient Greek beliefs and how their beliefs controlled everyday life To know about the key Battles between Persia and Greece		Persian Empire Cyrus Babylon succeeded satrapy satrap taxes tax city-state polis agora acropolis temple displeased shrines alphabet alpha beta besiege messengers surrender surrendered Marathon pass strait
Year 3 Opening Worlds	Summer 1	Ancient Greece	Change and continuity Interpretation and reasoning Chronology	To what life would have been like in Ancient Greece – a study of Greek life and achievements and their influence on the western world - Philosophy/Literature To know about the beginnings of democracy and make links with today. To know about the significance of the Parthenon to Athens.	I can describe events and periods using BC and AD, century, ancient and prehistoric. I can use a timeline to order specific dates in history I can suggest why certain events happened as they did in history.	democracy citizens voted assembly starve plague allies surrendered enslaved architecture
	Summer 2	Alexander the Great	Enquiry	To know about the relationship between Greece and Macedon. To know the significance of Philip of Macedon. To know the significance of Alexander the Great and his impact on Greece	I recognise that our knowledge of the past is constructed from different sources of evidence. I can choose parts of stories to gather an idea of significant people/rulers and events	architects inspired columns scrolls frieze sculptures pediment



Runnymede St Edward's Curriculum Mapping for History

			Significant Figures /Monarchy/Invasion Local	and Persia	I recognise the impact history from these periods has had on our local area. I can recognise similarities and differences between given periods.	spectators literature philosophy wisdom philosophers puppet king hoplite Philip of Macedon captured hostage sarissa phalanx oracle prophecy league legends pledged loyalty chariots retreated founded scrolls Euclid geometry astronomy
Year 4 Opening Worlds (NOT TAUGHT 2022-23 due to trialling Opening Worlds)	Autumn1	Romans Black History Month	Interpretation and reasoning Chronology Cause and Consequence Change and continuity Significant Figures /Monarchy/Invasion Enquiry	To know that Romulus was the first King of Rome. To know that the Roman Empire was ruled by significant rulers. To know why the people of Carthage rose up against the Romans. To know that Rome was attacked and had enemies. To know about daily life in the Roman Empire.	I can use dates and historical terms when ordering events and objects on a timeline. I identify where people and events fit into a chronological framework. I recognise what happened as a result of events that happened a long time ago around the world and locally I can select and organise relevant information to present in a range of ways I can describe and compare characteristics, features and achievements of the earliest civilisations	legend Romulus Remus Tiber shepherd omen 753 BCE Rome senators unity toga temples cunning Sabine religious seven hills Tarquin Tarquin the Proud Brutus senate Peninsula republic
	Autumn 2	Roman Empire	Local	To know key facts about the Roman Empire and its impact on Britain. (Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and Nero To know what happened to the city of Pompeii and the impact on Rome To know why the Romans and Jews went to war.		province governor centurion legion standard frontier forts Julius Caesar Gaul Pompey foreign Brutus Ides of March Mark Antony descended cunning Augustus



Runnymede St Edward's Curriculum Mapping for History

Year 4 Opening Worlds (NOT TAUGHT 2022-23 due to trialling Opening Worlds)	Spring 1	Romans in Britain/(Local -Chester)		To know when and why the Romans invaded Britain. To know about the importance of Hadrian's Wall and why it was built, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity)	I can note connections, contrasts and trends over time and develop the appropriate use of historical terms. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. I offer a reasonable explanation for some events. I can use sources to address historically valid questions and hypotheses. I am beginning to evaluate the usefulness of different sources.	Britannia veni, vedi, vici invasion Celtic tribes chieftain Caratacus warriors ambushed captured forces fort ascend breast-plates defeat capital city Colchester stationed revolt Iceni Boudicca aqueducts forum basilica frontier height Hadrian Hadrian's Wall approaching Vindolanda wooden tablets, garrison Bethlehem three wise men frankincense myrrh miracles forgiveness rose from the dead converted baptised official religion Constantine rivals vision Byzantium Byzantine Empire Constantinople harbour culture mosaic sins shepherd persecution persecute incense disloyal suspicious amphitheatres memorial martyrs export ivory plateau terraces state Ethiopia preserve perilous hewn saints sacred
	Spring 2	Christianity in Three Empires	Religion/beliefs Change and continuity Interpretation and reasoning Chronology Significant Figures /Monarchy/Invasion/ Trade Enquiry	To know why the Romans persecuted the Christians. To know the reasons for Christianity becoming the official religion of the Roman Empire. To know about the Byzantine Empire To know about life and trade in the Aksum Empire. To know Askum was important as a Christian state.		
Year 4 Opening Worlds (NOT TAUGHT 2022-23 due to trialling Opening Worlds)	Summer 1	Arabia	Change and continuity Interpretation and reasoning Chronology	To know Arabia challenged the Byzantine Empire. To know what Arabia was like before the time of Muhammed. To know about the significance of Muhammed To know about Muhammed's life growing up in the city of Makkah in Arabia. To know important stories from Muslim tradition before it became Islam. To know how Islam began to spread beyond Arabia.	I can describe and compare characteristics, features and achievements of the earliest civilisations. I can use sources to address historically valid questions and hypotheses I offer a reasonable explanation for some events.	Arabia desert Arabs Islam Makkah pilgrimage pilgrims Bedouin campfires recite Kaaba shrines idols pagan spirits Quraysh Aminah



Runnymede St Edward's Curriculum Mapping for History

	Summer 2	Early Islam	Enquiry Religion/Beliefs	To know why Islam spread so far, so fast. To know about the life and culture of Cordoba and its importance To know how Muslims, Christians and Jews lived alongside each other. To know the reasons why Cordoba fell.	I am beginning to evaluate the usefulness of different sources. I can use dates and historical terms when ordering events and objects on a timeline. identify where people and events fit into a chronological framework I recognise what happened as a result of events that happened a long time ago around the world and locally	Muhammad pastoral nomads widows orphans warrior pastures ancestors heritage Petra reared oases fragrant revelations submission submitting paradise preach scorned betraying disapproved refugees tragedy mosque Prophet Medina Arabic negotiate truce warring disputes Caliphs warfare Samarkand Sind territory advance liberators tolerant inheritance treasurers surveyors dynasty massacre biblical fugitive turban emir stranger homeland exile urgent stonemasons Berbers deadly Almohads momentum expelled
Year 5	Autumn 1	The round city: Baghdad Black History Month	Change and continuity Cause and Consequence Enquiry	To know how cause and consequence explain Baghdad's founding — including the need for a new capital and the desire to show Abbasid power. To know how change and continuity can be seen in Baghdad — comparing the Round City's design with the modern city built over it. To know how evidence from archaeology, maps, and written accounts helps us understand the Round City. To know how Baghdad was connected to wider global histories through trade, scholarship, and empire. To know key facts about Britain's settlement by Anglo-Saxons and Scots.	I can select and organise relevant information to present in a range of ways I recognise what happened as a result of events that happened a long time ago around the world and locally. I use dates and historical terms in their work to sequence events and periods in time. I can draw a timeline with different time periods outlined which show different information, such as periods of history, places and when famous people lived. I can use my mathematical skills to work exact time scales, discussing short term and long term time scales.	invasions kingdoms settlements conversion Christianity reputation raids resistance Danegeld

Runnymede St Edward's Curriculum Mapping for History

	Autumn 2	Anglo-Saxon Britain	Invasion Interpretation and reasoning Cause and Consequence	(Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne).	I can compare and contrast early and late stages in a studied period. I can examine causes and results of great events and the impact of these. I use a wider range of sources to answer questions and test hypotheses. I can evaluate primary and secondary sources and make simple inferences, comparing accounts from fact or fiction. I can discuss and debate historical issues.	
	Spring 1	Vikings 1 – Lady of the Mercians	Change and continuity Chronology Invasion Enquiry	I know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. I have constructed responses to historical questions, explaining the things that have anachronism chronological order era/period B.C.E (Before the Common Era) Vikings Heathen pillage raid Vikings (AD 793) (Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo -Saxon laws and justice, Edward the Confessor and his death in 1066)		
	Spring 2	Norse culture	Cause and Consequence Change and continuity Invasion Culture	To know how cause and consequence explain Viking expansion , including pressures in Scandinavia and opportunities abroad. To know how change and continuity can be seen in Norse settlements , comparing life in Scandinavia with life in the Danelaw. To know how evidence from archaeology and sagas helps us understand Norse culture , and why these sources must be interpreted carefully. To know how migration and settlement shaped early medieval Europe , with Norse movement influencing politics, culture, and trade.		Heathen pillage raid plunder sea -farer slave oar norsemen invader dane conquest anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years this source suggests that... this source doesn't show that... reliable could have been... might have been...
	Summer 1	Vikings 2: Changing rulers, changing worlds	Interpretation and reasoning Chronology Enquiry Significant Figures /Monarchy Religion	To know how power is passed or claimed from monarch to monarch, and that Edward the confessor bearing no children and failing to clearly name a successor led to multiple claims. To know about the tension between church and state, as Henry appointed his friend Thomas Becket as Archbishop of Canterbury. To know the main events of King John and King Richard's rule. To know what the Magna Carta was and why it was important. To know the qualities Medieval Monarchs needed. To know about the Feudal system. To know how the power of the Monarch changed over the Mediaeval period.		
	Summer 2	Local history	Local			Baron, clergy, Crusades, peasants, Monarch, heir, successor, Feudal System, Ecclesiastical, knights, Magna Carta My conclusion is that.... historian archaeologist archaeology to weigh up both sides on one hand however different experiences primary evidence secondary evidence eye witness



Runnymede St Edward's Curriculum Mapping for History

Year 6	Autumn 1	The Maya Black History Month	Change and continuity Chronology Culture Religion/beliefs	To know how cause and consequence help explain the rise and decline of Maya cities, including environmental and political factors. To know how change and continuity can be seen in Maya culture, comparing ancient practices with modern Maya traditions. To know how evidence from archaeology, buildings, and codices helps historians understand the Maya, and why interpretations can differ. To know how the Maya were connected to wider Mesoamerican cultures, sharing ideas, trade, and beliefs.	I analyse, link and contrast within and across different periods of time, including short and long term scales. I recognise primary and secondary sources. I can use a range of sources to find out about an aspect of time past. I suggest omissions and the means of finding out. I can bring knowledge gathered from several sources together in a fluent account. I can discuss and debate historical issues, using contrasting evidence and opinions. I can use appropriate vocabulary when discussing and explaining historical events. I choose the best way to communicate different historical findings. I examine and compare different beliefs, behaviours and characteristics of people, recognising that not everyone shares the same opinion. I recognise that some events, people and changes are judged as more significant than others.	voyage, beneficiary, transatlantic, trade, abolitionist
	Autumn 2	Ethiopia and Benin	Local Significance Interpretation and reasoning Change and continuity Chronology	To know about the conditions for slaves on board slave ships. To know that during the 18th century Liverpool was Britain's main slaving port. To know the Abolitionists were a group of British campaigners, including black former slaves, who persuaded Parliament to end the slave trade. To know the significance of Liverpool as a port city during the 18th century. To know some of the symbols of Liverpool's involvement in the slave trade. To know some of the key figures associated with the slave trade in Liverpool.		
	Spring 1	Cities in time 1 This Manchester man	Cause and Consequence Change and continuity Local	To know how cause and consequence explain Manchester's growth, including technology, trade, and migration. To know how change and continuity can be seen in cities, comparing Manchester's industrial past with its modern identity. To know how cities reflect wider national and global histories, including empire, industry, and reform. To know how human choices shape urban environments, influencing health, work, and community life.	I regularly address and devise historically valid questions and hypotheses. I use dates and a wide range of historical terms in my work to sequence events and periods in time. I can develop a secure knowledge of the events and periods of time I have studied throughout school.	20th century World War I World War II trench war recruit alliance Blitz Home Front morale democracy Parliament vote suffrage Houses of Parliament Evacuation legacy Western Approaches Empire migration
	Spring 2	Cities through time (2) How typical of urban history is the history of my city?	Local Invasion Significance Change and continuity Interpretation and reasoning	I use key knowledge from a local history study. (a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality). To know that Liverpool's location made it a prime target during WW2 To appreciate the hardship faced by local residents during this period To know what it was like to live throughout the Blitz To know the key role 'Western Approaches' played in the Battle of the Atlantic To know what life was like for the children who were evacuated To know the legacy of WW2 and how it changed Liverpool forever To know the significance of WW2 in the changing role of women To know the significance of the port during WW2 and during the Slave Trade		

Runnymede St Edward's Curriculum Mapping for History

	Summer 1	Era of the Second World War	Interpretation and reasoning Chronology	To know some of the ways in which Britain, and British people, were affected by events during the Second World War. To know how, by 1945, the lives of British people had been affected by the Second World War.		
	Summer 2	A Local History Study World War II in Liverpool	Change and continuity Invasion Significance Enquiry	To know why British people wanted significant changes in the way Britain was governed at the end of the Second World War. To know some of the ways in which the creation of the NHS improved the lives of people living in Britain. To know some of the ways in which the British Empire changed after the Second World War. To know the reasons for, and effects of, migration from Caribbean countries after the Second World War. To know why and how new towns were built after the Second World War. I know of a key theme or aspect in British History that extends their chronological knowledge beyond 1066. (the changing power of monarchs, using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present)		