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**Heathcoat Primary School**

**History Curriculum – Progression of Key Skills and Knowledge**

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| Date | Review date | Subject leaders |
| 16.7.2021 | July 2022 | Anna Davis  Louise Addy |
| It is our intention that pupils will be taught a curriculum that:   * enables them to opossess a secure understanding of the chronology of the British Isles and other important periods of history * furthers their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies * allows them to gain and deploy a historically grounded understanding of key vocabulary such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ * enables them to become increasingly critical and analytical thinkers * encourages them to differentiate between source types and explain how interpretations in history may differ * enquires in to historical themed questions and form their own opinions and interpretation of the past   History is taught termly in Years 1-6 by using the Connected History scheme, written by David Weatherly. It is a coherent, progressive and rigorous learning programme which engages and motivates pupils and encourages them to see the world through the eyes of young historians. | | |

**Curriculum Organisation**

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| **Year / Term** | **Autumn** | **Spring** | **Summer** |
| **1** | How do our favourite toys and games compare with those of children in the 1960s? | What does it take to be a great explorer? | Why is the history of my locality significant? |
| **2** | How do we know so much about where Sappho used to live? | Who is the greatest history maker? | Why was Charles sent to prison? |
| **3** | How did the lives of ancient Britons change during the Stone Age? | What is the secret of the standing stones? (Bronze Age Britain) | How do artefacts help us to understand the lives of people in Iron Age Britain? |
| **4** | How did the arrival of the Romans change Britain? | Who were the Anglo Saxons and how do we know what was important to them? | What did the Vikings want and how did Alfred help to stop them from getting it? |
| **5** | The story of the Trojan Horse: historical fact, legend or classical myth? | What did King George IV mean when he said ‘The history of York is the history of England?’ | Why did the ancient Maya change the way they lived? |
| **6** | Why was winning the Battle of Britain in 1940 so important? | How did a pile of dragon bones help to solve an ancient Chinese mystery? | Why did Britain once rule the largest empire that the world has ever seen? |

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| Progression Map | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Key Skill: Chronological knowledge/ understanding | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this.  Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date.  Identify through observation and discussion some of the most memorable events of the 1960s.  Identify and describe some of the most popular toys and games of the 1960s.  Identify and describe some of the most popular toys and games of the 1960s Describe what Tim Berners-Lee invented in 1989  What does it take to be a great explorer?  Describe the achievements of Ranulph Fiennes, the qualities he possesses.  Give an account of the accomplishments of Amy Johnson.  Describe what Christopher Columbus achieved.  Why is the history of my locality significant?  Identify and describe the main external features of Dartmoor Prison as it exists today.  Identify, locate and describe the main internal features of the prison as they existed in 1908.  Describe what occurred at the battle of Trafalgar.  Describe what occurred at the battle of Trafalgar Describe the life and achievements of Lord Horatio Nelson. | How do we know so much about where Sappho used to live?  Describe a ‘typical’ day in the life of Sappho, a wealthy young teenager.  Identify and describe in simple terms what the Roman Empire was.  Who is the greatest history maker?  Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom.  Why was Charles sent to prison?  Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas.  Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort.  Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort. | How did the lives of ancient Britons change during the Stone Age?  Describe the ways of life which are typically associated with the Stone Age period of history.  Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age.  What is the secret of the standing stones? (Bronze Age Britain)  Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain.  How do artefacts help us to understand the lives of people in Iron Age Britain?  Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age. | How did the arrival of the Romans change Britain?  Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius.  Describe what a gladiator was and what occurred at gladiatorial games.  Explain who lanistae were and why they owned and trained gladiators in private schools.  Who were the Anglo Saxons and how do we know what was important to them?  Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain (and C&C).  Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the AngloSaxons were called pagan.  Describe and explain why Britain converted to Christianity following the visit of Augustine.  Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country’s conversion to Christianity.  What did the Vikings want and how did Alfred help to stop them from getting it?  Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’.  Describe why ‘Vikings’ is not, in fact, the correct name for these people and explain who the attackers really were.  Identify and describe the design features of a longship.  Identify and describe the distribution of those areas of Britain settled by Viking Norsemen.  Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066. | The story of the Trojan Horse: historical fact, legend or classical myth?  Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece.  What did King George IV mean when he said ‘The history of York is the history of England?’  Describe and explain how the Church during Norman times was able to raise the funds required to build York Minster.  Describe and explain why a battle was fought at Marston Moor in 1644.  Identify, describe and explain why the arrival of the railways in York, together with the invention of the coalfired steam engine, led to the building of large manufacturing factories in the city.  Why did the ancient Maya change the way they lived?  Identify, locate and describe the region of the world in which Maya people live.  Understand through explanation the purpose of the ancient Maya city of Chichen Itza. | Why was winning the Battle of Britain in 1940 so important?  Plot events of battle on a timeline along with other pivotal battles in WW2.  How did a pile of dragon bones help to solve an ancient Chinese mystery?  Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899 Describe and explain the achievements of Queen Elizabeth I as queen of England.  Build a timeline of key events during the Shang Dynasty. Focus on events in UK and Europe from the time period.  Why did Britain once rule the largest empire that the world has ever seen?  Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony.  Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation. |
| Key Skill: Historical Enquiry | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Describe and explain the cause of the major change to toys and games since the 1960s.  Suggest reasons to explain how this (internet) has affected toys, games and other aspects of life since then.  Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories.  What does it take to be a great explorer?  Give reasons why Ranulph Fiennes is recognised as the world’s greatest living explorer.  Give reasons to help understand why Christopher Columbus was able to accomplish what he did.  Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully.  Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived.  Why is the history of my locality significant?  Suggest reasons why paintings produced after the battle may not always provide a true account of what happened.  Explain why letters written by sailors who actually participated in the battle are likely to be more reliable as evidence of what happened.  Reasons to explain why Horatio Nelson was admired and respected. | How do we know so much about where Sappho used to live?  Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions.  Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists.    Describe the differences between primary and secondary historical evidence about what happened in Pompeii.  Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79.  Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii.  Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died.  Describe and give reasons for the significance of one piece of personal primary historical evidence.  Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past.  Who is the greatest history maker?  Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.  Why was Charles sent to prison?  Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War.  Offer reasons for the causes of some of the changes in ways of life they have identified.  Know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today. | How did the lives of ancient Britons change during the Stone Age?  identify and give reasons for those ways of life which are likely to be accurate and those that are anachronisms – simply could not have occurred then.  Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age.  Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence).  What is the secret of the standing stones? (Bronze Age Britain)  Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age. (also C&C)  Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer.  Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout.  Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale.  Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.  How do artefacts help us to understand the lives of people in Iron Age Britain?  Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today.  Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included.  Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them.  Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence.  Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago.  Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation. | How did the arrival of the Romans change Britain?  Interpret primary sources of historical evidence to describe the physical appearance of Boudica.  Understand through explanation the difference between historical evidence and legends and folklore.  Distinguish between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood.  Explain what the content of letters written in the first century tells us about the lives of high status and wealthy Romans in Britain.  Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122.  Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built.  Who were the Anglo Saxons and how do we know what was important to them?  Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever.  Evaluate the advantages and disadvantages of living in this way (in villages) compared with occupying the existing towns (and C&C, and I)  Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.  What did the Vikings want and how did Alfred help to stop them from getting it?  Explain why it (longship design)was an ideal vessel for Viking raiding parties along the coast of Britain.  Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed.  Evaluate evidence relating to the achievements of AngloSaxon King Alfred the Great. | The story of the Trojan Horse: historical fact, legend or classical myth?  Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions.  What did King George IV mean when he said ‘The history of York is the history of England?’  Describe and suggest reasons for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, justifying their decisions.  Explain how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria.  Why did the ancient Maya change the way they lived?  explain using a range of sources of evidence what the landscape, climate and natural vegetation of Maya area is like.  Identify, describe and provide reasons to explain the occupations of modern Maya people.  Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions. | Why was winning the Battle of Britain in 1940 so important?  Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940.  How did a pile of dragon bones help to solve an ancient Chinese mystery?  Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers. |
| Key Skill: Interpretations of History | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Recognise, describe and explain how they can use Wi-Fienabled toys and games safely and securely.  What does it take to be a great explorer?  Identify and recognise the main motives of the explorer Christopher Columbus.  Why is the history of my locality significant?  Give a variety of reasons why Princetown makes such a suitable location for a prison. | Who is the greatest history maker?  Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history. | What is the secret of the standing stones? (Bronze Age Britain)  Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain.  Identify, describe and explain the purpose of monuments, both historically and modern day (and C&C).  Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection.  Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age.  How do artefacts help us to understand the lives of people in Iron Age Britain?  Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time. | How did the arrival of the Romans change Britain?  Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43.  Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.  Who were the Anglo Saxons and how do we know what was important to them?  Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed.  Make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been.  Identify and describe the artefacts that were discovered in the AngloSaxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out.  What did the Vikings want and how did Alfred help to stop them from getting it?  Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread.  Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment.  Reach a judgment as to whether he (Alfred) is justifiably ‘great’ and justify their decision. | The story of the Trojan Horse: historical fact, legend or classical myth?  Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision.  Review and evaluate the ‘historical’ evidence regarding the existence of the lost Kingdom of Atlantis and reach a judgment as to its reliability and trustworthiness.  What did King George IV mean when he said ‘The history of York is the history of England?’  Explain the genre of historical fiction and make a justified judgment about the life of Oshere and the story behind his unclaimed helmet.  Empathise with those who were required to pay tithes and work for free during the construction of York Minster.  Evaluate a range of sources to reach a judgment about why killing a dog was so important to one of the armies fighting on that day.  Why did the ancient Maya change the way they lived?  Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions. | Why was winning the Battle of Britain in 1940 so important?  Reach a judgment about how serious that threat of invasion was.  Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940.  Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant.  Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.  How did a pile of dragon bones help to solve an ancient Chinese mystery?  Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision.  Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty.  To evaluate the leadership qualities Queen Elizabeth possessed and reach a judgment about why she was such an effective leader. Compare to King Cheng.  Why did Britain once rule the largest empire that the world has ever seen?  Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant.  Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared. |
| Key Concept: Continuity and Change | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (continuity) and differences they observe (change). | Why was Charles sent to prison?  Recognise some of the ways in which the First World War changed how adults were able to behave in Britain.  Compare and contrast means of communication in Britain during the time of the First World War with today. | How did the lives of ancient Britons change during the Stone Age?  Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today. | What did the Vikings want and how did Alfred help to stop them from getting it?  Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed. | Why did the ancient Maya change the way they lived?  Identify, describe and provide reasons to explain the occupations of modern Maya people and compare to ancient Mayans. | Why was winning the Battle of Britain in 1940 so important?  Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.  How did a pile of dragon bones help to solve an ancient Chinese mystery?  To evaluate the leadership qualities Queen Elizabeth possessed and reach a judgment about why she was such an effective leader. Compare to King Cheng.  Why did Britain once rule the largest empire that the world has ever seen?  Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared. |
| Key Concept: Cause and Consequence | | | | | |
| Why is the history of my locality significant?  Identify and describe the causes and effects of imprisoning so many French soldiers and sailors at Dartmoor Prison during and after the Napoleonic wars. | How do we know so much about where Sappho used to live?  Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79.  Suggest reasons why Sappho was able to live the life she did compared with many others in the city at the time.  and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii. | How did the lives of ancient Britons change during the Stone Age?  Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required. | How did the arrival of the Romans change Britain?  Make a judgment about the causes and effects of Boudica’s harsh treatment by the Romans. | What did King George IV mean when he said ‘The history of York is the history of England?’  Explain why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and evaluate some of the impacts they had. | Why did Britain once rule the largest empire that the world has ever seen?  Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views. |
| Key Concept: Similarities and Differences within a period | | | | | |
| What does it take to be a great explorer?  Give reasons which suggest why Amy Johnson can be considered remarkable given the role of women in society at the time. | How do we know so much about where Sappho used to live?  Suggest reasons why Sappho was able to live the life she did compared with many others in the city at the time.  and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii.  Why was Charles sent to prison?  Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War. | How did the lives of ancient Britons change during the Stone Age?  Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age. | How did the arrival of the Romans change Britain?  Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians.  Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision.  Who were the Anglo Saxons and how do we know what was important to them?  Evaluate the costs and benefits of conversion to Christianity for ordinary people compared with those of lords and noblemen. | What did King George IV mean when he said ‘The history of York is the history of England?’  Compare and contrast working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and reach a judgment that explains the differences.  Compare and contrast the features of one other Norman Gothic cathedral in England with those of York Minster.  Why did the ancient Maya change the way they lived?  Explain the social and religious importance of the Maya ball game pok-a-tok. | How did a pile of dragon bones help to solve an ancient Chinese mystery?  Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one. |
| Key Concept: Significant Events and People | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Suggest reasons for toys significance.  What does it take to be a great explorer?  Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did. | Who is the greatest history maker?  Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people’s lives, beliefs or ideas.  Identify, describe and explain how six significant people made history during their lifetime.  Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision. | What is the secret of the standing stones? (Bronze Age Britain)  Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance. | How did the arrival of the Romans change Britain?  Explain why the Roman period of history is seen as an historically significant period.  What did the Vikings want and how did Alfred help to stop them from getting it?  Explain why the battle of Hastings has become such a historically significant battle in the view of English historians. |  | Why was winning the Battle of Britain in 1940 so important?  Why is the battle of Britain seen as so vital to WW2 and were any other battles as significant (i.e. Stalingrad).  Why did Britain once rule the largest empire that the world has ever seen?  Why was the phrase “the sun never sets upon the British Empire” so significant? |
| Vocabulary | | | | | |
| Vocabulary per topic | | | | | |
| How do our favourite toys and games compare with those of children in the 1960s?  Historian; time; bc; ad; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian’s Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; *The Jungle Book*; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research.  What does it take to be a great explorer?  Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; ‘in service’; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; ‘women’s work’; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.  Why is the history of my locality significant?  Prison; building; Dartmoor Prison; prisoners; cell; plan; escape; Ordnance Survey; map; Her Majesty’s; grid square; plan; design; cemetery; reservoir; doctor; governor; hospital; petty officer; passage; wall; railway; turnkey; public; market; allowance; layout; vertical; oblique; tree; lawn; landscape; surroundings; location; common; hill; moorland; escape; National Park; Devon; futile; tempted; success; aerial; fleet; engaged; stern; determined; board; intent; starboard; port; prize; receipt; oblige; naval; formal; factual; emotion; celebrate; pride; Royal Navy; joy; cursive; longhand; style; Admiral Horatio Nelson; military; leader; inspiration; courageous; empathy; marksman; mourning; St Paul’s Cathedral; funeral; Admiral; Captain; soldier; Trafalgar Square; Nelson’s Column; Battle of Waterloo; Duke of Wellington; overland; accommodate; overcrowded; furniture; quarry; farming; solitary confinement; exhaustion; unsanitary; outbreak; disease; repatriated; mass grave; discover; treasure; cave; incredible; archaeologist; artefact; excavate; evidence; archaeological dig; painstaking; sequence; timeline; understand; important; telephone; mobile; football; boots; woolly mammoth; teapot; tea; plastic; ammonite; fossil; bicycle; steel; dagger; copper; bronze; iron; smelt; crucible; bc; century; India; tool; arrowhead; hunting; Stone Age; timeline; human; skeleton; jawbone; skull; teeth; modern; dated; cliff; Neanderthal; life; permanently; weather; hunt shelter; gather; climate; tundra; hunters and gatherers; family; auroch; fruit; fungi; berries; vegetables; fish; streams; rivers; occupying; wild; animals; freezing; prey; afraid; spear; knife; language; painting; communicate; story; event; feeling; interpretation; celebration; feast; achievement; ketch; Australia; globe; solo; route; journey; port; discover; Aboriginal Australians; European; Dutch; voyage; vessel; crew; construction; launched; propulsion; maximum; speed; displacement; weight; armament; armour; sails; area; navigation; equipment; value; captured; war; First World War; United Kingdom; Germany; invade; neighbour; friend; promise; protect; India; army; volunteer; enlist; sign up; recruitment; encourage; Western Front; recruit; trench warfare; enemy; fierce; wounded; killed; war memorial; plaque; regular; overseas; research; soldier; airman; nurse; online; website; sibling; census; conscript; Flanders; grave. | How do we know so much about where Sappho used to live?  Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth’s crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative; eyewitness; sulphur; flight; first-hand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.  Who is the greatest history maker?  Commemoration; commemorate; ceremony; celebration; Guy Fawkes Night; Bonfire Night; Firework Night; annual; event; engraving; unlawful; harmful; impression; assassinate; King James I; Parliament; House of Lords; rent; cellar; stockpile; gunpowder; guard; Catholic; Protestant; plot; discovered; arrested; torture; executed; survive; Windsor Castle; effigy; beliefs; ideas; timeline; chronology; evidence; significant; independent; chieftain; Scotland; Ireland; Poland; France; kingdom; Ancient Egypt; BC; United Kingdom; country; city; valley; Pakistan; proud; powerful; accomplished; ethnic; Pashtun; Sunni Muslim; Birmingham; childhood; encourage; study; president; possible; Taliban; extreme; Islam; religion; accompanied; demolish; blog; diary; schoolgirl; death threat; hospital; strengthened; love; prayers; United Nations; revenge; forgive; murder; Nobel Peace Prize; championing; equal rights; grocery; chemistry; university; politics; Conservative Party; chemist; law; Member of  Why was Charles sent to prison?  war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication; telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; memorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore. | How did the lives of ancient Britons change during the Stone Age?  Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour;  What is the secret of the standing stones? (Bronze Age Britain)  Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement; midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade.  How do artefacts help us to understand the lives of people in Iron Age Britain?  Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans. | How did the arrival of the Romans change Britain?  Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.  Who were the Anglo Saxons and how do we know what was important to them?  Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frija; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.  What did the Vikings want and how did Alfred help to stop them from getting it?  Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; *víkingr; víking*; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy. | The story of the Trojan Horse: historical fact, legend or classical myth?  The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of  Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy.  What did King George IV mean when he said ‘The history of York is the history of England?’  Ceramic; head pot; sculpture; Roman; York; North Africa; Libya; denarius; United Kingdom; Emperor Septimius Severus; Julia Domna; Syria; Eboracum; Picts; military; campaign; raids; homeland; Scotland; mural; Caracalla; Antoninus; Geta; gout; reconciliation; assassinated; Praetorian Guard; *damnatio memoriae*; tyrannical; allegedly; disillusioned; fragment; shard; unearthed; reconstruct; archaeologist; pillar; carving; battle of Dun Nechtain; Anglo-Saxon; Northumbria; Germany; Netherlands; Denmark; invasion; Eoferwic; helmet; depicts; excavating; artefact; riveted; iron; brass; crest; intricately; inlaid; pattern; chain mail; inscription; translate; Oshere; prayer; deliberate; armour; nobleman; Prince; violence; Deira; Bernicia; relative; historical fiction; faction; invented; plausible; York Minster; Roman Catholic Church; Cathedral of St Peter; Gothic; architecture; Europe; France; Duke of Normandy; William the Conqueror; King Harold II; battle of Hastings; Tudor; Normans; Exeter; Norwich; Durham; Bishop; Archbishop; worship; superiority; culture; tax; tithe; Heaven; Hell; sacrifices; tourists; Battle of Marston Moor; Boye; Prince Rupert of the Rhine; armour; weapons; Oliver Cromwell; gallantry; routed; brigade; enemy; stoutest; undaunted; courage; cannon; ammunition; disappointed; musketeer; dissipating; wearied; discouraged; unshaken; entire; renewing; valour; charged; pursued; civil war; King Charles I; Parliament; divine ruler; instructions; arrest; Member of Parliament; unpopular; court; war; opposing; Cavaliers; Roundheads; New Model Army; Sir Thomas Fairfax; Lord Manchester; Marquis of Newcastle; full moon; surrender; quarter; clemency; mercy; subsequently; traitor; public enemy; executed; restored; King Charles II; Commonwealth; Lord Protector of England; bounty; victorious; ‘familiar’; evil spirit; demon; witch; servant; spy; pamphlet; leaflet; principles; Puritan; sin; recruited; Matthew Hopkins; witch hunts; agent; buried; mass grave; propaganda; biased; misleading; promote; persuade; industry; industrial; railway; junction; station; London; Edinburgh; headquarters; carriage; barge; canal; raw materials; employees; workforce; economy; goods; services; industrial age; Industrial Revolution; steam engine; James Watt; manufacture; cotton; wool; iron and steel; chemicals; boilers; factories; inspector; working conditions; child labour; dextrous; agility; unscrupulous; Factory Act; Mines Act; underground; fortunate; hydraulic; cocoa; chocolate; confectionery; education; Joseph Rowntree; Quaker; politician; social reformer; philanthropist; William Wilberforce; Earl of Shaftesbury; Octavia Hill; Titus Salt; John Stuart Mill; Elizabeth Fry; Millicent Fawcett; Richard Owen; William Booth; repair; footplate; guard; porter; labourers.  Why did the ancient Maya change the way they lived?  Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footstep; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations; construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus; Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors; drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable. | Why was winning the Battle of Britain in 1940 so important?  Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.  How did a pile of dragon bones help to solve an ancient Chinese mystery?  Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.  Why did Britain once rule the largest empire that the world has ever seen?  Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; ‘The House’; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions. |