



# **Milton Mount Primary School**

**History Progression Document**

EYFS, Key Stage 1 & Key Stage 2

## **Intent**

At Milton Mount, we are HISTORIANS! We believe learning about the past should be relevant, engaging and stimulating all children's interests. We intend to help develop children's sense of identity and cultural understanding based on their British heritage and those of the ancient civilisations, enabling them to learn about and value their own and others' cultures in modern-day society. This allows children to gain knowledge from the past and how this can impact the present/ future.

Our curriculum starts in the Early Years Foundation Stage focusing on Understanding the World area of learning: past and present, and continues through to Year 6, following the National curriculum content guidance.

## **Do More**

The curriculum is structured and sequenced so that all children actively engage in enquiry-based lessons that they will be able to answer in detail at the end of each unit. Our aim is to plan, create and teach exciting lessons that include children engaging with history in a variety of ways, for example, investigating timelines, story-telling, drama, hot seating, debating and independent enquiry.

## **Know More**

At the start of each unit, we try to help children understand what the world was like for that time of study. 'World building' helps create a sense of awareness of the place or time in which they are investigating. This also helps children to develop a sense of chronology recalling dates, times and events. Story telling plays a pivotal role in this, especially in Key Stage 1. This enables children to know the 'why', embedding a more in-depth understanding.

## **Remember More**

Sticky starters are used at the start of each lesson which allows children to recall key dates, knowledge and information. 3 questions are asked: one from the previous week, one from the previous unit (term) and one from the previous year. This enables children to bring previous knowledge into current learning, helping them to make connections within the world around them.

## **Experience More**

A combination of visitors, trips and a focus on first hand experiences help to ensure a memorable learning experience for all. Some trips have included: Gatwick airport in year 2, Egyptian day in Year 4 and a visit to Hever castle in Year 5.

## **Consider more**

By doing, knowing, remembering and experiencing more, children at Milton Mount will have gathered a historical perspective of the world around them. They will be able to make links, connections to the substantive concepts we consider important at our school as well as generate their own lines of enquiry.

## History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Topics</b>	<b>What happened Once Upon a time?</b> Know some similarities and differences between the past and now.  Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.		<b>What makes a hero?</b>  Talk about the lives of the people around them and their roles in society.  Understand the past through settings, characters and events encountered in books read in class and storytelling.	<b>Who lives on the farm?</b>  Know some similarities and differences between the past and now.	<b>What is in space?</b>  Know some similarities and differences between the past and now.	<b>What's in the pond?</b>  Understand the past through settings, characters and events encountered in books read in class and storytelling. <u><b>The Story Machine</b></u>  <u><b>History Week</b></u> Consolidating the historical key vocabulary and exploring old artefacts, asking questions and making connections. Such as a typewriter, iron, phone.
<b>Year 1</b>	<b>Geography unit</b>	<b>Toys</b> <u><b>Key Enquiries</b></u> -How have toys changed in the last century?  -What do those changes tell us about the way people lived?	<b>Sir David Attenborough</b> <u><b>Key Enquiries</b></u> -Who is David Attenborough and why is he important?  -What impact will he leave behind?  -What has changed because of his work?	<b>Geography unit</b>	<b>Monarchy – Queen Victoria and Queen Elizabeth II</b> <u><b>Key Enquiries</b></u> -What do we know about the past Queens and how do we find out about them?  -How are the Queens the same and how are they different?	<b>Geography unit</b>
<b>Year 2</b>	<b>Women who changed the world.</b> Mary Anning, Chloe Kelly Malah Yousef <u><b>Key Enquiries</b></u> -What does it mean to be a significant person?  -Who are these important women and what have they done to have impact on a national and international level?	<b>The Great Fire of London and Guy Fawkes.</b> <u><b>Key Enquiries</b></u> -Why did the GFOL destroy so much of the City?  -How did they stop it from happening again? (changed to buildings/ trucks/ equipment)	<b>Geography unit</b>	<b>Looking at our Local history</b> <u><b>Key Enquiries</b></u> What was Gatwick like before 1940 and how did it change?  What other areas of Crawley changed in this time? (school) How is it different now to the past?	<b>Geography unit</b>	<b>Geography unit</b>
<b>Year 3</b>	<b>Stone Age/Iron Age</b> <u><b>Key Enquiries</b></u> -What was 'new' about the New Stone Age?		<b>Geography unit</b>		<b>Romans in Britain</b> <u><b>Key Enquiries</b></u> -What was the Roman Empire and how did it become so powerful?	

	<p>-Which was better, bronze or iron?</p> <p>-When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <p>-How did society in Britain change from stone age to iron age?</p>		<p>-How did the Britons react to the invasion?</p> <p>-How was Britain impacted by the Roman Empire?</p>
<b>Year 4</b>	<p><b>Anglo-Saxons/ Vikings</b></p> <p><b>Key Enquiries</b></p> <p>-Who were the Anglo-Saxons and why did they invade and settle in Britain?</p> <p>-What was life really like in Anglo-Saxon Britain?</p> <p>-How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>-Were the Vikings truly vicious?</p> <p>-What did the Anglo-Saxons and Vikings leave behind?</p>	<b>Geography unit</b>	<p><b>Egyptians: Achievements of the early civilizations</b></p> <p><b>Key Enquiries</b></p> <p>-What did the Ancient Egyptians believe? How do we know?</p> <p>-How did religion affect life in Ancient Egypt?</p> <p>- What impact did Pharaohs have on the civilisation?</p> <p>- How did the civilisation come to an end?</p>
<b>Year 5</b>	<p><b>Ancient Greeks</b></p> <p><b>Key Enquiries</b></p> <p>-How can we find out about the civilisation of Ancient Greece?</p> <p>-How did the empire grow and change?</p> <p>-Can we thank the Ancient Greeks for anything in our lives today?</p>	<b>Geography unit</b>	<p><b>Power in Britain (focus on Tudor and Stuart Monarchy)</b></p> <p><b>Key Enquiries</b></p> <p>-How did Henry 8<sup>th</sup> change the way Britain worshipped?</p> <p>-Why was Elizabeth 1<sup>st</sup> reign known as a time of exploration and discovery?</p> <p>-What power struggles did the Stuarts encounter during their reign?</p> <p>-How did William and Mary change the power in Britain?</p>
<b>Year 6</b>	<p><b>World War II – Local history study.</b></p> <p><b>Key Enquiries</b></p> <p>What happened? Whose war was it?</p> <p>-What was it like to be a child in WWII?</p> <p>-How did the Blitz relate to what was happening to the rest of the world?</p> <p>What were the roles of women during the war? How did these roles change afterwards?</p> <p>What was the impact of World War 2 on people in our locality?</p> <p>How did Crawley change after WW2?</p>	<b>Geography unit</b>	<p><b>Early Islamic Civilization - Baghdad c. AD 900</b></p> <p><b>Key Enquiries</b></p> <p>-When did the Early Islamic civilisation begin and how enormous did it become?</p> <p>-Why was Baghdad a significant settlement?</p> <p>-How does Baghdad compare to what was going on in London around 900AD?</p>

## Progression of Knowledge and Skills in History

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological knowledge and understanding</b>	<p>Use everyday language related to time (now, then, after, next)</p> <p>Describe main story settings, events and main characters.</p> <p>Talk about the past and present events in their own lines and lives of their family members.</p>	<p>Identify that events and people from the past may have occurred across a greater period of time than just themselves.</p> <p>Order 3 to 4 artefacts and pictures from different time periods</p> <p>Use common words and phrases relating to the passing of time</p> <p>Sequence events in own life and describe key events</p> <p>Place events on a simple timeline.</p> <p>Match objects to different time periods</p>	<p>Identify that significant events and individuals have help shaped the present.</p> <p>Use common words and phrases relating to the passing of time</p> <p>Know where all people/events studied fit into a chronological framework</p> <p>Order 5 to 6 artefacts and pictures from significantly different time periods</p> <p>Begin to recognise how long each event lasted.</p> <p>Puts events, objects and people in order using a given scale/timeline.</p>	<p>Sequence events on a timeline, referring to times studied in KS1 to see where these fit in.</p> <p>Label timelines with pictures, words or artefacts and give reasons for their order.</p> <p>Can sequence a number of the significant events, objects, people in topics studied using some key dates</p> <p>Start to notice connections over a period of time.</p> <p>Start to understand that timelines can be separated into BC (BCE) or AD (CE).</p> <p>Understand the term decade and century.</p>	<p>Sequence events on a timeline, referring to times studied in previous years to see where these fit in.</p> <p>Understand that history is divided into periods of history e.g. ancient times, middle ages and modern.</p> <p>Place early civilisations into chronological context.</p> <p>Begin to develop a chronologically secure knowledge of British and world history across periods studied.</p> <p>Use dates to work out the intervals of time between periods or events in time.</p> <p>Use terms BC (BCE), AD (CE) and century with more confidence.</p> <p>Make simple individual timelines using pictures, words or artefacts.</p> <p>Make simple explanations of connections over a period of time.</p>	<p>Sequence events on a timeline, comparing where it fits in with times studies in previous year groups.</p> <p>Understand the term century and how dating by centuries works.</p> <p>Establishes clear narratives within and across periods studied.</p> <p>Provide overviews of the most significant features of different themes, individuals, and events</p> <p>Sequences historical events, themes, and people from topics covered using dates, period labels and terms.</p> <p>Compare and make connections between different contexts over time.</p> <p>Develop a chronological understanding of British, world history across the period studied.</p>	<p>Sequence events on a timeline, comparing where it fits in with times studies in previous year groups.</p> <p>Understand the term century and explain how dating by centuries works.</p> <p>Put dates into the correct century.</p> <p>Provide overviews of the most significant features of different themes, individuals, societies and events</p> <p>Independently sequence historical events, themes and people from topics covered using dates, period labels and terms on a timeline.</p> <p>Have a secure chronological understanding of British, local and world history across the period studied.</p> <p>Compare and make connections and trends between different contexts over time.</p> <p>Relate current study on a timeline to other periods of history studied.</p>
<b>Historical Enquiry/ sources of evidence.</b>	<p>Be curious about people and show interest in stories.</p> <p>Answers how and why questions in response to stories.</p> <p>Record using marks they can interpret and explain.</p> <p>Know that we can get information from books and computers.</p>	<p>Understand that items can tell us about someone or something.</p> <p>Use artefacts, photographs to ask and answer simple questions around the studied topic.</p> <p>Express a personal response to a historical story or event.</p> <p>Can I find out something about the past by using</p>	<p>Ask a range of questions about stories, events and people.</p> <p>Choose and use parts of stories and other sources to show understanding of the past.</p> <p>Can explore and understand that we can use sources, including books, pictures, eye-witness accounts,</p>	<p>Can address and ask valid questions around a topic.</p> <p>Suggest own useful research questions and sources of evidence to answer questions</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historical buildings and visits to help build a picture of the past.</p> <p>Choose the most important source material for a task.</p>	<p>Use a range of source materials to answer questions about the past which go beyond simple observations.</p> <p>Use a range of different sources to reconstruct aspects of people's lives in different historical periods. sources.</p> <p>Observe the small details when looking at artefacts and pictures.</p>	<p>With greater independence, construct informed responses by selecting and organising relevant historical information from a number of sources.</p> <p>Reach a valid conclusion based on devising and answering questions related to a historical enquiry</p> <p>Suggest what evidence is needed to carry out research.</p>	<p>Independently, construct informed responses by selecting and organising relevant historical information from a number of sources.</p> <p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry.</p> <p>Recognise primary and secondary sources.</p>

		simple sources e.g. talking to an older person, images, artefacts.	photos, artefacts, buildings, visits and internet to obtain information.	Understand how sources can be used to answer a range of historical questions.		Start to distinguish between a primary and secondary resource.	
<b>Interpretations of history.</b>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>Draw simple conclusions to answer a question.</p> <p>Make simple observations about the past.</p> <p>Can recount some interesting facts from an historical event.</p> <p>Begin to make reasoned interpretations about why certain objects belonged to certain people or events e.g. housing, clothing, toys.</p>	<p>Identify and explain different ways in which the past is represented using photos, images, objects and written accounts.</p> <p>Make simple conclusions about a question using evidence to support.</p> <p>Begin to distinguish between fact and fiction</p> <p>Express a personal response to a historical story or event through discussion, drawing or writing.</p> <p>Begin to evaluate how reliable a source is e.g. a diary.</p>	<p>Understands that different versions of the past may exist.</p> <p>Construct informed responses by ... selecting and organising relevant historical information from a number of sources.</p> <p>With support, use evidence to describe key features of past events: Houses and settlements, culture and leisure activities, clothes and way of life of people, buildings and their uses, people's beliefs and attitudes.</p> <p>Discusses the term reliability of sources.</p>	<p>Understands that different versions of the past may exist and start to explain why this might be.</p> <p>Show knowledge and understanding by describing key features of past societies and periods.</p> <p>Describe how some of the past events studied/key people, affect life today.</p> <p>Looks at 2 versions of same event and identify differences in the accounts.</p> <p>Start to understand the term bias and identify it in a source.</p>	<p>Understand that different versions of the past may exist and begin to give some reasons for this.</p> <p>Accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>Describe how different types of evidence tell us different things about the past.</p> <p>Identify ideas, beliefs, attitudes and experiences of men, women and children from the past and that these might be different.</p> <p>Distinguish between fact and opinion.</p>	<p>Understand that different versions of the past may exist, and give some reasons for this including why contrasting arguments and interpretations occur.</p> <p>Compare accounts of events from different sources.</p> <p>Comment with confidence on the value of a range of different types of source for enquiries.</p> <p>Start to challenge existing interpretation using more than one source of evidence.</p> <p>Identify bias in a source and identify they value of sources to historical enquiry ad the limitations of sources.</p>
<b>Historical concepts: Continuity and change (in and within periods)</b>	Develop understanding of growth, decay and changes over time.	<p>Begin to look for similarities and differences over time in their own lives and lives of their parents/ grandparents.</p> <p>Describe simple changes and ideas/ objects that remain the same.</p>	<p>Identify similarities and differences between ways of life at different times.</p> <p>Identify simple reasons for changes.</p>	<p>Compare different periods of history and identify changes and continuity.</p> <p>Identify what the situation was like before change occurred.</p>	<p>Identify reasons for change and reasons for continuities.</p> <p>Identify links between different societies.</p>	<p>Analyse and present the reasons for changes and continuity,</p> <p>Describe the links between different societies.</p>	<p>Make links between events and changes within and across different time periods/ societies.</p> <p>Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.</p>
<b>Historical concepts: Cause and consequence</b>	Begin to question why things happen and try to give some explanation	Ask why things happened and begin to explain why with support.	<p>Ask questions about why people did things, why events happened and what happened as a result.</p> <p>Recognise why people did things, why events happened and what changed as a result.</p>	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p><i>(based on current topics)</i></p>	<p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p><i>(based on current topics and building in knowledge from year 3 topics)</i></p>	Giving reasons for historical events, situations and changes.	Giving reasons for historical events, the results of historical events, situations and changes.
<b>Historical concepts: Similarity and difference (within a</b>	Understand similarities and difference between themselves and others, including families, traditions and festivals.	<p>Be aware that some things have changed and some have stayed the same in their own lives.</p> <p>Can discuss simple similarities and differences of present and past periods.</p>	<p>Uses past and present tense correctly to make comparisons and contrast with present and past periods.</p> <p>Know some things which have change/ Stayed the same as the past.</p>	<p>Describe similarities and differences between people, events and objects studied.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p>	<p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Make some links with different time periods studied in previous years.</p>	<p>Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Making links with different time periods studied.</p>

<i>period/ situation)</i>			Make comparisons with their own lives and lives within the period of history.		Start to identify some similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.		Describe change throughout time.
<b>Historical concepts: Significance (of events/ people)</b>	Recognise and describe special times or events for families and friends. Talk about the lives of people around them and their roles in society.	Talk about who was important and what does it mean in a specific event or time of study.	Can discuss how significant individual's actions changed the way we do things today and share information about people from the past.	Recall some important people and events for that period of time.  Identify who is important in historical sources and accounts.	Recall some important people and events for that period of time.  Identify who is important in historical sources and accounts and what impact they had within that period.	Explain the significant of events, people and developments.  Explain what impact that had at the time and today.	Identify significant people and events across different time periods.  Compare significant people and events across different time periods
<b>Historical terms</b>  (More topic related words are on the planning summary documents)	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.  Use some common words and phrases relating to the passage of time, such as 'now', 'then', 'new', 'old', 'when' and 'before'.	Develop the appropriate use of historical terms e.g. evidence, time line, same and different.  Understand securely and use a wider range of further terms associated with the past (e.g. year, decade, century, in the past, previously, nowadays)	BC/AD, century, decade, similarity, difference, compare, contrast, reliability, civilisation, ancient civilisation, artefact, Bronze age, calendar, hunter-gatherer, interpretation, empire,	century, decade, BC, AD, before, after during, reliability, sources, parliament, artefact, Chronology, interpretation, monarchy, government, peasant, parliament, revolt, rebellion, Christianity, conquest,	BC/AD, before, after, during, era, epochs, period, reliability, cause, consequence, parliament, aristocracy, artefact, calendar, century, chronology democracy, empire, emperor, Gods/Goddesses, interpretation, government, pre/post, Christianity, primary/secondary sources	BC/AD/ social, religious, political, cultural, technological, propaganda, misinformation, opinion, cause, consequence, parliament, artefact, century, chronology, court., democracy, execution, interpretation, government, pre/post

## The development of SMSC and the promotion of British Values in the History Curriculum

<p><b>Spiritual</b> Children are:</p> <ul style="list-style-type: none"> <li>• Encouraged to take risks and flourish in a nurturing learning environment</li> <li>• Experience awe and wonder moments when history is brought to life through active enquiry, role-play and artefacts</li> <li>• Express their awe and wonder at historical events and themes through different media across the curriculum (drama, art literacy, music)</li> <li>• Explore the mystery of why and how past events happened</li> <li>• Realise the significance of past events and people and how they have impacted our lives today</li> <li>• Explore values and beliefs from the past and compare and contrast these to values and beliefs from today</li> <li>• Respect others</li> <li>• Accommodate and celebrate difference</li> <li>• Ask questions offer ideas and make connections</li> </ul>	<p><b>Moral</b> Children:</p> <ul style="list-style-type: none"> <li>• Promote measures to prevent discrimination of the basis of religion, gender, sexual orientation, age and other criteria</li> <li>• Comment on and debate moral questions stemmed from past events</li> <li>• Reflect on past events and consider their own moral opinions</li> <li>• Develop a sense of empathy with historical figures through drama, diary writing and other media</li> <li>• Address big questions asking why and how and relating responses to their own moral codes</li> <li>• Explore models of moral virtue through key historical figures</li> </ul>
<p><b>Social</b> Children:</p> <ul style="list-style-type: none"> <li>• Work collaboratively in a range of settings to investigate and follow lines of enquiry through active learning</li> <li>• Demonstrate attributes such as collaboration, listening, empathy, inter-dependence and imitation</li> <li>• Adopt different roles within group work: leader, scribe, question-master etc</li> <li>• Develop skills of compromise and negotiation during collaborative learning</li> <li>• Have the opportunity to be a leader within group work and develop leadership skills</li> <li>• Consider what society in the past has contributed to society today</li> </ul>	<p><b>Cultural</b> Children:</p> <ul style="list-style-type: none"> <li>• Develop a greater understanding of how events in history have shaped our multi-cultural society</li> <li>• Celebrate our multi-cultural society through events, religious celebrations and class topics</li> <li>• Explore and discover cultures from around the world and how they have changed over time</li> <li>• Demonstrate respect and appreciation for all cultures</li> <li>• Are immersed in culture through cross-curricular lines with art, DT, English, maths and music etc</li> <li>• Investigate authentic accounts of attitudes, values and traditions of diverse cultures over time</li> </ul>

## **British Values**

Within our school there is a focus on how British history and the Western World has been impacted by global influences and how significant figures have contributed to national and international achievements. In year 5 children explore how Athenian democracy compares with a modern system and gain an understanding of how our democratic political system and rule of law work in today's Britain.

## Vocabulary Progression in History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Old New First Next Then Yesterday Today Tomorrow Same Different Change</p>	<p>Past Present Future Timeline Long ago Memories Artefact Before After Nowadays When</p> <p>Technology Decade Old New Generation Past</p> <p>Life Living memory Changes Days Weeks Months Years Famous naturalist Influence Significant.</p> <p>Rule Power Role Jubilee Coronation Victoria Royal family King Charles III King Queen</p>	<p>Time Order Chronological order Significant Evidence Lifetime Era/period Artefact Key event Source Earlier Later</p> <p>Earlier Later Reliable Significant Activist Laureate Rights Change Influence</p> <p>Pudding Lane Baker Diary (source) The Monument Timber-framed houses The Plague Guy Fawkes Parliament.</p> <p>Transport Tourism Airfield Community Development Local,</p>	<p>Power Development Compare Contrast BC and AD ancient Empire Invasion Conquer Settlement Decade Century Combat Settlers</p> <p>Archaeologists Iron Age Stone Age Bronze Age Hill fort Defences Settlement Farming Invention Smelt Advantages Disadvantages Nomadic Neolithic Mesolithic Palaeolithic Hunter-gatherer Flint-knapping</p> <p>Provinces Client kingdom Rival Emperor Conquest Rebellion Withdrawal Monarch Governor Testimony Duration Revolt</p>	<p>Social Structure Civilisation Influence Democracy Hierarchy Ancient Egyptians Pharaoh Scarab Papyrus Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Ankh Pyramid Rosetta Stone Preserve Duamutef Natron Hapi Imsety Qebehseuef Shabti</p> <p>B.C.E (before the common era) C.E (common era) B.C (before Christ) A.D (Anno domini) Settlers Raids Migration Kingdoms Anglo Saxons Bayeux tapestry Kingdoms Sutton Hoo Thatched Domesday stone Burial chamber Hoard Ingots Fertile Picts Scots Angle Jutes Reliability Lindisfarne Monastery Chronicles Stereotype Reputation Vikings Freeman Slave</p>	<p>Rise and fall Exploration Bias Oppression Empire Rebellion Continuity Reign Monarchy Treason Tudors Galleon Spanish armada Civil war Unrest Parliament Cavaliers Cromwell Abolished Commonwealth, Taxes Bill of rights Legislation Dynasty. Lancaster York, Bosworth Wealth Reformation Catholic Protestant Monasteries Reign Dissolution Fleet Expeditions,</p> <p>Oligarchy, Civilisation Olympics Titans Tyrant Acropolis City-state Parthenon Phalanx Mythology Tragedy Athens Sparta Democratic</p>	<p>Ideologies (political, religious and cultural) Birth right Advocate Interpretation Commemorate Propaganda Cultural context prejudice Retreat Ally Axis Indoctrinate Evacuation Economy Blitz Morale Battalion Regiment Military Home front Billets Dictator Evacuation Rationing Air raid Influence Appeasement</p> <p>Occupation Caliphate Silk road Architecture Conquest City state Locality Caliph Dark ages Golden age</p>

				Long boat Axe shield Scandinavia Raid Jorvik Excavation Edward the Confessor.		
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