

## HISTORY CURRICULUM MAP

*At Sheen Mount Primary School, many of our pupils have a curiosity about the world around them that has been fostered and encouraged at home. Our history curriculum is designed to recognise children's prior learning, provide first-hand learning experiences (which bring their learning to life) and make full use of the wealth of resources available to us in the local and wider area enabling children to broaden their historical knowledge and understanding. Their historical enquiry skills are developed by providing them with learning opportunities in which they can ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. In line with the National Curriculum guidance, our aim is that pupils will gain a coherent knowledge and understanding of the interconnectedness of Britain's past and that of the wider world and help them to understand better their own identity and the challenges of their time through comparing it to that of other people throughout history.*

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### 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

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- 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.

**Primary National Curriculum, Key Stages 1 and 2 Framework Document  
September 2013**

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Year 1	Autumn Term	Spring Term	Summer Term
	<p><b>Entire term</b></p> <p><b><u>History: Explorers</u></b></p> <p>Children begin to learn about different explorers from different time periods exploring their achievements in specific continents, for example Ibn Battuta in Africa, Shackleton and Attenborough in Antarctica. They also briefly learn about Tim Berners-Lee and focus on what life and communication was like before the invention of the Internet, looking at telephones and letter writing.</p> <p><i>Links with geography topic of our world and English study of The Snail and the Whale.</i></p>	<p><b>1st half of term</b></p> <p><b><u>Transport</u></b></p> <p>Children study different types of transport from the past and present. Children compare transport through the ages from the invention of the wheel, the first hot air balloon flight, space travel to electric cars. They link this to their non-fiction writing in English. They develop historical skills by sequencing, matching, comparing and finding answers to questions using simple historical sources. They will communicate their knowledge and understanding in a variety of ways.</p>	<p><b>2<sup>nd</sup> half of term</b></p> <p><b><u>Battle of Hastings</u></b></p> <p>Children learn about the battle as a significant historical event for this country and look at the importance of the battle. They develop historical skills and develop an understanding of how we learn about the past. They learn about key events, causes and consequences of the battle, as well as the importance of William the Conqueror. They also learn about how life changed from Saxons to Normans. Children develop historical enquiry skills and recount and sequence key parts of the battle.</p>
<b>Chronological knowledge/ understanding</b>	<ul style="list-style-type: none"> <li>Sequence events in their lives.</li> <li>Sequence 3 or 4 objects from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> </ul>		
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own and other's lives.</li> <li>Know and recount episodes from recounts about the past.</li> </ul>		
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Use recounts to encourage children to distinguish between fact and fiction.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>		
<b>Historical enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information.</li> <li>Communicate their knowledge through:               <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawing pictures</li> <li>Drama/role play</li> <li>Making models</li> <li>Writing</li> <li>Using ICT</li> </ul> </li> </ul>		

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<b>Year 2</b>	<p><b>1<sup>st</sup> and 2<sup>nd</sup> half of term</b></p> <p><b><u>Great Fire of London</u></b></p> <p>Children learn about this significant national event and how people's lives were affected by the fire. Children explore how to learn about the past using a range of information, artefacts and evidence. They learn about the causes of the fire, sequencing the main events and describe what the fire might have been like for people at the time. Children learn about the importance of Samuel Pepys and compare his account of the fire with another account, learning about reliability. They identify how life changed after the fire and the impact and significance of it on life today.</p>	<p><b>2<sup>nd</sup> half of term</b></p> <p><b><u>Local History of Richmond</u></b></p> <p>Children use photos, maps and other evidence to look at how Richmond has changed since the Victorian times focusing on houses. The look at significant events and people in the local area and explore recounts by people at the time in order to learn about what life was like.</p>	<p><b>1<sup>st</sup> and 2<sup>nd</sup> half of term</b></p> <p><b><u>Local History of Richmond - continued</u></b></p> <p><b><u>The Victorians</u></b></p> <p>Children learn about what life was like in this period and build on their local history knowledge.</p> <p>They use different sources of information to explore and compare what life was like during the Victorian times, focusing on schools, toys and pastimes, clothes, communication methods and toys. They explore what life was like for children in a workhouse.. They identify differences between ways of life and develop their historical enquiry skills</p> <p>The children look at the contributions of significant historical figures such as Florence Nightingale and Mary Seacole. They compare pictures and photographs and learn about why people did things, why events happened and what happened as a result.</p>
<b>Chronological knowledge/ understanding</b>	<ul style="list-style-type: none"> <li>• Sequence artefacts closer together in time – check with reference book.</li> <li>• Sequence photographs from different periods of their life.</li> <li>• Describe memories of key events in lives.</li> </ul>		
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Recognise why people did things, why events happened and what happened as a result.</li> <li>• Identify differences between ways of life at different times.</li> </ul>		
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Compare two versions of a past event</li> <li>• Compare pictures of photographs of people or events in the past.</li> <li>• Discuss reliability of photos/accounts/stories.</li> </ul>		
<b>Historical enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>• Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> <li>• Communicate their knowledge through:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Drawing pictures</li> <li>○ Drama/role play</li> <li>○ Making models</li> <li>○ Writing</li> <li>○ Using ICT</li> </ul> </li> </ul>		

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<p><b>Year 3</b></p>	<p><b>1<sup>st</sup> half of term</b></p> <p><b><u>How did life in Britain Change between the Stone Age and Iron Age?</u></b></p> <p>Using many practical activities, look at the lifestyle of people living through prehistory. Consider the timelines involved and look at how archaeologists make sense of their discoveries.</p> <p><u>Vocabulary:</u></p> <p>Prehistoric, Neolithic, Mesolithic, Paleolithic, Stonehenge, Skara Brae, Bronze age, wattle, daub, archaeologists, archaeology and evidence.</p>	<p><b><u>How did the coming of the railways affect the local area?</u></b></p> <p>Look at how early transport held back the development of the local area. Also think about why improvements were made to transport in the locality and how much of a difference these improvements made to our local area.</p> <p>Enquiry questions:          How were people and goods moved before the railway came?          What were the reasons for and against the coming of the railway in our local area?          When did the railway arrive in the locality and what were the main changes it brought?          Who actually used the railway?          How did the railway keep going?          How have the railways changed and why?          Why did so many local people stop using their local railway?</p> <p><u>Vocabulary:</u></p> <p>Railway, debate, for and against, population, transport, invention and locomotive.</p>	<p><b><u>What were the greatest achievements of the Ancient Egyptians? – 1<sup>st</sup> half of term</u></b></p> <p>Look at the ancient Egyptian civilisation using artefacts and photos and make comparisons with life in Britain during this time period.</p> <p><u>Vocabulary:</u></p> <p>Ancient, artefact, continent, civilization, source, investigate, hieroglyphics, cartouches, Rosetta stone, Gods, goddesses and temple</p>
<p><b>Chronological knowledge/ understanding</b></p>	<ul style="list-style-type: none"> <li>• Place time studied on a time line.</li> <li>• Use dates and terms related to the study unit and passing of time.</li> <li>• Sequence several events or artefacts.</li> </ul>		
<p><b>Range and depth of historical knowledge</b></p>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people studied.</li> <li>• Compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have wanted to do something.</li> </ul>		
<p><b>Interpretations of history</b></p>	<ul style="list-style-type: none"> <li>• Identify and give reasons for the different ways in which the past is represented.</li> <li>• Distinguish between different sources - compare different versions of the same story.</li> <li>• Look at representations of the period - museum, cartoons etc.</li> </ul>		
<p><b>Historical enquiry – using evidence and communicating ideas</b></p>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period.</li> <li>• Observe small details - artefacts, pictures</li> <li>• Select and record information relevant to the study.</li> <li>• Begin to use books and the internet for research.</li> <li>• Communicate their knowledge through:               <ul style="list-style-type: none"> <li>○ Discussion</li> <li>○ Drawing pictures</li> <li>○ Drama/role play</li> <li>○ Making models</li> <li>○ Writing</li> <li>○ Using ICT</li> </ul> </li> </ul>		

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<b>Year 4</b>	<p><b>1<sup>st</sup> half of term</b></p> <p><b><u>Ancient Greece</u></b></p> <p>Why is ancient Greek society so important to modern day people?</p> <p>Enquiry 1: When and where did the ancient Greek civilisation occur?            Enquiry 2: What would it have been like to live in an ancient Greek city state?            Enquiry 3: What can we learn from ancient Greek artefacts?            Enquiry 4: How does ancient Greek architecture influence building designs of today?            Enquiry 5: How did ancient Greece influence today's Olympic games?            Enquiry 6: In what way is the religion of the ancient Greeks still influential in modern culture?            Enquiry 7: What impact did the ancient Greek civilisation have on the way we live our lives today? (appreciation of concepts of democracy, philosophy, maths and science)</p> <p><u>Vocabulary:</u></p> <p>civilisation, city states, democracy, archaeology, archaeologist, excavate, capital, Doric, Ionic, Corinthian, column, frieze, Olympics, Olympians, chronological, AD, BC, BCE, CE</p>	<p><b>2<sup>nd</sup> half of term</b></p> <p><b><u>Romans</u></b></p> <p>What effect did the Roman invasion of Britain have on the way we live today?</p> <ul style="list-style-type: none"> <li>• When and how did the Romans invade Britain</li> <li>• Life in Roman Britain</li> <li>• What evidence is there of the Romans in Britain today</li> </ul> <p><u>Vocabulary:</u></p> <p>Invasion, mosaic, empire, conquered, civil servants, Tiber river, maritime trade, Italian peninsula</p>	<p><b>2<sup>nd</sup> half of term</b></p> <p><b><u>Henry VIII</u></b></p> <p>Was Henry VIII a hero or a villain?            Visit to Hampton Court</p> <ul style="list-style-type: none"> <li>• The rise of the Tudor dynasty</li> <li>• Young Henry</li> <li>• Focus on importance of strong monarch and need for an heir</li> <li>• Importance of king's image internationally</li> </ul> <p><u>Vocabulary:</u></p> <p>Tudor rose, catholic, reformation, Henry VIII, commemorate, Battle of Bosworth, tyrant, execute, War of the Roses and Monarch, dynasty, heir</p>
<b>Chronological knowledge/ understanding</b>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Understand more complex terms eg BC, AD</li> </ul>		
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied.</li> <li>• Identify key features and events of time studied.</li> <li>• Look for links and effects in time studied.</li> <li>• Offer a reasonable explanation for some events.</li> </ul>		
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>• Look at evidence available.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Use text books and historical knowledge</li> </ul>		
<b>Historical enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>• Use evidence to build a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask a variety of questions.</li> <li>• Use books and the internet for research.</li> <li>• Recall, select and organise historical information</li> <li>• Communicate their knowledge and understanding.</li> </ul>		

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	Autumn Term	Spring Term	Summer Term
<b>Year 5</b>	<p><b>1st half of term</b></p> <p><b><u>Britain's settlement by the Anglo-Saxons</u></b></p> <p>What happened to Britain when the Romans left? We will review our knowledge from Year 4 and then study why the Anglo-Saxons invaded and then settled in Britain. We will answer the question was life better in Anglo-Saxon or Roman Britain by looking at settlements and kingdoms: place names and village life, Anglo-Saxon art and culture and the Christian conversion. The children will be examining both primary and secondary sources and using them to form an opinion.</p> <p><u>Vocabulary</u> Settlement, invasion, conversion, Christianity, primary source, secondary source,</p>	<p><b>1st half of term</b></p> <p><b><u>Anglo-Saxon and Viking Conflict</u></b></p> <p>To gain an understanding of why England was an attractive prospect for settlement for the Anglo-Saxons and Vikings. Children develop their understanding of the chronology of the period by comparing the overlap of the invaders and understanding how England changed over the entire period. Children learn how to question commonly held views by examining evidence calling into question the characterisation of the Vikings and the 'Greatness' of King Alfred.</p> <p><u>Vocabulary</u> Kingdom, Viking raids, invasion, resistance,</p>	<p><b>2nd half of term</b></p> <p><b><u>Social history - Leisure and Entertainment in 20th Century Britain</u></b></p> <p>The children will undertake a social history unit that examines the changes in leisure and entertainment over the past 100 years.</p> <p>Using primary and secondary source material they will consider the following enquiries:</p> <p>Enquiry 1: What did children do after school 100 years ago? Enquiry 2: What next for cinema? Enquiry 3: Has women's football made progress? Enquiry 4: Why did the British seaside go into decline? Enquiry 5: Can music cause change?</p>
<b>Chronological knowledge/ understanding</b>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Use vocabulary such as duration and period in relation to chronology</li> </ul>		
<b>Range and depth of historical knowledge</b>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine cause and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>		
<b>Interpretations of history</b>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>		
<b>Historical enquiry – using evidence and communicating ideas</b>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant sections of information.</li> <li>Use books and the internet for research with increasing confidence.</li> <li>Recall, select and organise historical information</li> <li>Communicate their knowledge and understanding.</li> </ul>		

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<p><b>Year 6</b></p>	<p><b>1st and 2nd half of term</b></p> <p><b>World War II</b>  <b><u>The Blitz: all we need to know about WWII?</u></b></p> <p>We analyse World War II using a series of enquiry questions to build our historical knowledge and skills.</p> <p>Enquiry 1: How did the key events of WW2 shift the balance of power between the opposing sides?          Enquiry 2: How significant was the Blitz? How was it different or similar to events in other countries?          Enquiry 3: World War II: whose war? What role did the armed forces from British colonies play?          Enquiry 4: Evacuee experiences in Britain: is this all we need to know about children in World War II?          Enquiry 5: New opportunities? How significant was the impact of World War II on women?          Enquiry 6: What did men do in World War II? Did all men have to fight?          Enquiry 7/8/9: What was the impact of World War II on our locality?</p> <p><u>Vocabulary</u>          Powers, Allies, Axis powers, Blitz, conflict, armed forces, balance of power, significant/significance, British Empire, British commonwealth, colonies, colonial, independence, evacuation, evacuee, Kindertransport, equal pay, conscription, demobilisation, marriage bar, domestic service, munitions, welfare state</p>	<p><b>2nd half of term</b></p> <p><b><u>Early Islamic Civilisations</u></b></p> <p>A study of a non-European society that provides contrasts with British history: early Islamic civilization.</p> <p>We consider the idea that people from other civilisations have contributed to many ideas that impact on us still. We learn about differences in the way of life between London and Baghdad c. 900AD. We also consider people who undertook challenges that have left behind fascinating legacies. The main focus of the topic is on investigating issues and solving valid historical questions based on evidence.</p> <p>Enquiry 1: How different was Baghdad to London around 900AD?          Enquiry 2: What was in the House of Wisdom?          Enquiry 3: Who was Ibn Battuta and how did his Rihla help us?          Enquiry 4: Who was Al-Zahrawi and what could we learn from Muslim medicine?          Enquiry 5: What did early Islamic civilisation leave behind?</p>	<p><b>2nd half of term</b></p> <p><b><u>Local History Study - Sheen Mount: from past to present</u></b></p> <p>In this unit the children will investigate how the local area has changed. Children will go on a local history walk to spot historic features and compare it with old photographs. They will build on their map reading skills, using historic maps, to source information. This will allow them to answer 'When was this area built?' and 'How did land use change over time?' They will use primary and secondary sources including original school records.</p> <p>Enquiries:          - When was the area around the school built?          - How has the area changed?          - What caused the change?          - When and why was the school built?          - How and why has the school changed over time?</p>
<p><b>Notes</b></p>			
<p><b>Chronological knowledge/ understanding</b></p>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line.</li> </ul>		
<p><b>Range and depth of historical knowledge</b></p>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>		
<p><b>Interpretations of history</b></p>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confidently use books and the internet for research.</li> </ul>		
<p><b>Historical enquiry – using evidence and communicating ideas</b></p>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>		



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### Subject content

#### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

#### Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

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In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

### *Examples (non-statutory)*

This could include:

- 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

- the Roman Empire and its impact on Britain

### *Examples (non-statutory)*

This could include:

- 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 conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

### *Examples (non-statutory)*

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

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### *Examples (non-statutory)*

This could include:

- 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

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

### *Examples (non-statutory)*

- 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

- a local history study

### *Examples (non-statutory)*

- a depth study linked to one of the British areas of study listed above
- 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.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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### *Examples (non-statutory)*

- 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 or leisure and entertainment in the 20<sup>th</sup> Century
  - the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
  - a significant turning point in British history, for example, the first railways or the Battle of Britain
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- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
  - Ancient Greece – a study of Greek life and achievements and their influence on the western world
  - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.