



**P**ersonal **R**esponsibility **I**n **D**elivering **E**xcellence

# History Progression Overview

|   |                      | History Curriculum Coverage  |  |  |   |  |   |   |  |  |
|---|----------------------|--|--|--|---|--|---|---|--|--|
|   |                      | Nursery  | Reception / F2   | Yr1  | Yr2   | Yr3  | Yr4   | Yr5   | Yr6  |  |
| Chronological Awareness and Historical Vocabulary | Statutory NC Content | <p><u>Understanding the World – Past and Present Birth to 3:</u><br/>Make connections between the features of their family and other families.</p> <p><u>3- and 4-Year-Olds:</u><br/>Begin to make sense of their own life-story and family's history.</p> | <p><u>Understanding the World – Past and Present Children in Reception:</u><br/>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>ELG: Past and Present</u> Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>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.</p> <p>They should use a wide vocabulary of everyday historical terms.</p>   |   | <p>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.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>  |   |   |  |  |
|   | Skills Content       | <p>Understand some similarities and differences between families.</p>  | <p>Understand some similarities and differences between things in the past and now using stories or their own experiences.</p>   | <p>Order dates from earliest to latest on simple timelines.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Order a set of events or objects based on when they happened.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p><u>Key Vocabulary</u> - Use words and phrases such as: old, new, earliest, latest, past, present, future, newest, oldest, modern, before.</p> | <p>Understand how to put people, events and objects in order of when they happened using a timeline.</p> <p>Describe things that happened to other people in the past and present their findings.</p> <p><u>Key Vocabulary</u> - Use words and phrases such as: year, decade, century, source, similar, difference, ancient, eyewitness, significant, chronology, historical.</p> | <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE.</p> <p>Use a timeline to place historical events and periods in chronological order and give reasons for their order.</p> <p><u>Key Vocabulary</u> – Use words and phrases such as: pre-historic, Neolithic, archaeology, excavate, primary source, secondary source, nomadic, artefact.</p> | <p>Understand that a timeline can be organised into BC/AD, BCE/CE and eras.</p> <p>Describe significant events within a period of History and how they have evolved over time.</p> <p><u>Key Vocabulary</u> – Use words and phrases such as: empire, civilisation, parliament, peasantry, interpretation, Caesar, conquest, invasion, resistance, reliable.</p> | <p>Draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g., Indus Valley and Ancient Egypt.</p> <p><u>Key Vocabulary</u> – Use words and phrases such as: democracy, interpretation, legislation, propaganda, reliable, morale, home front.</p> | <p>Draw parallels and conclusions between time periods within British History and the wider world, explaining when they have occurred within a decade.</p> <p>Place Historical events in a chronological framework.</p> <p>Identify and compare changes within and across different periods.</p> <p>Debate how a historical concept can have both continuity and change and the impact of this on society.</p> <p><u>Key Vocabulary</u> – Use words and phrases such as: bias, motive,</p> |  |

| Chronological Awareness and Historical Vocabulary | Retrieval of prior knowledge | <p><b>Experiences / Reading presumed:</b><br/>Sharing special events and experiences with family.</p> <p>Naming and talking about family members.</p>                                | <p>Recount past and present events in our own lives and in the lives of family members. <b>(Nursery)</b></p> | <p>Recount past and present events in our own lives and in the lives of family members <b>(Nursery)</b>.</p> <p>The past is what has already happened. <b>(F2)</b></p> <p>The present is what is happening now. <b>(F2)</b></p>  | <p>Timelines start at the earliest time and end at the latest time <b>(Year 1)</b>.</p> <p>The past is what has already happened <b>(F2)</b>.</p> <p>The present is what is happening now <b>(F2)</b>.</p> <p>The future is what hasn't happened <u>yet</u> - it is yet to come <b>(Year 1)</b>.</p> <p>Modern relates to the present and more recent times <b>(Year 1)</b>.</p>   | <p>Timelines start at the earliest time and end at the latest time <b>(Year 1)</b>.</p> <p>A year is 365 days. <b>(Year 2)</b>.</p> <p>A decade is a period of 10 years <b>(Year 2)</b>.</p> <p>A century is a period of 100 years <b>(Year 2)</b>.</p>  | <p>Timelines can be divided into BC and AD <b>(Year 3)</b>.</p> <p>BC stands for Before Christ <b>(Year 3)</b>.</p> <p>AD stands for Anno Domini which stands for 'in the year of our lord' - Christ <b>(Year 3)</b>.</p>  | <p>Timelines can be divided into BC and AD <b>(Year 3)</b>.</p> <p>An empire is a group of countries ruled by a leader/ monarch <b>(Year 4)</b>.</p> <p>A civilisation is a large group of people that live together and follow the same rules <b>(Year 3)</b>.</p> <p>Parliament is where (elected) people meet to decide on laws and make decisions for a country <b>(Year 3)</b>.</p> <p>Peasantry means people of low social status. They are usually poor, agricultural workers and have had very little education <b>(Year 3)</b>.</p> | <p>Timelines can be divided into BC and AD <b>(Year 3)</b>.</p> <p>Words for the passing of time include year, decade and century. <b>(Year 2)</b></p>  |
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|   | New Knowledge                | <p>Recount past and present events in our own lives and in the lives of family members.</p> <p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> | <p>The past is what has already happened.</p> <p>The present is what is happening now.</p>                   | <p>Timelines start at the earliest time and end at the latest time.</p> <p>The future is what hasn't happened <u>yet</u> - it is yet to come.</p> <p>Modern relates to the present and more recent times.</p> <p>Life was different when our Grandparents were children (housing, clothes, toys, transport).</p> <p>The Monarch of England is Queen Elizabeth II.</p> <p>Members of the Royal Family have changed over time.</p> <p>The next in line to the throne is Charles, and then it will be his son, William.</p> | <p>The Great Fire of London happened in 1666.</p> <p>It took 4 days to put the fire out.</p> <p>A year is 365 days.</p> <p>A decade is a period of 10 years.</p> <p>A century is a period of 100 years.</p> <p>Florence Nightingale became a nurse in 1853. Being a nurse and hospitals in this time were very different when compared to today.</p> <p>Aspects of life were different for Florence Nightingale/ Samuel Pepys when compared to life in the modern day (housing, clothes, transport).</p> <p><b>Key Vocabulary</b> - Use words and phrases such as: year, decade, century, source, similar, difference, ancient, eyewitness, significant, chronology, historical.</p> | <p>Timelines can be divided into BC and AD.</p> <p>BC stands for Before Christ.</p> <p>AD stands for Anno Domini which stands for 'in the year of our lord' - Christ.</p> <p>The Stone Age is a 'pre-historic' era.</p> <p>An era is a length of time covering many years.</p> <p>Pre-historic means before history – before written records.</p> <p>There are three 'eras' in the Stone Age, - the palaeolithic (old), Mesolithic (middle), and neolithic (new) Stone Age.</p> <p>After the Stone Age came the Bronze Age and the Iron Age.</p> | <p>An empire is a group of countries ruled by a leader/ monarch.</p> <p>A civilisation is a large group of people that live together and follow the same rules.</p> <p>Parliament is where (elected) people meet to decide on laws and make decisions for a country.</p> <p>Peasantry means people of low social status. They are usually poor, agricultural workers and have had very little education.</p> <p>The successful <b>Roman</b> invasion started in Britain in AD43 until AD410.</p> <p>The Roman era ended around AD 410 when the Saxons and Scots attached Britain.</p> <p><b>Anglo-Saxon</b> era begins in AD410 after the Roman rule ends and the period ends in 1066.</p> <p>The Maya Civilization came to Central America in 2000BC.</p> <p>The period of Ancient Rome and the Maya Civilisation overlapped.</p> | <p>WW2 happened in 1939-1945. It lasted for 6 years.</p> <p>Hitler's troops invaded Poland on 1<sup>st</sup> September 1939.</p> <p>The Battle of Britain began in July 1940.</p> <p>The Blitz happened in September 1940.</p> <p>VE day was in May 1945 when the allies celebrated the defeat of Nazi Germany.</p> <p>The first Olympic games were in 776BC in Olympia.</p>   | <p>Tutankhamun was only 9 years old when he began his reign as king.</p> <p>Ancient Egypt overlaps at the same as Ancient Greece, Ancient Rome, the Maya civilisation and the Iron Age.</p> <p>The Ancient Egyptian period lasted about 3000 years.</p> <p>The Viking period was from AD793 until 1066.</p> <p>The Viking period overlaps the Anglo-Saxon period.</p> <p>A pharaoh is the supreme ruler of Ancient Egypt.</p> |

| Historical Interpretations |                      | Nursery  | Reception / F2   | Yr1  | Yr2   | Yr3  | Yr4  | Yr5  | Yr6   |
|----------------------------|----------------------|--|--|--|---|--|--|--|---|
|                            | Statutory NC Content | <p><u>Understanding the World – Past and Present</u></p> <p><b>Birth to 3:</b><br/>Make connections between the features of their family and other families.</p> <p><b>3- and 4-Year-Olds:</b><br/>Begin to make sense of their own life-story and family's history.</p> | <p><u>Understanding the World – Past and Present</u></p> <p><b>Children in Reception:</b><br/>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  |   | They should understand how our knowledge of the past is constructed from a range of sources.   |  | They should understand how our knowledge of the past is constructed from a range of sources.   |   |
|                            | Skills Content       | <p>Understand some of the similarities and differences between families.</p>   | <p>Start to compare characters from stories from the past.</p> <p>Look at pictures of familiar situations to talk about the past.</p>  | <p>Start to compare two versions of a past event within living memory.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Know some of the ways in which we find out about the past.</p> | <p>Recall different types of evidence and sources that can be used to help represent the past.</p> <p>Use a wide range of sources including eyewitness accounts to build a picture about the past.</p> <p>start to compare two versions of a past event beyond living memory.</p> | <p>Look at more than two versions of the same event or story in history and identify differences.</p> <p>Use primary and secondary sources as evidence about the past.</p> <p>Identify the difference between primary and secondary sources.</p> | <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Analyse and evaluate primary and secondary sources to collect evidence about the past.</p> | <p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Compare and contrast primary and secondary sources to collect evidence about the past.</p> | <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Evidence and the impact of this on reliability.</p> <p>Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some maybe more significant than others.</p> |

| Historical Interpretations | Retrieval of prior knowledge | <p><u>Experiences / Reading presumed:</u></p> <p>Shared informative books/photos about the past.</p> <p>Looked at stories about the past</p> | <p>All families are different <b>(Nursery)</b></p> <p>Know a family has parents and grandparents. <b>(Nursery)</b></p> | <p>We can use pictures to find out about the past. <b>(F2)</b></p>   | <p>Know that we can use books, pictures, photos, artefacts and stories to find out about the past. <b>(Year 1)</b></p> <p>Use words such as 'same' and 'different' to compare two versions of a past event. <b>(Year 1)</b></p> <p>Fiction means it is a story and facts mean that it is true <b>(Year 1)</b>.</p>   | <p>Know that there are different types of evidence and sources that can be used to help represent the past including newspapers, books, artefacts, photographs, drawings. <b>(Year 2)</b></p> <p>Compare two versions of a past events looking at the similarities and differences. <b>(Year 2)</b></p>   | <p>Archaeologists can tell us about the past. <b>(Year 3)</b></p> <p>The same event in History can have more than one version of story that may have similarities and differences <b>(Year 3)</b></p>                                 | <p>Archaeologists can tell us about the past. <b>(Year 3).</b></p> <p>Historical accounts and primary sources may be different because of who wrote them and when they were produced. <b>(Year 4)</b></p> <p>Know that there are different types of evidence and sources that can be used to help represent the past including newspapers, books, artefacts, photographs, drawings. <b>(Year 2)</b></p>   | <p>Archaeologists can tell us about the past. <b>(Year 3).</b></p> <p>Anglo-Saxon's left a wealth of evidence of their way of life, ranging from cooking pots to weapons and jewelry. <b>(Year 4)</b></p> <p>Historical accounts and primary sources may be different because of who wrote them and when they were produced. <b>(Year 4)</b></p> <p>Look at more than two versions of the same event or story in history and identify differences <b>(Year 3).</b></p> <p>Reliable means that you can trust something such as a primary source. <b>(Year 5)</b></p> |
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|                            | New Knowledge                | <p>All families are different.</p> <p>Know a family has parents and grandparents.</p>  | <p>We can use pictures to find out about the past.</p>   | <p>We can use books, pictures, photos, artefacts and stories to find out about the past.</p> <p>Fiction means it is a story and facts mean that it is true.</p> <p>Words such as 'same' and 'different' help us to compare two versions of a past event.</p> | <p>Two versions of a past events can be different or similar.</p> <p>Photographs and artefacts can tell us about the Great Fire of London and life in 1666.</p> <p>Stories or accounts allow us to distinguish between fact and fiction.</p> <p>There are different types of evidence and sources that can be used to help represent the past including newspapers, books, artefacts, photographs, drawings.</p> | <p>Archaeologists can tell us about the past as there are no written records from the Stone Age (pre-history).</p> <p>The same event in History can have more than one version of story that may have similarities and differences.</p> <p>Know that a primary source is first-hand evidence (a letter, diary extract).</p> <p>Know that a secondary source is someone else's research (book, article).</p> | <p>Historical accounts and primary sources may be different because of who wrote them and when they were produced.</p> <p>A secondary source is someone else's research (articles, books) and so this can affect its reliability.</p> | <p>Propaganda is a message that is designed to persuade you to believe someone's point of view. It always has a biased message and is often aimed at discrediting a person, a group or a place.</p> <p>Reliable means that you can trust something such as a primary source.</p> <p>People in the past represent events or ideas in a way that may be to persuade others.</p> <p>Independent lines of enquiry can be used to make informed responses based on this.</p> | <p>Bias means having an unfair or unbalanced opinion.</p> <p>Some sources are more reliable than others and we need to consider the origin of the source, the motive, the intended audience and when the source was produced.</p>   |

|                                    |                      | Nursery  | Reception / F2  | Yr1  | Yr2   | Yr3   | Yr4  | Yr5  | Yr6  |
|------------------------------------|----------------------|--|---|--|---|---|--|--|--|
| Historical Enquiry /Investigations | Statutory NC Content | <p><u>Understanding the World – Past and Present</u><br/> <u>Birth to 3:</u><br/>           Make connections between the features of their family and other families.</p> <p><u>3- and 4-Year-Olds:</u><br/>           Begin to make sense of their own life-story and family's history.</p> | <p><u>Understanding the World – Past and Present</u><br/> <u>Children in Reception:</u><br/>           Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><u>ELG: Past and Present</u> Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | 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.                                    |   | <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>   |  |  |  |
|                                    | Skills Content       | Understand some of the similarities and differences between families.  | <p>Start to compare characters from stories from the past.</p> <p>Look at pictures of familiar situations to talk about the past.</p> <p>Understand some similarities and differences between things in the past and now.</p>   | <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past based on simple observations.</p> | Choose and select evidence and say how it can be used to find out about the past. | <p>I know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Use a range of sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p> | <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Analyse and evaluate primary and secondary sources to collect evidence about the past.</p> | <p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> | <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Research to find similarities and differences between two or more periods of history.</p> |

| Historical Enquiry /Investigations | Retrieval of prior knowledge | <p><b>Experiences / Reading presumed:</b><br/>Looked at photos of their past and have spoken about them.</p>   | <p>All families are different <b>(Nursery)</b></p> <p>A family has parents and grandparents. <b>(Nursery)</b></p> <p>Questions start with how and why <b>(Nursery)</b></p> | <p>Children talk about past and present events in their own lives and in the lives of family members. <b>(EYFS)</b></p>   | <p>You can find out about the past by asking someone older than you. <b>(Year 1)</b></p> <p>Questions start with why, how, what, where, when to be able to form simple questions about the past. <b>(Year 1)</b></p> <p>The past is something that had already happened. <b>(Year 1)</b></p> <p>The present is something that is happening right now. <b>(Year 1)</b></p> <p>The future is something that has not happened yet. <b>(Year 1)</b></p> | <p>Questions start with why, how, what, where, when to be able to form simple questions about the past. <b>(Year 1)</b></p> <p>Simple questions about the past can be generated from using and looking at evidence. <b>(Year 2)</b></p> <p>Simple questions about the past can be answered from using and looking at evidence. <b>(Year 2)</b></p> <p>Books and the internet can be used to find out more information about the past. <b>(Year 2)</b></p> | <p>Books and the internet can be used to find answers to specific historical questions about our locality <b>(Year 3).</b></p>   | <p>Two accounts of the same event may be different, and this can depend on the sources of these accounts. <b>(Year 4).</b></p> <p>One account may be more reliable than the other depending on its source <b>(Year 4).</b></p>  | <p>There are many ways and sources of information available about the past. <b>(Year 5)</b></p> <p>One account may be more reliable than the other depending on its source <b>(Year 4).</b></p> |
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|                                    | New Knowledge                | <p>All families are different <b>(Nursery)</b></p> <p>A family has parents and grandparents. <b>(Nursery)</b></p> <p>Questions start with how and why <b>(Nursery)</b></p> | <p>Know some similarities and differences between the past and present.</p>  | <p>Questions start with why, how, what, where, when to be able to form simple questions about the past.</p> <p>You can find out about the past by asking someone older than you.</p> <p>The past is something that had already happened.</p> <p>The present is something that is happening right now.</p> <p>The future is something that has not happened yet.</p> | <p>Simple questions about the past can be generated and answered from using and looking at evidence.</p> <p>Books and the internet can be used to find out more information about the past.</p>   | <p>The life of Victorian child and my life is very different. For example, A Victorian child worked very long hours with little breaks or fresh air, the children worked in dangerous conditions, Victorian children from poor families did not attend school.</p> <p>Books and the internet can be used to find answers to specific historical questions about our locality.</p>   | <p>Two accounts of the same event may be different and this can depend on the sources of these accounts.</p> <p>One account may be more reliable than the other depending on its source.</p> | <p>Primary sources are original first-hand accounts of or objects from an event, topic, or historical time period.</p> <p>A secondary source is someone else's research (articles, books) and so this can affect its reliability.</p> <p>There are many ways and sources of information available about the past.</p> | <p>Sources of information help me to make judgements about a time, place, person, or event.</p> <p>There are both similarities and differences between the Vikings and Ancient Egyptians.</p>   |

| Knowledge and Understanding of Events, People and Changes in the Past |                      | Nursery   | Reception / F2   | Yr1  | Yr2   | Yr3   | Yr4  | Yr5  | Yr6   |
|---|----------------------|---|--|--|---|---|--|--|---|
|   | Statutory NC Content | <p><u>Understanding the World – Past and Present</u></p> <p><b>Birth to 3:</b><br/>Make connections between the features of their family and other families.</p> <p><b>3 and 4 Year Olds:</b><br/>Begin to make sense of their own life-story and family's history.</p> | <p><u>Understanding the World – Past and Present</u></p> <p><b>Children in Reception:</b><br/>Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG: Past and Present</b> Children at the expected level of development will:<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> | Pupils should identify similarities and differences between ways of life in different periods.   | Children should choose and use parts of stories and other sources to show that they know and understand key features of events.   | Children should note connections, contrasts and trends over time.   |  | Children should note connections, contrasts and trends over time.  |   |
|   | Skills Content       | Understand some similarities and differences between their family and others in the present day and the past.   | <p>Recognise some similarities and differences between the past and the present.</p> <p>Understand the past through stories and roleplay.</p>  | <p>Recognise some similarities and differences between the past and the present.</p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Describe significant individuals from the past.</p> | <p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p> | <p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Find out about the everyday lives of people in time studied compared with our life today.</p> | <p>Explain how people and events in the past have influenced life today.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> | <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Examine causes and results of great events and the impact these had on people.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> | <p>Research and formulate an opinion about what life would have been like and the key features of a given time.</p> <p>Analyse trends between different social classes and the causes behind them, within and between time periods.</p> <p>Create a structured account of a past event, from multiple perspectives.</p> |



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| Knowledge and Understanding<br>of Events, People and Changes | Retrieval of prior knowledge | <p><b>Experiences / Reading presumed:</b><br/>Playing with old toys, looking at older books.</p> <p>Talking to grandparents/parents/older siblings about their lives.</p> | <p>Toys used to be made from wood. <b>(F1)</b></p> <p>Old Toys did not use batteries. <b>(F1)</b></p> <p>People ate ice cream on holiday in the past and in the present. <b>(F1)</b></p> <p>In the past, people often wore swimwear that covered most of their body. <b>(F1)</b></p> <p>In the present, there are lots of activities you can do in the sea such as jet skis, but you couldn't do this in the past. <b>(F1)</b></p> <p>People built sandcastles in the past. <b>(F1)</b></p> | <p>The Queen lives in London <b>(F2)</b></p> <p>The Queen lives in places called Buckingham Palace and Windsor Castle. <b>(F2)</b></p> | <p>Queen Elizabeth II is the Queen of the United Kingdom which makes her a significant person. <b>(Year 1)</b></p> | <p>Life in 1666 was different when compared to today. For example: houses in 1666 were made of wood and closely built together but today they are made from brick; there was no fire brigade to help and people had to use buckets of water to put the fire out. <b>(Year 2)</b></p> | <p>A settlement is a place where people decide to live <b>(Year 3)</b>.</p> | <p>A settlement is a place where people decide to live <b>(Year 3)</b>.</p> | <p>A settlement is a place where people decide to live <b>(Year 3)</b>.</p> |
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|  |  | <p>Toys used to be made from wood.</p> <p>Old Toys did not use batteries.</p> <p>People ate ice cream on holiday in the past and in the present.</p> <p>In the past, people often wore swimwear that covered most of their body.</p> <p>In the present, there are lots of activities you can do in the sea such as jet skis, but you couldn't do this in the past.</p> <p>People built sandcastles in the past.</p> | <p>We have Bonfire Night because of Guy Fawkes.</p> <p>Guy Fawkes tried to blow up the Houses of Parliament.</p> <p>The Queen lives in London.</p> <p>The Queen lives in places called Buckingham Palace and Windsor Castle.</p> | <p>Queen Elizabeth II is the Queen of the United Kingdom which makes her a significant person.</p> <p>Transport, toys and games, technology and clothing have changed since our grandparents were children.</p> | <p>Florence Nightingale was significant for her impact on nursing and medicine.</p> <p>Life in 1666 was different when compared to today. For example: houses in 1666 were made of wood and closely built together but today they are made from brick; there was no fire brigade to help and people had to use buckets of water to put the fire out.</p> <p>Samuel Pepys wrote about the fire in his diary.</p> | <p>Mansfield/ Hucknall used to be mining villages.</p> <p>Life in Mansfield/ Hucknall is different today when compared to the past. For example, the mines are no longer in operation and the land has been turned into country parks, there are large housing estates,</p> <p>Life changed from the Stone Age to Iron Age, especially in terms of farming and housing. For example in the Stone Age, humans sheltered in caves. In the Neolithic period, houses were rectangular and made from timber. In the Bronze Age, houses were circular structures and made from wattle and daub. Iron Age roundhouses were similar to those from the Bronze Age but hillforts were developed in the Iron Age. In the Stone Age, people moved around and hunted for food, in the Bronze Age people moved to the valleys where it was easier to grow food and farming grew.</p> <p>A settlement is a place where people decide to live.</p> <p>In the Palaeolithic Age these early humans lived as hunter-gatherers and created cave art.</p> <p>In the Mesolithic Age they developed needles and made clothes from animal skins and controlled fires.</p> <p>In the Neolithic Age they moved away from being hunter-gatherers and began farming and raising animals.</p> | <p>Christianity was first brought to England by St Augustine in the Anglo-Saxon period and it spread widely.</p> <p>Rome had numerous Emperors, including Emperor Julius, Claudius and Hadrian.</p> | <p>Part of the reason why WW2 was started was due to the German's growing anger at the rules given to them in the Treaty of Versailles.</p> <p>Hitler was a dictator in Germany during WW2.</p> <p>Kristallnacht was a night of growing tension in Germany and was known as the Night of Broken Glass.</p> <p>Auschwitz was the most notorious concentration camp where 1.1 million people were killed.</p> <p>British lifestyles changed due to wartime restrictions. Rationing was introduced because food was difficult to get hold of and Britain imported some of the food from other countries. Milk, sugar, butter, bacon, cheese and chocolate were rationed. People would have a rationing book that shop keepers would mark when something was purchased. Children would be evacuated to live in the countryside to keep them safe.</p> <p>Political means links to the government.</p> <p>Winston Churchill is best remembered for successfully leading Britain through WW2 as prime minister.</p> <p>Ancient Greeks were influential in the development of democracy.</p> | <p>Howard Carter discovered Tutankhamun's tomb.</p> <p>The Ancient Egyptians were one of the first civilisations to invent writing, using symbols called Hieroglyphics written on papyrus paper.</p> <p>We have learnt valuable building skills from the Egyptians who use levers and pulleys to assemble pyramids.</p> <p>The Rosetta Stone is an important artefact that was discovered in 1799. It has an inscription in hieroglyphs and two other languages – ancient Greek and Demotic, a more common Egyptian way of writing. It took linguists 20 years to translate the hieroglyphs by comparing the languages. We can now read the hieroglyphs found on many other artefacts, including on cartouches, to find out about different aspects of Egyptian life.</p> <p>The river Nile was central to life in ancient Egypt; most Egyptians still live along and around it today. It had many uses as it provided: silt from annual floods, irrigation, water for drinking and washing, fishing, trade, mud for making bricks and papyrus plants for making paper. The jobs of many people in ancient Egypt, such as farmers, merchants, and builders, relied on the river.</p> <p>When they died, pharaohs and important or wealthy people in ancient Egypt were mummified. Their organs, with the exception of the heart, were removed. Their body would then be dried in natron salt and wrapped in linen fabric with amulets and a Book of the Dead to take with them in the next life.</p> |
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## New Knowledge

|  |                      | Nursery  | Reception / F2  | Yr1   | Yr2   | Yr3   | Yr4  | Yr5   | Yr6  |
|--|----------------------|--|---|---|---|---|--|---|--|
| Presenting, Organising and Communicating | Statutory NC Content | <p><u>Understanding the World – Past and Present</u></p> <p><b>Birth to 3:</b><br/>Make connections between the features of their family and other families.</p> <p><b>3- and 4-Year-Olds:</b><br/>Begin to make sense of their own life-story and family's history.</p> | <p><u>Understanding the World – Past and Present</u></p> <p><b>Children in Reception:</b><br/>Comment on images of familiar situations in the past.</p> <p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <p>Talk about the lives of the people around them and their roles in society.</p> | Pupils should use a wide vocabulary of everyday historical terms.   |   | Pupils should develop the appropriate use of historical terms.  |  | Pupils should develop the appropriate use of historical terms.  |  |
|  | Skills Content       | <p>Talk about their own life.</p> <p>Listen to what others have to say.</p>  | <p>Understand what images from the past are showing us.</p> <p>Talk about lives of people and how they help society.</p>  | <p>Show an understanding of historical terms, such as monarch, and war.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p> | <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>Talk, write and draw about things from the past.</p> <p>When talking or writing about the past use words including now, yesterday, last week, when I was younger, a very long time ago, before I was born, when my parents were younger, old, new, then, same, different, past, after,.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Use drama/role play to communicate their knowledge about the past.</p> | <p>Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Start to present ideas based on their own research about a studied period.</p> | <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p> <p>Present opinions that are contradictory to their own.</p> <p>Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions.</p> | <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p> <p>Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the studied period.</p> | <p>Structure talk and debate in both formal and informal ways by grouping arguments by theme.</p> <p>Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support.</p> |

| Presenting, Organising and Communicating |  |   |   |  |   |  |  |   |   |
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|  |  | Retrieval of prior knowledge  |   |  |   |  |  |   |   |
|  |  | <p><u>Experiences / Reading presumed:</u><br/>To talk to others.</p> <p>Sharing experiences with peers.</p> |   | <p>Images from the past can show us how people lived, the types of clothes that they wore, where they went on holiday and how life is different to our life. <b>(F2)</b></p>   | <p>A monarch is the sovereign head of state such as Queen Elizabeth II. <b>(Year 1)</b></p> <p>A war is a fight between two different countries or different groups of people in a country. <b>(Year 1)</b></p> <p>Words or phrases such as a long time ago, last year, before, when I was younger can be used when telling stories from the past. <b>(Year 1)</b></p>  | <p>Words including now, yesterday, last week, when I was younger, a very long time ago, before I was born, when my parents were younger, old, new, then, same, different, past, after are in the past tense for when we tell stories. <b>(Year 2)</b></p> <p>Words or phrases such as a long time ago, last year, before, when I was younger can be used when telling stories from the past. <b>(Year 1)</b></p> | <p>A government is the political party who win the election e.g. Labour, Conservative. The Prime Minister is the head of the Government. Our current Prime Minister is Boris Johnson. <b>(Year 2)</b></p> <p>Parliament check the work of the government, make and change laws and debate important issues. The Houses of Parliament are in London and has the famous clock tower, known as Big Ben.</p> | <p>Information can be presented using letters, recounts, poems, adverts, posters and guides. <b>(Year 3)</b></p>  |   |
|  |  | <p>Talk about their own life.</p> <p>Listen to others talk about their own life.</p>                        | <p>Images from the past can show us how people lived, the types of clothes that they wore, where they went on holiday and how life is different to our life.</p> <p>People who help us include the police, teachers, firefighters, paramedics, doctors and nurses. They all help people in society.</p> | <p>A monarch is the sovereign head of state such as Queen Elizabeth II.</p> <p>A war is a fight between two different countries or different groups of people in a country.</p> <p>Words or phrases such as a long time ago, last year, before, when I was younger can be used when telling stories from the past.</p> | <p>Words including now, yesterday, last week, when I was younger, a very long time ago, before I was born, when my parents were younger, old, new, then, same, different, past, after are in the past tense for when we tell stories.</p> <p>Parliament check the work of the government, make and change laws and debate important issues. The Houses of Parliament are in London and has the famous clock tower, known as Big Ben.</p> <p>Remembrance Day is held on 11<sup>th</sup> November and it is where we remember people who have died at war</p> <p>A government is the political party who win the election e.g. Labour, Conservative. The Prime Minister is the head of the Government. Our current Prime Minister is Boris Johnson.</p> | <p>Information can be presented using letters, recounts, poems, adverts, diaries, posters and guides.</p> <p>Information needs to be clearly organised so that it is easy for the audience to understand.</p>  | <p>Reigned means to rule.</p> <p>Empire means a group of countries ruled over by one person or monarch.</p> <p>Invasion means going into a country or region with armed force.</p> <p>Conquer means to take control of something or somewhere.</p> <p>A kingdom is a country ruled by a king or queen.</p> <p>People are entitled to their own opinion even if it different from our own.</p>            | <p>A democracy is a system of government by the whole population.</p> <p>A civilisation is a state of human society that is very developed and organised.</p> <p>The word economic relates to the trade, industry and development of wealth of a country, an area or a society.</p> <p>The word political relates to the state, government or public affairs.</p> <p>The word cultural is connected to a culture of a certain group or society and their beliefs.</p> <p>The word social is connected to society and the way it is organised.</p> <p>The word religious is connected to a certain religion.</p> | <p>Debates are a way of communicating thoughts and ideas and they have two sides – for and against.</p> |
|  |  | Nursery   | Reception / F2  | Yr1  | Yr2   | Yr3  | Yr4  | Yr5   | Yr6   |

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| Breadth of Study | Statutory NC Content         | My family tree. Who is in my family? | Favourite celebrations - Guy Fawkes and Bonfire Night | Changes within living memory.<br><br>The lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods.<br><br>Significant historical events, people and places in their own locality. | The lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods.<br><br>Significant historical events, people and places in their own locality.<br><br>Events beyond living memory that are significant nationally or globally. | Changes in Britain from the Stone Age to the Iron Age (1)<br><br>A local history study (5) | The Roman Empire and its impact on Britain (2)<br><br>Britain's settlement by Anglo-Saxons and Scots (3)<br><br>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 (9)   | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (6)<br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world (8)  | 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. (7)<br><br>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (4)   |
|                  | Retrieval of prior knowledge | Experiences / Reading presumed:      |   | The Houses of Parliament are in London <b>(F2)</b><br><br>Guy Fawkes wanted to kill King James I <b>(F2)</b><br><br>It was called the Gunpowder Plot <b>(F2)</b>  | Buckingham Palace is in London. <b>(Year 1)</b><br><br>The Queen lives in London. <b>(Year 1)</b><br><br>Nurses are people who can help us when we are poorly. <b>(Year 1)</b>   | Houses were made from wood and straw and were built close together <b>(Year 2)</b>         | Iron Age farmers farmed the land around them and would provide for themselves, and perhaps the community within the hill fort or village. <b>(Year 3)</b><br><br>Roundhouses were made from wood, straw (thatch) and wattle and daub (sticks mixed with mud and animal dung) <b>(Year 3)</b><br><br>Hill forts were built in the Iron Age. <b>(Year 3)</b><br><br>People in the Iron Age enjoyed music, art, sports, poetry and feasts. <b>(Year 3)</b><br><br>The Celts believed in lots of different gods, but these might be different for each individual tribe. They also believed that everything had a soul and nature was well respected. <b>(Year 3)</b> | Roman villas were made from stone and often included 2 levels. <b>(Year 4)</b><br><br>Roman army was large. <b>(Year 4)</b><br><br>Roman feasts were more social and designed to show off status. <b>(Year 4)</b><br><br>The Romans had many Gods and built temples for these. <b>(Year 4)</b> | Anglo-Saxons arrived in Britain after the Romans <b>(Year 4)</b><br><br>Anglo-Saxons were masters of wood craft and built their homes from wood <b>(Year 4)</b><br><br>Anglo-Saxons Came to Britain to farm, to make new homes, to fight and because they were invited. <b>(Year 4)</b><br><br>Stone Age people built large structures like Stonehenge <b>(Year 3)</b><br><br>Roman villas were made from stone and often included 2 levels. <b>(Year 4)</b><br><br>The Romans had many Gods and built temples for these. <b>(Year 4)</b><br><br>Iron Age farmers farmed the land around them and would provide for themselves, and perhaps the community within the hill fort or village. <b>(Year 3)</b> |

| Breadth of Study |   | New Knowledge for Each Area within the Breadth of Study  |   |  |  |   |  |   |  |
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|                  | <p>Answer questions starting with why and how.</p> <p>Know a family has parents and grandparents.</p> | <p>Guy Fawkes was a man.</p> <p>He wanted to kill a king called James by blowing up the Houses of Parliament in London</p> <p>It was called the gunpowder plot.</p> <p>The gunpowder plot didn't work.</p> <p>We have Bonfire Night to celebrate King James I surviving and we throw 'guys' on the fires to celebrate.</p> | <p><b>Royal Family</b><br/>Queen Elizabeth was born in 1926 and married Prince Phillip.</p> <p>Prince Phillip died in 2021 and his funeral was on tv.</p> <p>They had 4 children – Charles, Anne, Andrew and Edward.</p> <p>The first in line to the throne is Charles, followed by his eldest son, William.</p> <p>The Queen has different homes including Buckingham Palace, Windsor, Sandringham, Balmoral.</p> <p><b>Changes in living memory</b><br/>Key changes from when Grandparents were children include housing, clothes, toys, transport.</p> | <p><b>Great Fire of London (1666)</b><br/>The fire starter in Thomas Farriner's bakery on Pudding Lane.</p> <p>Houses were made from wood and straw and were built close together which helped the flames to spread.</p> <p>The fire burned 13000 houses and destroyed 80% of the city.</p> <p>There were no real trained firefighting service and people lacked modern equipment. This meant it took 4 days to put the fire out.</p> <p>Samuel Pepys kept a diary during the Great Fire of London.</p> <p><b>Florence Nightingale (1820 -1910)</b><br/>Florence Nightingale was a nurse who cared for soldiers in the war.</p> <p>She changed the way hospitals looked after their patients and the standard of hygiene improved.</p> <p>She changed the way people thought about nurses and how people thought about women.</p> <p>She was known as the founder of modern nursing.</p> <p>NHS Covid hospitals were named after Florence Nightingale.</p> | <p><b>Stone Age to Iron Age</b><br/>The Stone Age is named after the stone tools that the earliest humans used to help them survive.</p> <p>People were hunter-gatherers.</p> <p>People in the Stone Age were nomadic. They moved around to keep safe, warm and follow animals for food.</p> <p>Some people in the Stone Age lived in caves – an early form of housing. Some later lived in 'tents' made using animal skins. These could be moved so helped with their nomadic lifestyle.</p> <p>Later, houses were clumped together, with no surrounding walls or fences and most houses had shared walls. In the Bronze and Iron Age, people started to build Roundhouses and hillforts.</p> <p>In the late Stone Age, farming meant that people began to stay in one place and didn't have to keep moving about so settlements developed.</p> <p>It was most likely that people travelled on foot for most of the time.</p> <p>The idea of a leader developed during the Iron Age.</p> <p>An achievement of this period was Stonehenge - built in the late Stone Age/ early Bronze Age.</p> <p><b>Mining</b><br/>Mansfield/ Hucknall are ex-mining towns.</p> <p>Mining changed over time through numerous inventions (electric</p> | <p><b>Romans</b><br/>Houses were made from stone, brick and possibly marble with tiled roofs. They had multiple rooms and were decorated with mosaics, furniture and stone/marble flooring.</p> <p>Built large towns that were often based on a square/rectangular shape.</p> <p>Roman laws were also introduced which meant that any Roman citizen had to follow them.</p> <p>Imported lots of food from across the empire and introduced lots of new foods and drinks to Britain. Farming remained the biggest source of food.</p> <p>Feasts that they had were more social and designed to show off status. The Romans also brought gladiators, chariot racing and board games with them to Britain.</p> <p>Romans also had many gods and built temples to them.</p> <p>A reason Rome became so powerful was because of the strength of its army.</p> <p><b>Anglo-Saxons</b><br/>Built most houses using wood and thatch.</p> <p>Came to Britain to farm, to make new homes, to fight and because they were invited.</p> <p>Great craft workers. They made intricate jewelry, musical instruments.</p> <p>Anglo Saxons travelled raids in long rowing boats. The boats were made from wood and were long so they could carry more soldiers.</p> <p>Welcomed Christianity.</p> <p><b>Mayan Civilisation</b><br/>Live and sleep in one big room covered by a thatched roof, no</p> | <p><b>WW2</b><br/>British and French declared war on Germany in September 1939. In January 1940, rationing was introduced.</p> <p>Germany began air raids in which they bombed parts of Britain at night-time. This was known as the Blitz.</p> <p>Women had to go and work in the factories and took on a variety of jobs.</p> <p>Adolf Hitler oversaw Germany; he wanted his country to control Europe. He was the leader of the Nazis.</p> <p>Children were evacuated from the cities to live with families in the countryside to keep them safe.</p> <p><b>Ancient Greece</b><br/>Built houses out of stone or clay and the roofs were covered in tiles or reeds. They were usually two storeys.</p> <p>When Sparta and Athens battled, Sparta won and allowed Athens to remain so long as they tried not to expand beyond their borders again.</p> <p>Ancient Greece's position in the Mediterranean allowed them to control some crucial trade routes and seaports.</p> <p>Athens government ruled as a democracy whereas Sparta was a city ruled by the king who made all the decisions in Sparta.</p> <p>Gave the world democracy including voting but women, slaves and foreigners couldn't vote.</p> <p>Achievements include the Olympic games, modern Maths, sculpture, philosophy, science and medicine.</p> | <p><b>Ancient Egypt</b><br/>The river Nile was central to life in ancient Egypt and it provided many uses such as trade.</p> <p>Egyptians made irrigation systems to grow crops and supply water away from the river.</p> <p>When pharaohs or wealthy Egyptians died, they would be mummified. Their organs would be removed and stored in canopic jars, and their body would be dried and wrapped in linen fabric.</p> <p>Religion was very important and there was a strong belief in the afterlife.</p> <p>There were lots of roles in society, including: pharaoh, nobleman, peasant, doctor, priest, slave, farmer.</p> <p>Egyptians lived in mudbrick homes.</p> <p><b>The Vikings</b><br/>Houses were called longhouses and boats were called longboats.</p> <p>Some came to fight, but others came peacefully, to settle. They were farmers and kept animals and grew crops. They were skilful at crafting and made beautiful metalwork and wooden carvings.</p> <p>Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.</p> <p>Vikings sailed the seas trading goods to buy silver, silks, spices, wine, jewellery, glass and pottery to bring back to their homes.</p> <p>Vikings and Saxons co-existed, although not without on-going battles.</p> |  |

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|  |  |  |  |  |  | <p>powered, cages, cutting machines, miner's lamps)</p> <p>In the 19<sup>th</sup> century, a miner would often rent a place to live from the mine owner.</p> <p>Miners' institutes or welfare halls were established from the 1920s onwards. They were places for educational, social and leisure activities.</p> <p>Mines became privately owned but coal reminded to be a main source of energy.</p> <p>Pit ponies were used for different jobs such as pulling carts of coal in mines.</p> <p>Miners would ride a paddy train to get to the coal surface. This moved to an electric cage in later years.</p> <p>In the late 20<sup>th</sup> Century, it was believed that mining for coal was 'uneconomic' so most mines were close, including those in Manfield and Hucknall.</p> | <p>windows and just one open doorway.</p> <p>Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.</p> <p>Each of the ancient Maya cities was ruled by a different king or queen.</p> <p>Invented the concept of '<b>zero</b>'. This meant that they were able to do complex calculations.</p> |  |
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