

MPPS History Curriculum Narrative 2022-23

This guidance is supported by CUSP and Ofsted document and research papers, including:

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

The History curriculum draws upon several powerful sources of knowledge:

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.
2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.
3. **Historical analysis** is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this ‘Thinking historically’
4. **Substantive concepts**, such as tax, invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES

History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and effect, as well as making connections within and throughout periods of time studied.

The History is planned so that the retention of knowledge is much more than just ‘in the moment knowledge’. The cumulative nature of the curriculum is made memorable by the implementation of Bjork’s desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working

memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events. The History curriculum strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of the History curriculum is that pupils become ‘more expert’ with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

EYFS - Understanding of the World

Past and Present

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KEY STAGE 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on Rosa Parks, Emily Davison, David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the **Lives of further significant individuals**, including Captain Cook, Ibn Battuta, Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.

In KS1, pupils study **local history** through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events, the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

LOWER KEY STAGE 2

In LKS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the **Stone, Bronze and Iron Ages**. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how **Rome influenced Britain**. This foundational knowledge is built upon and used

to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories.

Studies of how Britain was settled by **Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

The history curriculum also focuses on the **Struggle for throne of England** through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Ancient history - **Ancient Egyptians**. The understanding of culture, people and places is central to this.

UPPER KEY STAGE 2

The study of **Ancient Greeks** allows for substantive concepts (such as invasion, law, civilisation and society) to be developed through explicit vocabulary instruction, another central component of the history curriculum.

Early Islamic civilisation is studied, learning about the influence on the western world. The understanding of culture, people and places are central to these studies. The history curriculum connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Building on learning in KS1, there is further study of the **local area** which enables pupils to understand how and why their local community has developed in the way it has. It strengthens their chronological understanding and their appreciation of how and why some things change and others remain the same. In addition to this, it develops their enquiry skills and strengthens their skills in using a range of resources such as maps, photographs, census returns and directories.

A study of the **Victorians** allows for children to learn about the Industrial Revolution and the Age of Steel and how these advancements allowed for Victorian engineers to develop bigger, faster and more powerful machines alongside building ships and bridges which were bigger and stronger. They learn about how Britain became wealthy but despite the growing wealth due to trade and commerce, many of the working people, who actually produced the wealth lived, worked and died in very poor conditions.

Recent history, such as the **Battle of Britain** is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the **Windrush Generation**. Knowing about slavery, Caribbean culture and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

Pupils study **Significant monarchs after 1066**. Five kings and queens are a focus of a depth study and comparison, drawing on their beliefs, actions and understanding their legacy. This chronological study revisits known periods of time and introduces new content and monarchs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit 1 Introduce Changes within living memory (Toys)	The lives of significant individuals (Rosa Parks and Emily Davison) Events beyond living memory (Remembrance Day)	The lives of significant individuals Mary Anning David Attenborough	Events beyond living memory Great Fire of London The lives of significant individuals (Queen Elizabeth)		Revisit Changes within living memory (Toys)
Year 2	The lives of significant individuals Explorers – why did people explore and how? Who were these explorers and what did they find? Captain Cook / Ibn Battuta	The lives of significant individuals King Arthur Comparing life now/Medieval times	The lives of significant individuals – Space explorers Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peake	Significant historical events, people and places in their own locality. Huddersfield Harold Wilson		
Year 3	Introduce Changes in Britain Stone Age - Iron Age	Revisit Changes in Britain Stone age - Iron Age			Ancient Egypt	
Year 4	Roman Empire Roman impact on Great Britain				Settlement by Anglo-Saxons and the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1066)	
Year 5	Ancient Egypt Ancient Greece (from Sept 2023)	Ancient Egypt Legacy of Greek in the modern world (From Sept 2023)	20 th Century history Local history and how this has changed over time		Ancient Civilisations- Ancient Baghdad	
Year 6	Victorians	Battle of Britain	Windrush and South Asian Immigration		Five Monarchs Through Time	

Year 7 History (at Moorend Academy)

Roman Empire	Noman Invasion	Medieval Kings	The Black Death	Tudors	The English Civil War
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History Medium Term Plan (using CUSP materials)

Highlighted sections indicate prior learning related to current unit of learning – used for retrieval practice.

Y1 - Changes within living memory	Substantive concept – COMMUNITY - Nationality, Rights, Society	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>Past and Present</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>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other</p>	<p>Stages</p> <p>What are the stages in my life?</p> <ul style="list-style-type: none"> Identify stages (baby, toddler, pre-school and school) Order stages <p>Changes</p> <p>What are toys and how can we sort them?</p> <ul style="list-style-type: none"> Identify and sort toys (soft toys, construction toys) What is difference between the toys I played with as a baby and toys I play with now. Why is that? Assess whether toys are suitable for babies Link toys to stages <p>What is the difference between the toys I played with as a toddler and the toys I play with now? Why is that?</p> <ul style="list-style-type: none"> Link toys to stages Identify differences between toys belonging to different stages Identify types of toys (similarities/differences) <p>Explain it</p> <p>What changes have happened in my lifetime?</p> <ul style="list-style-type: none"> Create toys for stages (baby, toddler, pre-school and school) 	<p>Tier 2</p> <p>toddler timeline different compare memory</p> <p>Tier 3</p> <p>construction physical imagination lifetime stages</p>

countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		
Y1 - The lives of significant people	Substantive concept - KNOWLEDGE - COMMUNITY Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
EYFS Past and Present People, Culture and Communities History Changes within living memory	<p>Rosa Parks</p> <p>Who was Rosa Parks?</p> <ul style="list-style-type: none"> Know key facts about Rosa Parks <p>What did she do?</p> <ul style="list-style-type: none"> Learn about the bus boycott Know the bus boycott timeline <p>What did Rosa Parks achieve?</p> <ul style="list-style-type: none"> Know what achievement means Know what Rosa Parks achieved <p>Who was Emily Davison? What did she do?</p> <ul style="list-style-type: none"> Know key facts about Emily Davison Know about the suffragette movement Identify women’s rights between the past and present <p>Compare</p> <ul style="list-style-type: none"> Compare the lives of Rosa Parks and Emily Davison <p>What was similar and what was different?</p> <ul style="list-style-type: none"> Compare similarities and differences between Rosa Parks and Emily Davison 	<p>Tier 2</p> <p>rights apartheid segregation suffrage suffragette</p> <p>Tier 3</p> <p>legacy inspire activist racism legacy significant boycott activist significant</p>
Y1 - The lives of significant people	Substantive concept KNOWLEDGE - COMMUNITY Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
EYFS Past and Present People, Culture and Communities	<p>Mary Anning</p> <p>Who was Mary Anning? What did she do?</p> <ul style="list-style-type: none"> Know key facts about Mary Anning <p>What did Mary Anning discover?</p> <ul style="list-style-type: none"> Know about fossils 	<p>Tier 2</p> <p>fossil documentary significant naturalist</p>

<p>History</p> <p>Changes within living memory</p> <p>Lives of significant people- Rosa Parks and Emily Davison</p>	<p>David Attenborough</p> <p>Who is David Attenborough? What does he do?</p> <ul style="list-style-type: none"> • Know key facts about David Attenborough <p>What has David Attenborough achieved?</p> <ul style="list-style-type: none"> • Know what an environmentalist is <p>Compare</p> <p>Compare the lives of Mary Anning and David Attenborough.</p> <p>What was similar and what was different?</p> <ul style="list-style-type: none"> • Compare similarities and differences between Mary Anning and David Attenborough 	<p>expedition</p> <p>Tier 3</p> <p>legacy inspire revealed explore similar</p>
<p>Y1 Events beyond living memory</p> <p>Substantive concept COMMUNITY - DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		
<p>Previous Learning</p> <p>Big Ideas/Key Questions/Learning Foci/Key Knowledge</p> <p>Vocabulary</p>		
<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Changes within living memory</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Science</p> <p>Everyday materials</p>	<p>When and where?</p> <p>Where is London?</p> <p>When was the Great Fire of London?</p> <ul style="list-style-type: none"> • Know what London was like in 1666 as the capital city of England • Know key facts about the Great Fire of London <p>What?</p> <p>How did the fire start? Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> • Know about events on Sunday 2nd September 1666 - Where did the fire spread to? • Know about events on Monday 3rd and Tuesday 4th September 1666. <p>Where did the fire spread to?</p> <ul style="list-style-type: none"> • Know about events on Wednesday 5th and Thursday 6th September 1666 <p>Evidence and change</p> <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> • Know about sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. <p>What effect did the fire have on London?</p> <ul style="list-style-type: none"> • Know about the damage caused by the fire 	<p>Tier 2</p> <p>bustling raged extinguished merchant engulfed</p> <p>Tier 3</p> <p>flammable devoured possessions ineffective doused</p>

	As a consequence of the fire, what changes were made to London? <ul style="list-style-type: none"> Know about Sir Christopher Wren 	
Y1 Revisit events beyond living memory	Substantive concept COMMUNITY- DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Changes within living memory</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p>	<p>What do you remember about the Great Fire of London?</p> <ul style="list-style-type: none"> Flick back to the last Great Fire study SELECT the core knowledge they want to include and ORGANISE it in the blank knowledge organiser Rephrase and Retrieve <p>What happened during the Great Fire of London?</p> <ul style="list-style-type: none"> Use images from the resource section to help pupils think aloud and explain what they know. IDENTIFY features and sequence of the fire. Use images and annotations. Pupils SELECT the causes of the fire. Use knowledge notes to help prompt and elaborate with core knowledge. <p>What was the effect of the Great Fire of London and how do we know?</p> <ul style="list-style-type: none"> Retrieve the outcomes of the fire and model to pupils how to SELECT the effects that were both physical (destruction of houses and significant buildings) as well as longer term outcomes, such as thatch being replaced by tiles, stone houses being built Pupils ORGANISE this using an explanative diagram, flicking back to use prior work as a point of reference. 	<p>Tier 2</p> <p>flammable devoured possessions ineffective doused</p> <p>Tier 3</p> <p>bustling raged extinguished merchant engulfed</p>

Y2 - Lives of significant people		Substantive concept KNOWLEDGE - COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge		Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p>	<p>Who was King Arthur and what did he achieve?</p> <ul style="list-style-type: none"> Know key facts about King Arthur <p>What is his legend?</p> <ul style="list-style-type: none"> Know myths related to King Arthur <p>Remember</p> <p>Compare what life was like in Medieval times to now.</p> <ul style="list-style-type: none"> Know about castles, identifying the different parts Know about jobs done in Medieval times (in a castle) Compare the lives of people living in Medieval times to today using chronological language – before, after, past, present, then and now. 		<p>Tier 2</p> <p>legacy inspire</p> <p>Tier 3 medieval</p>
Y2 Lives of significant people		Substantive concepts – KNOWLEDGE -COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge		Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p>	<p>Pioneer</p> <p>Who was Ibn Battuta? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Ibn Battuta and his achievements Understand the term exploration Know his travel route <p>Explorers</p> <p>Who was Captain Cook? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Captain Cook and his achievements Look at the impact of his achievements (maps) <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p>		<p>Tier 2</p> <p>legacy inspire pioneer exploration similar</p> <p>Tier 3</p> <p>expedition rihla</p>

Lives of significant people- King Arthur	<ul style="list-style-type: none"> Compare similarities and differences between Ibn Battuta and Captain Cook 	
Y2 - More lives of significant people Substantive concept KNOWLEDGE - COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer		
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p> <p>Lives of Significant people- Ibn Battuta and Captain Cook</p> <p>More lives of significant people- King Arthur</p>	<p>Pioneer</p> <p>Who was Neil Armstrong? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Neil Armstrong Know about Neil Armstrong's achievements <p>Explorers</p> <p>Who is Mae Jemison? What did she achieve?</p> <ul style="list-style-type: none"> Know key facts about Mae Jemison Know about Mae Jemison's achievements <p>Who is Bernard Harris Jr? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Bernard Harris Jr Know about Bernard Harris Jr's achievements <p>Who is Tim Peake? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Tim Peake Know about Tim Peake's achievements <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Study a third significant individual from the above.</p>	<p>Tier 2</p> <p>legacy inspire pioneer explore similar</p> <p>Tier 3</p> <p>orbit racism significant astronaut expedition</p>

Y2 - Significant historical events, people and places in their own locality		Substantive concept – COMMUNITY - Government, Society, Trade, industry, Settlement	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge		Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p> <p>Lives of Significant people- Ibn Battuta and Captain Cook</p> <p>More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake</p>	<p>Huddersfield today Remember - what is Huddersfield like today?</p> <p>Huddersfield's in the past Harold Wilson: what things happened in Huddersfield's past?</p> <ul style="list-style-type: none"> • Know key facts about Harold Wilson • Know about Harold Wilson's achievements <p>Textile Industry: what things happened in the past? Housing: what things happened in the past?</p> <p>What I know about Huddersfield? What do you remember about the past?</p>		<p>Tier 2</p> <p>Prime Minister Labour Party textile industry terrace</p> <p>Tier 3</p> <p>chronology memorial</p>

Y3 -Changes in Britain from the Stone Age to the Iron Age	Substantive concept KNOWLEDGE – COMMUNITY - Settlement, Belief, Conflict, Trade, Trade routes	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p> <p>Lives of Significant people- Ibn Battuta and Captain Cook</p> <p>More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p>	<p>Stone Age Introduce the three periods of time in the Stone Age.</p> <p>What were Palaeolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Know about the Palaeolithic period in chronological terms • Recognise the types of tools used during this period <p>What were Mesolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Know about the Mesolithic period in chronological terms • Recognise the types of tools used during this period <p>What were Neolithic times like? How do we know?</p> <ul style="list-style-type: none"> • Know about the Neolithic period in chronological terms • Recognise the types of tools used during this period • Make comparisons between periods in the Stone Age • Use timelines to show chronological understanding <p>Bronze Age When was the Bronze Age? What was the Bronze Age like? How do we know? How was the Bronze Age different to the Stone Age?</p> <p>Iron Age When was the Iron Age? What was the Iron Age like? How do we know? What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>Tier 2</p> <p>ancient community dense extinct roaming prehistory</p> <p>Tier 3</p> <p>domesticated arid gatherer nomad reared submerged</p>

Y3 The achievements of the earliest civilizations - Ancient Egypt	Substantive concept CIVILISATION - POWER Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p> <p>Lives of Significant people- Ibn Battuta and Captain Cook</p> <p>More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>People and place</p> <p>Who were a few of the earliest civilisations and what did they achieve?</p> <ul style="list-style-type: none"> • Know about the Ancient Sumer and Indus Valley civilisations • Know the achievements of both civilisations <p>Who were the ancient Egyptians and where did they live?</p> <ul style="list-style-type: none"> • Know about the ancient Egyptians and locate their position on a world map • Know about some aspects of ancient Egyptian civilisation <p>Ancient Egyptian kingdoms</p> <p>The Old Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • Know the well-known Kings of the Old Kingdom • Know about the different types of pyramid from this period <p>The Middle Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • Know about the well-known Kings and Queens of this period and their achievements • Know about the changes in Egyptian civilisation during this period <p>The New Kingdom: who was significant and what did they achieve?</p> <ul style="list-style-type: none"> • Know the significant Kings and Queens of this period and their achievements • Look at the changes that took place in Egypt during this period <p>Achievements and beliefs</p> <p>Achievements: how and what did the ancient Egyptians write?</p> <ul style="list-style-type: none"> • Study hieroglyphic system of writing and its use • Study the Rosetta stone <p>Achievements: How did the ancient Egyptians use the River Nile?</p> <ul style="list-style-type: none"> • Know about the River Nile and its use by the ancient Egyptians • Know how the River Nile enabled civilisation through technology <p>Gods: what did the ancient Egyptians believe in?</p> <ul style="list-style-type: none"> • Know about the beliefs of Ancient Egypt • Know the hierarchy of Egyptian deities • Know about the mummification process <p>Evidence: what do we know about Tutankhamun?</p>	<p>Tier 2</p> <p>colossal stability society civilisation irrigation mysteriously</p> <p>Tier 3</p> <p>funerary hieroglyphs artefact pillaged obelisk pharaoh</p>

	<ul style="list-style-type: none"> • Know the life of Tutankhamun and his discovery 	
Y4 -The Roman Empire and its impact on Britain	Substantive concept INVASION - CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>People and belief</p> <p>Who were the Romans?</p> <p>What was it like to live in Rome?</p> <ul style="list-style-type: none"> • Know about the key facts about the Romans/Roman empire • Understand the terms CE and BCE in chronological terms • Use historical maps to aid understanding of size of Roman empire • Know about Roman way of life - architecture, technology, army, religion, entertainment. <p>The invasion of ancient Britain</p> <p>Remember the Celtic people: what was it like to live during the Iron Age?</p> <ul style="list-style-type: none"> • Know key facts about the Celtic people living in Britain (pre-invasion) – lifestyles, language, occupations, system of rule, etc. <p>When did the Romans invade Britain?</p> <ul style="list-style-type: none"> • Know key events in Roman history and plot them on a timeline <p>Resistance and change</p> <p>Who resisted the Roman invasion?</p> <ul style="list-style-type: none"> • Know about Boudicca and her rebellion <p>Technology: how did Britain change under Roman rule?</p> <p>Review session - can be used to elaborate or catch-up study</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p> <ul style="list-style-type: none"> • Know about Roman inventions and their impact on Britain • Understand how Britain changed during Roman rule 	<p>Tier 2</p> <p>previously conquered rebellion luxurious culture settlement</p> <p>Tier 3</p> <p>amphitheatre emperor aqueducts invasion barbarian forum</p>

Y4 -Britain's settlement by Anglo-Saxons and Scots	Substantive concept INVASION – POWER - Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Cause</p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <ul style="list-style-type: none"> Know key events post Roman-rule in Britain that led to Anglo-Saxon settlement <p>Anglo-Saxon life in Britain</p> <p>What was life like for Anglo-Saxons in Britain?</p> <ul style="list-style-type: none"> Design and label an Anglo-Saxon village <p>What kingdoms were formed by the Anglo-Saxons?</p> <ul style="list-style-type: none"> Know the history behind the formation of the seven Anglo-Saxon kingdoms: Northumbria, Essex, Wessex, Sussex, Mercia, Kent and East Anglia. <p>Evidence</p> <p>How do we know about the Anglo-Saxons?</p> <ul style="list-style-type: none"> Understand how archaeology allowed us to discover historical information about the Anglo-Saxons <p>Religion</p> <p>How did religion influence the Anglo-Saxons? How do we know this?</p> <ul style="list-style-type: none"> Know about Anglo-Saxons beliefs Understand how Anglo-Saxon rule affected the practise of Christianity in Britain Understand how Anglo- Saxons converted from Paganism to Christianity 	<p>Tier 2</p> <p>abandoned defenceless dominant missionary pagan reliant</p> <p>Tier 3</p> <p>heptarchy laden sporadic vanquish viewpoint migration</p>

<p>Y4 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Substantive concept INVASION - POWER Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	
<p>Previous Learning</p>	<p>Big Ideas/Key Questions/Learning Foci/Key Knowledge</p>	<p>Vocabulary</p>
<p>History</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Origins</p> <p>What was life like for Vikings?</p> <p>When did the Vikings attack Britain?</p> <ul style="list-style-type: none"> • Know about the Viking way of life • Know about history of Viking raids on Britain <p>Settlement</p> <p>Where did the Vikings invade and settle?</p> <p>Why were the Vikings so feared and successful?</p> <ul style="list-style-type: none"> • Be able to identify key Viking invasions and settlements in Britain and beyond (Thanet 850CE and York 866CE) looking at their sea routes • Know about the impact of Viking settlement on Britain <p>Struggle for power</p> <p>When were the Vikings most powerful?</p> <ul style="list-style-type: none"> • Know about the period when Viking strength was at its greatest (King Guthrum, Capture of York and defeat of Anglo-Saxon kings) • Know key facts about King Edmund of East Anglia <p>What peace was agreed between the Anglo-Saxons and Vikings?</p> <ul style="list-style-type: none"> • Know key facts about King Alfred the Great and his battles with the Viking invaders • Understand the introduction of Danelaw to achieve peace <p>Consequence</p> <p>What happened to the Vikings in England?</p> <p>Why did the Normans and Vikings both think they had the right to the throne of England?</p> <ul style="list-style-type: none"> • Know about key event leading to the rule of William the Conqueror: Edward the confessor's death, Harold Godwinson's claim, Harold Hardrada claim, William of Normandy's claim, Battle of Stamford Bridge and Battle of Hastings 	<p>Tier 2</p> <p>contested exile descendant heir plunder truce decimated</p> <p>Tier 3</p> <p>incursion ransack severed martyr marauding</p>

Y5 -Ancient Greece – a study of Greek life and achievements and their influence on the western world		
Substantive concept POWER – DEMOCRACY -KNOWLEDGE Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War		
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>People and belief Who were the Ancient Greeks and when did they rule?</p> <ul style="list-style-type: none"> • Locate Ancient Greece on a map • Know about Olympics and Athens and Sparta • Share examples of Ancient Greek culture <p>What beliefs did the Ancient Greeks hold?</p> <ul style="list-style-type: none"> • Understand terms ‘polytheistic’ and ‘deities’ • Know about the hierarchy of Greek gods • Know about places of worship in Ancient Greece <p>Powerful city-states City-states: what was the difference between Athens and Sparta?</p> <ul style="list-style-type: none"> • Compare and contrast Athens and Sparta <p>What was democracy like in Athens?</p> <ul style="list-style-type: none"> • Know how voting took place in Athens <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks?</p> <ul style="list-style-type: none"> • Know about the earliest known theatres <p>What myths and fables did the Ancient Greeks create?</p> <ul style="list-style-type: none"> • Know about famous fabulist Aesop • Know some famous myths and fables <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <ul style="list-style-type: none"> • Know about the events that led to the Battle of Marathon • Know key events of the Battle of Marathon <p>Legacy Why were the Olympic games invented by the Ancient Greeks?</p>	<p>Tier 2</p> <p>democracy honour phenomenal deteriorated armoured oppressive</p> <p>Tier 3</p> <p>city-state tyrant sanctuary tactical valiantly unified</p>

	<ul style="list-style-type: none"> • Know the origins and history of the Olympic games <p>Who was Alexander the Great and why was he so renowned?</p> <ul style="list-style-type: none"> • Know the biography of Alexander the Great • Know key facts about Alexander the Great 	
Y5- Local history study	Substantive concept – COMMUNITY - Government, Society, Trade, industry, Settlement	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p>	<p>Change How has life changed in the last 50 years?</p> <ul style="list-style-type: none"> • Know common objects from the last 50 years – are they still in use? Are they still relevant? How have some of them been adapted? <p>How has Lockwood changed in the last 100 years?</p> <ul style="list-style-type: none"> • Compare images of Lockwood in history with today and identify significant changes to the local landscape <p>Society/ People How were people's lives different in Lockwood in the past?</p> <ul style="list-style-type: none"> • Know sources of information such as directories (digitised) to recognise differences in names and occupations of Lockwood residents • Research unfamiliar occupations <p>Comparison How has Huddersfield changed over the last century? What do you think about the change?</p> <ul style="list-style-type: none"> • Can identify changes that have occurred over the last century and assess whether changes are positive or negative (more cars, telephone lines, new houses, greater diversity, fewer pubs) 	<p>Tier 2</p> <p>change continuity cause consequence directory occupation development</p> <p>Tier 3</p> <p>chronology industry urbanisation</p>

Y5 - A non-European society that provides contrasts with British history Early Islamic Civilisation - Baghdad AD 750	Substantive concept CIVILISATION- KNOWLEDGE- POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Local History Study</p>	<p>People How did people share resources and ideas in the past?</p> <ul style="list-style-type: none"> Know ancient trade routes such as the 'Silk Road' to learn how trade centres were places of exchanging goods and ideas Identify countries on a map and the commodities they traded in <p>Chronology Where does early Islamic civilisation fit in to other time periods we have studied?</p> <ul style="list-style-type: none"> Place the period of early Islamic civilisation on a timeline alongside Vikings, Romans, Greeks, Stone Age and Egypt <p>Place What was Baghdad's role in the early Islamic Civilisation? What was the city like?</p> <ul style="list-style-type: none"> Understand Baghdad's location on the 'Silk Road' and its key geographical features <p>Impact on society/ Inventions How did early Islamic scholars influence modern life? Why was the House of Wisdom such an important place? What was invented in Baghdad?</p> <ul style="list-style-type: none"> Know key facts about the House of Wisdom Learn about key scholars from the House of Wisdom and their important discoveries Learn about early Islamic inventions <p>Consequences What happened to Baghdad?</p> <ul style="list-style-type: none"> Learn key facts about how Baghdad became the capital of the Islamic caliphate and its role in the 'Golden Age' of Islamic civilisation <p>Comparisons What was happening in Britain during the time we are studying?</p> <ul style="list-style-type: none"> Understand why this period in Britain and Europe was termed 'the Dark Ages' <p>Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Early Islamic Civilisation. Make comparisons in living standards between Baghdad and London</p>	<p>Tier 2</p> <p>civilisation calligraphy</p> <p>Tier 3</p> <p>Caliph A'lud Oud The House of Wisdom</p>

Y6 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Victorians	Substantive concept - Power Past, Rights, Discovery, Queen, Monarchy, Explore, Society, Pioneer, Colonisation, Settlement	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Early Islamic Civilisation- the rise and fall of Baghdad</p> <p>Local History Study</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p>	<p>Empire</p> <p>What did the phrase 'The sun never sets on the British Empire' mean during the Victorian period?</p> <ul style="list-style-type: none"> Know and understand the context of this statement by identifying on a map the countries of the world colonised by Britain Recognise how Britain's colonies contributed to an increase in wealth <p>Society/ People</p> <p>What was it like to be poor in the Victorian times?</p> <ul style="list-style-type: none"> Compare the lives of rich children with poor children during the Victorian period Be able to identify the occupations of poor children during Victorian times <p>Industry</p> <p>The Industrial Revolution: Good or bad?</p> <ul style="list-style-type: none"> Describe the visible impact of Industrialisation on the English landscape Explain pull factors behind industrialisation Recognise advantages and disadvantages of the Industrial Revolution <p>Invention</p> <p>How did Victorian inventions impact the present?</p> <ul style="list-style-type: none"> Know about a number of Victorian inventions and explain the impact they still have on society today <p>Legacy</p> <p>What legacy did Queen Victoria leave?</p> <ul style="list-style-type: none"> Identify key facts from the life of Queen Victoria Know her legacy (industrialisation, colonies) and explain how it has influenced the world 	<p>Tier 2</p> <p>affluent orphan butler mine social reformer invention</p> <p>Tier 3</p> <p>reign empire commonwealth revolution Victorian slum steam power legacy</p>

Y6 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain	Substantive concept INVASION-COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Early Islamic Civilisation- the rise and fall of Baghdad</p> <p>Victorians- Empire and the impact of the Industrial Revolution had on settlement and quality of life.</p> <p>Local History Study</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p>	<p>Cause</p> <p>Why did Britain declare war on Germany in 1939?</p> <ul style="list-style-type: none"> • Know key events in the lead-up to Britain's entry into WW2 • Know key facts about Adolf Hitler and the Nazi Party • Know about the impact of Antisemitism under Nazi rule <p>Food shortage</p> <p>Why was rationing introduced?</p> <ul style="list-style-type: none"> • Know the factors that resulted in rationing (Supply boats being bombed, war expenditure, workforce shortage, food shortages) • Explain how rationing was practised during WW2 <p>Threat</p> <p>Why were people evacuated from cities?</p> <ul style="list-style-type: none"> • Identify the cause of evacuations • Recognise the groups of people that needed to be evacuated <p>Battle of Britain</p> <p>What happened in the Battle of Britain?</p> <ul style="list-style-type: none"> • Be able to create a timeline of the key events during the Battle of Britain <p>Bombing cities</p> <p>The Blitz: how did Hitler continue to attack Britain?</p> <ul style="list-style-type: none"> • Know key facts about the Blitz campaign • Understand the impact the Blitz had on Britain (blackouts, evacuations, air-raid shelters, destruction of infrastructure) <p>Consequence</p> <p>How did conflict change society in the Second World War?</p> <ul style="list-style-type: none"> • Compare the role of women in society before, during and after WW2 • Know the impact of rationing on the health of British citizens 	<p>Tier 2</p> <p>ferocious infantry civilians intercept radar occupation</p> <p>Tier 3</p> <p>anti-Semitic Luftwaffe blitzkrieg evacuated rationing blackout</p>

Y6 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush generation and South Asian Immigration to the UK	Substantive concept COMMUNITY-DEMOCRACY Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Early Islamic Civilisation- the rise and fall of Baghdad</p> <p>Victorians- Empire and the impact of the Industrial Revolution had on settlement and quality of life.</p> <p>Battle of Britain</p>	<p>People and place</p> <p>Where are the Caribbean islands and the Indian subcontinent?</p> <ul style="list-style-type: none"> Identify the Caribbean islands on a map List the countries of the Caribbean (Independent and dependent) <p>What's their history?</p> <ul style="list-style-type: none"> Study the history of Jamaica under English rule Study the history of slavery <p>Migration and settlement</p> <p>How did the people of the Caribbean and Indian subcontinent help Britain in the war against Nazi Germany and Hitler?</p> <ul style="list-style-type: none"> Study the contribution of Caribbean islands towards the fight against Nazi Germany and its allies <p>Why did people migrate from the Caribbean and the Indian subcontinent to England after the second World War?</p> <ul style="list-style-type: none"> Identify the industries that had shortages in their workforce and how migrant from the Caribbean addressed them Know about the arrival of MV Empire Windrush in 1948 <p>What was life in England like for the Windrush and early immigrants from the Indian subcontinent?</p> <ul style="list-style-type: none"> Know about the experience of Windrush pioneers in England <p>Application</p> <p>How did the Windrush and Indian subcontinent migration change Britain for the better?</p> <ul style="list-style-type: none"> Look at the many ways Windrush migration impacted Britain for the better 	<p>Tier 2</p> <p>intolerance immigrate prejudice colony emigrate discrimination</p> <p>Tier 3</p> <p>racism segregation diversity disembarked demobilised iniquitous</p>

<p>Y6 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Monarchs through time</p>	<p>Substantive concept POWER- DEMOCRACY Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament, Society, Rules / law, War</p>	
<p>Previous Learning</p>	<p>Big Ideas/Key Questions/Learning Foci/Key Knowledge</p>	<p>Vocabulary</p>
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Victorians- Empire and the impact of the Industrial Revolution had on settlement and quality of life.</p> <p>Battle of Britain</p> <p>Windrush generation and South Asian Immigration to the UK</p>	<p>William the Conqueror How is William I remembered? What legacy did he leave?</p> <ul style="list-style-type: none"> • Know key facts about William the Conqueror • Identify the defeat of Harold as end of Anglo-Saxon rule in Britain • Understand the lasting impact of the Domesday Book <p>Henry VIII How is Henry VIII remembered? What legacy did he leave?</p> <ul style="list-style-type: none"> • Know key facts about Henry VIII • Understand the lasting impact of the splitting of the Christian Church (Church of England, dissolution of monasteries) <p>Elizabeth I How is Elizabeth I remembered? What legacy did she leave?</p> <ul style="list-style-type: none"> • Know key facts about Elizabeth I • Understand the impact of slavery on Britain's fortunes <p>Charles II How is Charles II remembered? What legacy did he leave?</p> <ul style="list-style-type: none"> • Know key facts about Charles II • Recognise how Britain became a sea power • Understand the impact of colonisation of new territories on Britain's fortunes 	<p>Tier 2</p> <p>lucrative prosperity republic plundered arrogant duplicitous</p> <p>Tier 3</p> <p>aristocracy monastery dissolution privateers industrialisation annulment</p>

Queen Victoria

How is Queen Victoria remembered?

What legacy did she leave?

- Identify key facts from the life of Queen Victoria
- Look at her legacy (industrialisation, colonies) and explain how it has influenced the world

Summary

In your opinion, who was the greatest past monarch? Why is that?

- Compare the achievements of these monarch, listing key facts about their reign and selecting the greatest monarch.