



Brookhurst Primary School
History Progression of Skills

Purpose of our curriculum

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

“The more you know about the past, the better you are prepared for the future.” Theodore Roosevelt



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How Foundation Stage 2 will be Historians

Topics and Big Question

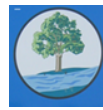
How have I changed since I was a baby?

| Key Vocabulary | Using Language Associated with the Past |
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| <p>now, then, before, next, yesterday, before, soon, sitting, walking, talking, running, starting school, taller, growing, was, when, old</p> | <p>ELG: Past and present - 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>Key Stage 1 Readiness</p> <ul style="list-style-type: none"> • Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past |
| <p>Remembering and discussing their own lives</p> | <p>Talking about things they have done with people that are special to them</p> |
| <p>ELG: People, culture and communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>ELG: Being imaginative and expressive - Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Past and present - 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>Key Stage 1 Readiness</p> <ul style="list-style-type: none"> • Share their memories of significant events in their own lives. | <p>ELG: Listening - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p> <p>ELG: Past and present - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> |



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| <ul style="list-style-type: none">• Talk about things that have changed.• Begin to put these events in order | <p><u>Key Stage 1 Readiness</u></p> <ul style="list-style-type: none">• Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.• Begin to put events in order. |
| <p>Recognising chronology within stories</p> | |
| <p>ELG: Past and present - Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p><u>Key Stage 1 Readiness</u></p> <ul style="list-style-type: none">• Talk about the order of events in a range of familiar stories.• Recognise language in stories that shows the story happened in the past. | |



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How Year 1 will be Historians

Topics and Big Questions

| <p>Toys and Tales</p> <p>(Changes in Living Memory)</p> | <p>Significant Figures</p> <p>(Rosa Parks and Emily Davison)</p> |
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| <p>Key Stage 1 National Curriculum</p> | <p>Historical Enquiry</p> |
| <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Explore events, look at pictures & artefacts and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” • Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. |
| <p>Knowledge and understanding of events, people and places</p> | <p>Chronological understanding</p> |
| <p>Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p> <p><u>Toys and Tales</u></p> <ul style="list-style-type: none"> • What toys did people play with in the past • How people would use puppets to tell a story • What different types of games children used to play <p><u>Significant Figures</u></p> <ul style="list-style-type: none"> • What was the Suffragette Movement. Where and when did it happen | <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe events that have happened in the past. • Order a set of events or objects. • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. |



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| <ul style="list-style-type: none">• What was the Civil Rights Movement. Where and when did it happen• What happened as a result of the Suffragette and Civil Rights Movement | |
| <p>Organisation and communication</p> | <p>Historical Interpretation</p> |
| <ul style="list-style-type: none">• Sort events or objects into groups (i.e. then and now.)• Use timelines to order events or objects.• Tell stories about the past.• Talk, write and draw about things from the past. | <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p><u>Toys and Tales</u></p> <ul style="list-style-type: none">• What playground games did children used to play?• What were toys made from in the past?• What toys and games did my parents and grandparents used to play? <p><u>Significant Figures</u></p> <ul style="list-style-type: none">• Who were the Suffragettes and what did they fight for?• What was the Civil Rights Movement?• What did Rosa Parks do that made her a significant historical figure?• What did Emily Davison do that made her a significant historical figure? |
| <p>Key Vocabulary</p> | |
| <p>Emmeline Pankhurst, Emily Davison, illegal, violent, vote, WSPU (The Women’s Social and Political Union), The Representation of the People Act, suffrage, protest, hunger strike, campaign, politicians, arrest, democratic equality, lobbying, suffragists, activist, Rosa Parks, racism, boycott, history, activist, civil rights, bus, arrest, African American, refuse, society, Law, segregation, seat, freedom, lawsuit, bus, equality, justice, peaceful nonviolent</p> | |



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How Year 2 will be Historians

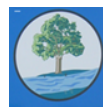
Topics and Big Questions

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| <p style="text-align: center;">Great Fire of London</p> <p style="text-align: center;">(Events beyond living memory)</p> | <p style="text-align: center;">The History of Wirral</p> <p style="text-align: center;">(Historical places in our locality)</p> |
| <p style="text-align: center;">Key Stage 1 National Curriculum</p> | <p style="text-align: center;">Historical Enquiry</p> |
| <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <ul style="list-style-type: none"> • Identify different ways in which the past is represented. • Explore events, look at pictures & artefacts and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” • Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. |
| <p style="text-align: center;">Knowledge and understanding of events, people and places</p> | <p style="text-align: center;">Chronological understanding</p> |
| <p>Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p> <p><u>Great Fire of London</u></p> <ul style="list-style-type: none"> • When the Great Fire of London happened • Why did the Great Fire of London happen • What happened as a result of the Great Fire of London <p><u>The History of Wirral</u></p> <ul style="list-style-type: none"> • Why was Port Sunlight founded • How did Birkenhead Park inspire a world-famous park • How has Wirral changed over the last 200 years | <ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe events that have happened in the past. • Order a set of events or objects. • Use a timeline to place important events. • Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. |



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| Organisation and communication | Historical Interpretation |
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| <ul style="list-style-type: none">• Sort events or objects into groups (i.e. then and now.)• Use timelines to order events or objects.• Tell stories about the past.• Talk, write and draw about things from the past. | <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p><u>Great Fire of London</u></p> <ul style="list-style-type: none">• How did the fire start?• Why did it spread so quickly?• What made it so destructive? <p><u>The History of Wirral</u></p> <ul style="list-style-type: none">• What was Port Sunlight like in past?• What was New Brighton like in the past?• How has Wirral changed over the last 200 years? |
| Key Vocabulary | |
| <p>Thomas Farriner, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, fire hooks, buckets, embers, burned, diary, London, Wirral, Port Sunlight, New Brighton, Birkenhead, park, beach, lighthouse, brick, tower ballroom, fort, industry, leisure, parks, Art Gallery, ferry</p> | |



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How Year 3 will be Historians

Topics and Big Questions

Hunter Gatherers – Stone Age to Iron Age

(Changes in Britain from the Stone Age to Iron Age)

Ancient Egypt

(Achievements of the earliest civilizations)

Key Stage 2 National Curriculum

Historical Enquiry

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

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.

Knowledge and understanding of events, people and places

Chronological understanding

Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.

Hunter Gathers – Stone Age to Iron Age

- What was life like during the Stone Age
- What was life like during the Iron Age

- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order.
- Describe dates of and order significant events from the period studied.



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| <ul style="list-style-type: none"> • How did life change from the Stone Age to the Iron Age <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • How Ancient Egypt was ruled • How and why the River Nile was important to Ancient Egyptians • How Ancient Egyptian period ended | |
| <p>Organisation and communication</p> | <p>Historical Interpretation</p> |
| <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using IT. | <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p><u>Hunter Gathers – Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • How did people live their lives during the Neolithic stone age? • How did the discovery of metal change the way people lived their lives? • How were bronze and iron used to make things better for people? <p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • Why was the Nile so important to Ancient Egypt? • How was Ancient Egypt ruled? • How do we know so much about Ancient Egypt? |
| <p>Key Vocabulary</p> | |
| <p>cave painting, spears, borer, Neolithic Man, Skara Brae, jewellery, mammoth, house, hammerstone, fur pelt, hand axe, Neolithic Woman, throwing stones, antler, Celts, farming, swords, daggers and arrow heads, hillforts, armour and shields, roundhouses, smithing, Pharaoh, tombs, pyramids, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, sphinx</p> | |



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How Year 4 will be Historians

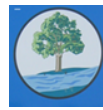
Topics and Big Questions

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| <p>Celts and Roman Invasion (The Roman Empire and its impact on Britain)</p> | <p>Anglo-Saxon Invasion (Britain's settlement by Anglo-Saxons and Scots)</p> |
| <p>Key Stage 2 National Curriculum</p> | <p>Historical Enquiry</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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. |
| <p>Knowledge and understanding of events, people and places</p> | <p>Chronological understanding</p> |
| <p>Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.</p> <p><u>Celts and Roman Invasion</u></p> <ul style="list-style-type: none"> • What was life like for Celts | <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. |



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| <ul style="list-style-type: none"> • When and why the Romans invaded Britain • What life was like for a Roman soldier in Chester <p><u>Anglo-Saxon Invasion</u></p> <ul style="list-style-type: none"> • When and why did Anglo-Saxons come to Britain • What life was like for Anglo-Saxons • What the 7 kingdoms of Anglo-Saxon Britain were | |
| <p>Organisation and communication</p> | <p>Historical Interpretation</p> |
| <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using IT. | <p>Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p><u>Celts and Roman Invasion</u></p> <ul style="list-style-type: none"> • Why did the Romans invade Britain? • What was life like for a Roman soldier living in Britain? • What was the impact the Romans had on Britain today? <p><u>Anglo-Saxon Invasion</u></p> <ul style="list-style-type: none"> • Why did the Anglo Saxons come to Britain? • What were the key innovations that the Anglo Saxons brought to Britain? • What was the legacy of the Anglo-Saxon settlements? |
| <p>Key Vocabulary</p> | |
| <p>Centurion, barbarian, toga, amphitheatre, aqueduct, bath house, temple, villa, soldier, shield, gladiator, emperor, standard, Boudicca, woman, Roman numerals, chariot, coin, Julius Caesar, Angles, Saxons, Jutes, Europe, East Anglia, Mercia, Northumbria, Wessex, Kent, Essex, Sussex, Settlement, pagan, thatch, Augustine, farming Christianity, trading, King Athelstan, jewellery, Edward the Confessor, Harold Godwinson claim France shield cavalry, Stamford Bridge, victorious, Normans, soldier, infantry, Harold Hardrada, William the Conqueror, Battle of Hastings, arrow, defeat, Norway</p> | |



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How Year 5 will be Historians

Topics and Big Questions

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| <p style="text-align: center;">Ancient Greece</p> <p style="text-align: center;">(a study of Greek life and achievement)</p> | <p style="text-align: center;">Vikings: Vicious or Victorious</p> <p style="text-align: center;">(the Viking and Anglo-Saxon struggle for the Kingdom of England)</p> |
| <p style="text-align: center;">Key Stage 2 National Curriculum</p> | <p style="text-align: center;">Historical Enquiry</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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer |
| <p style="text-align: center;">Knowledge and understanding of events, people and places</p> | <p style="text-align: center;">Chronological understanding</p> |
| <p>Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • What were the different types of rule in Ancient Greece • What was life like in Ancient Greece | <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. |



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| <ul style="list-style-type: none"> • How the Ancient Greece civilisation spread <p><u>Vikings: Vicious or Victorious</u></p> <ul style="list-style-type: none"> • When and why did Vikings come to Britain • What life was like for Vikings • What the legacy was of the Vikings | |
| <p>Organisation and communication</p> | <p>Historical Interpretation</p> |
| <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using IT. | <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p> <p><u>Ancient Greece</u></p> <ul style="list-style-type: none"> • How did the Ancient Greek's develop democracy? • What were the characteristics of Ancient Greek culture? • How did the Ancient Greece civilisation spread so far? <p><u>Vikings: Vicious or Victorious</u></p> <ul style="list-style-type: none"> • Why did the Vikings come to Britain? • What were the key innovations that the Vikings brought to Britain? • What was the legacy of the Viking settlements? |
| <p>Key Vocabulary</p> | |
| <p>Civilisation, trade, religion, city, united, geography, climate, farming, government, architecture, Mediterranean Sea, Athens, Sparta, war state, philosophy, citizen, slave, military, democracy, aristocracy, monarchy, tyranny, empire, settlement, colony, conquest, archaeologists, raids, settlement, longhouse, longboat, invasion, Scandinavia, Danelaw, Norse, Runes, battle</p> | |



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How Year 6 will be Historians

Topics and Big Questions

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| <p style="text-align: center;">World War Two</p> <p style="text-align: center;">(an aspect of history beyond 1066)</p> | <p style="text-align: center;">Ancient Civilisations : The Maya</p> <p style="text-align: center;">(a non-European society)</p> |
| <p style="text-align: center;">Key Stage 2 National Curriculum</p> | <p style="text-align: center;">Historical Enquiry</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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | <ul style="list-style-type: none"> • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer |
| <p style="text-align: center;">Knowledge and understanding of events, people and places</p> | <p style="text-align: center;">Chronological understanding</p> |
| <p>Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p><u>World War Two</u></p> <ul style="list-style-type: none"> • What and when the Blitz was • What was the impact on our local area during World War Two | <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. |



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| <ul style="list-style-type: none"> • What was life like as an evacuee <p><u>Ancient Civilisation – The Maya</u></p> <ul style="list-style-type: none"> • When and where the Maya lived • What life was like for Maya • How the Maya told created a calendar | |
| <p>Organisation and communication</p> | <p>Historical Interpretation</p> |
| <ul style="list-style-type: none"> • Describe objects, people or events in history. • Use timelines to order events or objects or place significant people. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using IT. | <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p> <p><u>World War Two</u></p> <ul style="list-style-type: none"> • Why was the Blitz significant? • What impact did World War Two have on our local area? • What was life like as an evacuee in Britian? <p><u>Ancient Civilisation – The Maya</u></p> <ul style="list-style-type: none"> • Where and when did the Maya live? • How do we know about the Maya? • How did the Maya tell the time? |
| <p>Key Vocabulary</p> | |
| <p>Air raid, allies, allotment, Battle of Britain, blackout, blitz, blitzkrieg, civilians, D-Day, evacuee, Home Guard, Luftwaffe, navy, propaganda, R.A.F, rationing, refugee, siren, Morrison Shelter, Anderson Shelter, Churchill, Spitfire, radio, gas mask, tank, battle, drought, jaguar, scribes, codices, maize, cacao beans, pyramids, sculptures, rainforest, religion,</p> | |