

History Curriculum



With Christ as our guide, we inspire and thrive.



History Curriculum Intent



At Sacred Heart RC Primary School, we are historians. We provide a high-quality history curriculum that is ambitious, knowledge-rich, and accessible to all, enabling our children to develop a deep understanding of the past and its impact on the present.

Our curriculum is designed to stimulate curiosity and inspire a lifelong love of history. We aim to broaden children's horizons and nurture aspirations — encouraging them to see themselves as future archivists, archaeologists, museum curators, researchers, and informed citizens. Through the study of history, children gain the cultural capital they need to understand the world around them.

We teach a carefully sequenced curriculum that builds historical knowledge and vocabulary over time, embedding key concepts such as chronology, cause and consequence, similarity and difference, and change over time. Through the exploration of local, British and world history, pupils learn how significant people, events, and developments have shaped society.



History Curriculum Intent



Our curriculum reflects the diverse and multicultural context of modern Britain and values the rich heritage of all our pupils. Children are encouraged to develop a strong sense of identity, appreciate different cultures and perspectives, and understand the importance of historical representation.

We are committed to providing inclusive and engaging learning experiences that bring history to life. Through the use of artefacts, educational visits, enquiry-based learning, and high-quality sources, children develop essential historical skills including investigation, critical thinking, interpretation, and analysis.

By the time they leave Sacred Heart, our children will have a secure chronological framework of the past, a well-developed historical vocabulary, and the confidence to ask thoughtful questions and form evidence-based conclusions — preparing them not just for secondary school, but for life in a diverse and ever-changing world.

History Curriculum



Early Years

Historical Features in EYFS

In nursery and reception children will, within their Understanding of the World, work towards the following outcomes:

- Begin to make sense of their own life-story and family's history
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

- **By the end of Reception children should:**
 - Talk about the lives of the 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.



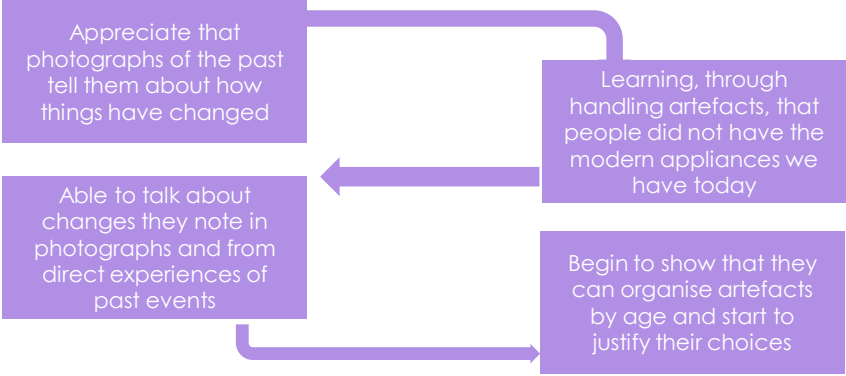
Understanding of the World: Past and Present

3 and 4-year olds will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence
<p>Begin to make sense of their own life-story and family's history</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #d8bfd8; margin: 0;">Key Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> very old <input type="checkbox"/> before <input type="checkbox"/> long ago <input type="checkbox"/> older <input type="checkbox"/> younger <input type="checkbox"/> adult </div>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p>	<div style="text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; background-color: #d8bfd8; margin: 0;">Past and Present: End of nursery expectation</p> <ul style="list-style-type: none"> • Children will be familiar with terms like new and old; • They will recognise that there are children that are older than them and others that are younger; • They will have an awareness that they can do more for themselves now than when they were babies; • Children are likely to have come across photographs of their grandparents and great grandparents when they were young. </div>

Understanding of the World: Past and Present

Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence														
<p>Comment on images of familiar situations in the past</p> <table border="1" data-bbox="69 579 376 986"> <thead> <tr> <th colspan="2">Key Vocabulary</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>past</td> </tr> <tr> <td><input type="checkbox"/></td> <td>long ago</td> </tr> <tr> <td><input type="checkbox"/></td> <td>yesterday</td> </tr> <tr> <td><input type="checkbox"/></td> <td>last week</td> </tr> <tr> <td><input type="checkbox"/></td> <td>a long time ago</td> </tr> <tr> <td><input type="checkbox"/></td> <td>artefact</td> </tr> </tbody> </table>	Key Vocabulary		<input type="checkbox"/>	past	<input type="checkbox"/>	long ago	<input type="checkbox"/>	yesterday	<input type="checkbox"/>	last week	<input type="checkbox"/>	a long time ago	<input type="checkbox"/>	artefact	<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	 <p>Past and Present: Early Learning Goal</p> <ul style="list-style-type: none"> • Talk about the lives of the 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.
Key Vocabulary																
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Understanding of the World: Past and Present

Reception aged children will ...

Children should be learning to:	Examples of how this could be supported	Proposed Learning Sequence						
<p>Compare and contrast characters from stories, including figures from the past</p> <div style="border: 1px solid black; background-color: #8e44ad; color: white; padding: 2px; text-align: center; font-weight: bold; margin-bottom: 5px;">Key Vocabulary</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;"><input type="checkbox"/> famous</td></tr> <tr><td style="padding: 2px;"><input type="checkbox"/> brave</td></tr> <tr><td style="padding: 2px;"><input type="checkbox"/> determined</td></tr> <tr><td style="padding: 2px;"><input type="checkbox"/> difference</td></tr> <tr><td style="padding: 2px;"><input type="checkbox"/> unselfish</td></tr> <tr><td style="padding: 2px;"><input type="checkbox"/> in the past</td></tr> </table>	<input type="checkbox"/> famous	<input type="checkbox"/> brave	<input type="checkbox"/> determined	<input type="checkbox"/> difference	<input type="checkbox"/> unselfish	<input type="checkbox"/> in the past	<p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>	<div style="text-align: center;"> <pre> graph TD A[Appreciate that many stories are set in a time in the past] --> B[Appreciate that often things need changing and that it can sometime take a brave person to start the process] B --> C[Talk about why people did what they did and discuss what drove them to do so] C --> D[Begin to appreciate that many people did things that has helped to make the world a better place] </pre> </div> <div style="border: 1px solid black; background-color: #8e44ad; color: white; padding: 5px; text-align: center; font-weight: bold; margin-top: 10px;">Past and Present: Early Learning Goal</div> <ul style="list-style-type: none"> • Talk about the lives of the 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.
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<input type="checkbox"/> difference								
<input type="checkbox"/> unselfish								
<input type="checkbox"/> in the past								

History Overview

	Autumn 1	Spring 1	Summer 1
Year 1	<p>Why do we remember 5th November?</p> <p>Events beyond living memory - Guy Fawkes and the Gunpowder Plot</p>	<p>How should we remember our famous queens? What did Elizabeth II do for us?</p> <p>QUEENS</p>	<p>How has food changed over the last 100 years? What did our great grandparent's and grandparents eat?</p> <p>Changes within Living memory – Food</p>
Year 2	<p>How did the great fire change London?</p> <p>Events beyond living memory – The Great Fire of London</p>	<p>Why should the people of Atherton feel grateful for the achievements of ____? How might life have been different today for women and the working class without her changes?</p> <p>Significant historical events, people and places in their own locality - Local: Emmeline Pankhurst, Florence Nightingale, Rosa Parks, Queen Victoria, Nellie Spindler</p>	<p>How have the lives of children changed since 1914?</p> <p>Changes within living memory – What has changed!</p>
Year 3	<p>Where do the first humans come from?</p> <p>Bronze age</p>	<p>Did life improve in the iron age?</p> <p>Iron age</p>	<p>Key features of Ancient Sumer; Indus Valley and Shang Dynasty. How were the Egyptians different for other ancient civilisations?</p> <p>Ancient Egyptians</p>
Year 4	<p>Can we think thank the Ancient Greeks for anything in our lives today?</p> <p>Ancient Greeks</p>	<p>How did the Romans influence the life in Britain?</p> <p>The Romans in Britain</p>	<p>What happened to Britain when the Romans left?</p> <p>Anglo Saxons</p>
Year 5	<p>Did the Vikings leave an impact on Britain?</p> <p>Vikings</p>	<p>Did the Tudors make Britain better?</p> <p>Tudors</p>	<p>Who were the Mayans and what can we learn from them?</p> <p>Mayans</p>
Year 6	<p>What have the Victorians done for us? How healthy were the people in Atherton (Local History)</p> <p>Victorians</p>	<p>What impact did WW1 have on ordinary people in your local area?</p> <p>WW1</p>	<p>Why do we remember WW2 and how did it change Britain?</p> <p>WW2</p>

History Curriculum



Disciplinary Knowledge

Key features of our knowledge-rich curriculum...



Subject	Features
<h2>History</h2>	<ul style="list-style-type: none"> ❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of: <ul style="list-style-type: none"> ❑ Chronology, from the stone age to 1066 ❑ One study beyond 1066 ❑ Ancient civilizations ❑ Civilizations around 900AD ❑ Ancient Greece
	<ul style="list-style-type: none"> ❑ There are relatively few assessment statements as these knowledge and skills statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
	<ul style="list-style-type: none"> ❑ There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.
	<ul style="list-style-type: none"> ❑ In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.
	<ul style="list-style-type: none"> ❑ When considering pupils' improvement in subject specific vocabulary, see the identified historical specific vocabulary outlined in our bespoke knowledge organisers designed for the children to know and remember

Historical Knowledge and Skills

Chronology & Causation: Disciplinary Knowledge

- To ensure the pupils have a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped Britain and how Britain has influenced and been influenced by the wider world.

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • To appreciate the difference between old and dirty or worn • To know the difference between old and new • To know the difference between long ago and now • To be able to compare old and new objects/ artefacts be able to put up to two artefacts or events in order • To begin to appreciate that their life is different to the lives of people in the past • To understand the past through settings, characters and events encountered in books read in class and storytelling • Use words like yesterday, last week, old and new 	<ul style="list-style-type: none"> • To appreciate the difference between long ago and very long ago • Create a simple timeline to capture recent events • Remember parts of stories they have read or have had read to them which involve memories about the past • Recognise that familiar objects we have today would have been different in the past, i.e., telephone • Begin to appreciate what a timeline is by looking at a time line over the past 10 years • Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after 	<ul style="list-style-type: none"> ▪ Recognise that stories they have read help them understand about the differences that exists between the place they live in and places in the past ▪ Describe memories and changes that have happened in their own lives ▪ Begin to appreciate the difference between long ago and very long ago ▪ Able to point out a few similarities and differences between ways of life at different times ▪ Able to order a few events and artefacts from the recent past ▪ Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time

Historical Knowledge and Skills

Chronology & Causation: Disciplinary Knowledge: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Begin to understand that the past is divided into different named periods of time ▪ Able to use dates to explain British, local and world history ▪ Start using a timeline that identifies different centuries ▪ Use appropriate dates and chronological conventions, e.g., BC, BCE and AD ▪ Put artefacts or information in chronological order from a long time ago ▪ Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore 	<ul style="list-style-type: none"> • To be able to place events, people and changes of British, local and world history on a timeline • To accurately set out different events onto a timeline • To appreciate that some major events in the past caused a major change to the British landscape, e.g., Roman occupation • Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart • Use a timeline in relation to the unit being studied. • Use words and phrases: century, decade • Appreciate that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. 	<ul style="list-style-type: none"> • To have a secure understanding of a British timeline that extends from the Stone Age to the present day • To show a chronologically secure knowledge and understanding of local, national and global history • To be able to tell the story of events within and across the time periods studied • To describe connections, contrasts and trends over short and longer time periods • Order an increasing number of significant events, movements and dates on a timeline using dates accurately; • Accurately use dates and terms to describe historical events; • Know and describe in some detail the main changes to an aspect in a period of history being studied 	<ul style="list-style-type: none"> • To demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world • To identify specific changes within and across different periods over a long period of history • Use timelines to place events, periods and cultural movements from around the world. • Use timelines to demonstrate changes and developments in culture, technology, religion and society. • Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. • Describe main changes in a period in history using words such as: social, religious, political, technological and cultural. • Name date of any significant event studied from past and place it correctly on a timeline

Historical Knowledge and Skills

Historical Enquiry: Disciplinary Knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none">• Ask questions or make remarks about illustrations in a book they are reading which may be set in the past• Begin to recognise that characters in a book they know acted as they did because it was a long time ago	<ul style="list-style-type: none">• Respond to simple questions about the past• Observe and handle artefacts and ask simple questions about the past• Offer an opinion as to why something may have happened in the past and why they know	<ul style="list-style-type: none">• Look carefully at pictures and objects to find information.• Find answers and respond to simple questions about the past.• Choose and select evidence and say how it can be used to find out about the past• Understand some ways we find out about the past• Recognise the importance of basing ideas on evidence• Develop the idea of presenting an idea and raising questions about the past



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Historical Knowledge and Skills

Historical Enquiry: Disciplinary Knowledge: 2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Use a variety of sources to collect information about the past• Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past• Explain that there are different types of evidence and sources that can be used to help represent the past	<ul style="list-style-type: none">• Appreciate the difference between primary and secondary sources of evidence• Use a range of sources to collect information about the past• Construct informed responses about one aspect of life	<ul style="list-style-type: none">• Recognise when they are using primary and secondary sources of information to investigate the past• Select relevant sections of information to address historically valid questions and construct detailed, informed responses• Use a wide range of different evidence to collect evidence about the past• Able to devise questions about change, cause and consequences, similarity, difference and significant people or events in a wider context	<ul style="list-style-type: none">• 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• Investigate own lines of enquiry by posing historically valid questions to answer• Understand the complexity of people's lives in the past and how some societies are different due to changes and challenges at that time

Historical Knowledge and Skills

Historical Significance & Interpretation: Disciplinary Knowledge

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Give a reason for why something has changed between now and the past • Look at or touch objects from the past and comment on appearance • Recognise that the past is different from today 	<ul style="list-style-type: none"> • Identify similarities and differences between different times • Begin to identify and recount historic details from the past from sources e.g. pictures/stories • Begin to understand that an invention can sometime have a positive impact on an artefact we use everyday, for example, television • Able to talk about some people and events that they have studied and give reasons for their actions • Consider the differences between 'long ago' and 'now' 	<ul style="list-style-type: none"> • Begin to question the validity of historical evidence or interpretation. • Appreciate the people in the past who have contributed to national and international achievements • Recount historic details from eye-witness accounts, photos and artefacts • Begin to reflect on the significance of what has been learnt from the past • Develop an awareness of the past and comment on how they found out



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Historical Knowledge and Skills

Historical Significance and Interpretation: Disciplinary Knowledge:

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know that much of what is presented as historical fact is based on limited information • Able to recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied • Start to compare two versions of a past event • Observe and use pictures, photographs and artefacts to find out about the past • Start to use stories or accounts to distinguish between fact and fiction • Explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> • Recognise the impact that bias has on historical events • Know that historical recounts are prone to exaggeration • Look at more than two versions of the same event or story in history and identifies differences • Investigate different accounts of historical events and explain some of the reasons why the accounts may be different • Begin to talk about the impact of a past action on our lives today • Able to talk about similarities and differences between different times in the past according to the periods of history studied 	<ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and censorship • Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past; • Realise that there is often not a single answer to historical questions • Able to discuss trends over time • See the relationship between different periods and the legacy or impacts for people today 	<ul style="list-style-type: none"> • Find and analyse a wide range of evidence about the past • Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • Consider different ways of checking the accuracy of interpretations of the past • Start to know the difference between primary and secondary evidence and the impact of this on reliability • Understand the importance of propaganda and censorship and that they are sometimes necessary • Appreciate that people in the past represent events or ideas in a way that may be to persuade others • Begin to evaluate the usefulness of different sources • Form own opinions about historical events from a range of sources

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History Curriculum



Substantive Knowledge

Historical Substantive Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Within Living Memory	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		Changes in Britain from the Stone Age to 1066, to include the Stone Age to the end of the Iron Age; The Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; The Vikings and Anglo-Saxon struggle for the kingdom of England			
	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents 	<ul style="list-style-type: none"> Know and describe changes in transport over time and suggest reasons for why these changes happened Order modes of transport by age 	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Sources: artefacts (tools), cave paintings, pictures, buildings Know what is meant by hunter gatherers. 	<ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066 Sources: maps, artefacts, paintings, buildings. Know about how the Anglo Saxons attempted to bring law and order to the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today (See Geography document for list of key locations) 	<ul style="list-style-type: none"> Know where the Vikings originated from and can show this on a map Know that the Vikings and Anglo Saxons were often in conflict Know why the Vikings frequently won battles against the Anglo Saxons Know what the Norman conquest was and how it began in 1066 Know that when people invade, they often change an area through the things they leave behind 	
	events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]					

British Chronology

Historical Knowledge and Skills

Substantive Knowledge

	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
				<p>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</p>			
			Beyond 1066			<ul style="list-style-type: none"> Recognise the importance of the civil war I British history Know why the civil war happened Recognise the potential impact the civil war had on Britain today. 	<p><u>The Victorians</u></p> <ul style="list-style-type: none"> Know about life for Victorian children Know about people in cities and the country side Know the difference in the quality of life for rich and poor people. Know how the British Empire affected people in Atherton. Know the reasons behind the Great Exhibition Know how Atherton & Tyldesley has grown since the Romans have left. <p><u>WWII</u></p> <ul style="list-style-type: none"> Know why Britain chose to fight Germany Know how the war changed the lives of children Know how Alan Turing impacted the war. The significance of Pearl Harbour Know how children were educated after WWII Know the five evil giants
Significant People or events	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>						
	<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous, e.g., Mary Seacole or Mary Prince 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous. 					

Historical Knowledge and Skills



Substantive Knowledge

		Year 3	Year 4	Year 5	Year 6
Ancient Civilizations		<p><i>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</i></p>	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p><i>A non-European society that provides contrasts with British history – one in depth study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900</i></p>	
		<ul style="list-style-type: none"> • Know that there were some advanced civilizations in the world 3,000 years ago and know that Britain was not one of them. • An in-depth study of one civilization: the Indus Valley/Ancient Sumer /Shang Dynasty/Ancient Egypt. 	<ul style="list-style-type: none"> • Know who/what/when and where the ancient Greeks were • Know the main characteristics of the Athenians and the Spartans • Know about and can talk about the struggle between the Athenians and the Spartans • Know about the influence the gods had on ancient Greece • Understand the importance of 'debate' in Greek society • Talk about the legacy of democracy left by ancient Greece 	<ul style="list-style-type: none"> • Know who/what/when and where the Mayans were • Know the Mayan belief system was rooted in nature and they had many gods. • Know that Pottery/Clay work: clay tiles from both the Maya has been found and give us evidence of their beliefs. • Know about the impact that an ancient society, the Mayan civilization, had on the world. • Know why they were considered an advanced society in relation to that period of time in Europe 	

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Progression of Vocabulary

Progression of Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Chronology	after around the time of... before days first/second (etc) last long ago months next now past prehistoric present then	very old when yesterday	at the same time (as) BC/AD before I was born CE/BCE century chronological order earlier era later long after long before period since when grandparents were young years (dating system)	age approximate change chronological dates during event millennium more recently originate process several (years) timeline trace while	abrupt accurate cause consequence continuity decline former latter occasion phase seldom trend uncertain	contemporary context diminish dominate enduring epoch inevitable legacy prior subsequent	cumulative decontextualise simultaneous			
Historical concepts	celebrate famous king queen succession transport	ally ancestor conquer defeat democracy empire enemy pioneer victory withdraw	ancient civilisation combat exile govern government invade majority navigate reign republic rule voyage	abolish aristocracy crusade culture descendant dictated dynasty heritage monarchy monotheistic polytheistic principal revolution	conservative crime employ influence mass neutrality progressive propaganda punishment suffrage terrain transport weaponry	civic economy hierarchy mono-cultural multi-cultural persecute prejudice revenue succumb				
Historical language	artefact compare comparison curator event fiction museum non-fiction past photograph research sequence source story tradition	archaeologist connection difference document events excavate people places recording represent similarity strategy technology unearth ways of life	clarify construct epic equivalent folklore historian infer interpret introduce myth legend narrate necessarily opinion organise	population primary source rural saga secondary source survive theme theory tribe urban version	alternative ardent assume campaign characteristic contrast conventional critique develop eventful intricate reliability structure summarise transition	trivial typical unique valid	abundant capacity complex crucial exceptional futile generalise hypothesise impact inform obstacle perspective phenomenon pivotal rigorous	sparse surpass sustain unintelligible verify	analyse appropriate attribute authentic bias characterise controversy corroborate demographic discern doctrine epitomise extrapolate paraphrase plausible	robust stance tertiary