

Whole School History Overview

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The History curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:

The history curriculum is intended, in key Stage 1, to enable children to acquire an understanding of time and of events and people in their and their parents' living memory. It is designed chronologically in reverse. Young children have very little concept of time, so we have devised a curriculum which starts at events in their own personal history and then moves back in decades to their parents' and grandparents' histories. In key stage 1, the aim is for pupils to handle artefacts, listen to first-hand evidence and testimony and to watch video clips to gather information together about the past.

In Key Stage 2, the intent is to follow topics in chronological order so that they can develop a sense of time and how civilizations were inter-connected. The curriculum builds pupils' understanding of time, chronology, how people lived. Historical skills and concepts build progressively across the key stage. We will follow part of the national curriculum but will go past the reign of Edward the Confessor to modern Britain.

Character: History is a pivotal subject that helps our pupils understand who they are. It is from the past that we are able to understand our current place in the world and how that influences our future. History is taught thematically throughout the year so pupils can connect with the past and explore sensitive issues with empathy. We encourage our pupils to ask questions about the past and widen their perspective on historical interpretations. Through our thematic approach we instil a curiosity about the world that existed before them and what responsibility they have in shaping the world they live in now. We engage our pupils in thought-provoking enquires to help build their understanding of themselves and others, which gives them the tools they need to succeed in life.

Competence: Our progressive curriculum enables our pupils to become successful historians. Through inclusive history lessons our pupils are given the foundations they need to make a difference in the world. Engaging enquiries empower our pupils to question, interpret and challenge the past. They engage in a broad, chronological overview of history that builds connections globally, nationally and locally as well as focus on in depth studies to build a deeper understanding of significant historical events that shape our present. By looking at the world through a variety of lenses, pupils will develop their intellectual curiosity and their ability to think critically about the political, social, religious and economic impact of historical events and significant figures. This knowledge is delivered through research-informed practise to ensure all our pupils know more, remember more and understand more. Literacy and numeracy skills are embedded throughout so our pupils can articulate their understanding in a thoughtful and mature way.

Community: Oasis' has a rich history both nationally and globally and we use that to enhance and connect our local areas, as well as give every pupil a real sense of belonging to Oasis' rich history. The history of Oasis enables our pupils to understand that they are part of something bigger. We celebrate the importance of the past through a variety of viewpoints to ensure all our communities are represented and the past is portrayed in an impartial way. We also equip our pupils with the historical skills they need to be able to challenge viewpoints and interpret evidence to form their own historical judgements. By doing this, we know our pupils will be empowered to use the past to inform their actions in the future.

Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Show interest in the past of others. Remember and talk about events in their own lives.	Gunpowder Plot. Great fire of London. People who help us.	Inventions and life before the invention.	Celebrations past and present.	Concept of past and present in a garden's life; in a pet or animal's life.	Holidays on a personal timeline
Year 1	Personal timeline.	The Royal Family's personal history. Idea of a family tree.	Female and male Explorers in the 21 st and 20 th century.	Life in the 1980s – TV, music and computers and toys	Local history from the 1970s	1970s holidays
Year 2	1960s music, TV, and what life was like.	1960s fashion, space race and houses and homes.	Amy Johnson. Emelia Earhart. Transport from 1950s to today.	1950s television, inventions and way of life.	1940s rationing, famous people and key events.	1940s transport and fashion. 1948 Olympics. What was life like in post-war Britain
Year 3	Ancient Egypt. Art and architecture.	Ancient Egyptian rulers, beliefs, education and life.	Ancient Greece and its buildings and city states.	Ancient Greek life, legacy and myths.	Iron Age and its artefacts.	Ancient British tribes such as Celts What was life like in the Iron Age?
Year 4	Imperial Rome: government, beliefs and rulers.	Roman Britain, baths and the Scots	Britain's settlement by Anglo-Saxons and Scots	Local history from the time of the Romans to the Vikings	The Viking and Anglo-Saxon struggle for the Kingdom of England	Kings Canute, Alfred, Egburt and Aethelred. What did the Vikings do for us?
Year 5	The wars of the Roses and the rise of the Tudors. Henry vii and Henry viii	Elizabeth I and the Armada.	The rise and fall of the Aztec empire	The rise and fall of the Inca empire	The Stuarts and the rise of puritanism.	Was England right to execute the King?
Year 6	Georgians. The making of America. Bonny Prince Charlie.	Victoria and key Victorians. How people lived. Her legacy.	Victoria's family. The Russian revolution. The fore ward to war.	The suffragettes, inventions at the start of the 20 th century	The Great War	The treaty of Versailles and the 1920s. What was the impact of the Great War and why do we commemorate it?

Links to Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	2a Place family events/school events in order since 1980.	2a The chronology of transport since 1940, place cars, bikes, trains in order. Link this to different times in their family's history	2a chronology of ancient Greek key events and relative to modern day and birth of Christ, Egyptians,	2a chronology of angles, Saxons, jutes in relation to Greeks, Egypt, romans, modern day. The formation of England and the first monarchs.	2a place the Aztec civilization in order in relation to what was happening across the world	2a. place the events of Darwin's and Mary Anning's life into chronological order against other events in Victoria's reign and linked to the present day.
World History	2a the story of Scott, Shackleton, Amundsen.	2a Emelia Erhart, Claire Francis, Marco Polo, lady Stanhope, sakawacheia, Nelly Bly	2a how Greeks were the dominant civilization, how they traded with Africa and English, Greek influence on the world	2a how England was colonised by German tribes , Scottish invasion from Ireland, Picts, celts,	2a the Aztecs, way of life, games and sport, impact of the Spanish, Montezuma, way of life, food and Aztec words: chili, avocado, chocolate, coyote, peyote, guacamole, ocelot and mescal.	2a how Victorian England spread across the world and created an empire
Abstract Terms	2a past, present, decade, century	2a past, decade, history,	2a City state, state, nation,	2a Invasion, conversion, settlement, kingdom, peasantry,	2a Civilization, conquest, invasion, social, political, tribe, agriculture	2a – era; ancestor, society, empire, parliament
Concepts			2a draw contrasts between different city states, Greece and England in the same time period,	2a cause and effect of the fall of the Romans in Britain, continuity and change,	2a Cause and effect e.g. differences and similarities, write their own structured account and film for a section of a documentary , contrast Europe at the same time as the Aztecs	
Historical Enquiry	2a ask questions of older people about events in the 1980s and 1990s	2a	2a different opinions about the same event or the location of Atlantis, or of events such as the siege of Troy.	2a evidence to support views of artefacts. Interpret sources.	2a Different versions of the same event/person e.g. Montezuma, looking at the same object and construct two different versions,	2a research different discoverers ie Lady Stanhope, Nelly Bly, Jeanne Bare, captain cook, amelia Earhart.
Perspective	2a compare two views of the same event	2a compare two views of the same event	2a write a modern tale with the same moral as a myth. Using their knowledge of the gods, write an alternative myth. Write their views of an artefact form two different perspectives.	2a write their views of an artefact form two different viewpoints. Understand the connections between local and European history.	2a make and write about connections between religious, cultural, military and social history	2a – put Darwin's and Anning's discovery into a world perspective regarding their achievements making connections with other discoveries and voyagers. Similarly, make connections with other researched explorers.

Progression Points against the Core Concepts

An Oasis Academy Clarksfield historian can...

Core Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Three and Four-Year-Olds</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history <p>Children in Reception</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> Understand their own personal timeline so far and begin to recognise the concept of before and after. Use dates where appropriate Place events and artefacts in order on a time line. Label time lines with words or phrases such as: older and newer, before and after. 	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives. Use dates where appropriate Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older, newer, before and after. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. (decade, century, period, era) 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Use dates and terms to describe events. (decade, century, period, era) Use a timeline, along with evidence, to explain areas of significant change in the past 	<ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural) Identify periods of rapid change in history and contrast them with times of relatively little change on a timeline. 	<ul style="list-style-type: none"> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. (using terms such as: social, religious, political, technological, cultural) Use dates and terms accurately in describing events.
Continuity and change	<p>Children in Reception</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc. 	<ul style="list-style-type: none"> Identifying that changes have happened in history that can impact on today – George Stephenson and the development of trains; changes in seaside holidays Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing 	<ul style="list-style-type: none"> Identifying that changes throughout history have had important consequences – development of railways, understanding of the world from Captain Cook etc. Identifying WHY some things have stayed the same throughout history – people living in towns/cities, explorers trying to find new things etc. 	<ul style="list-style-type: none"> Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the continuity and changes to the local area through Ironstone Mining: <ul style="list-style-type: none"> population jobs local significance 	<ul style="list-style-type: none"> Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs 	<ul style="list-style-type: none"> Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs Identifying the continuities and changes of Greek achievements and inventions from then to now through: <ul style="list-style-type: none"> democracy society, entertainment, beliefs 	<ul style="list-style-type: none"> Identifying the continuity and change from Victorian Britain to the modern day through comparison of: <ul style="list-style-type: none"> housing, society, education entertainment Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of: <ul style="list-style-type: none"> housing, society, food, entertainment, beliefs

Children in ReceptionUnderstanding the World

- Identifying that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.

- Identifying that certain events and individuals have had major consequences in history – George Stephenson's developments led to national railways etc.

- Identifying that history can affect the local area, as well as nationally and globally – development of railways and exporting of ideas to other countries

- Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect' – Titanic sinking and health and safety changes made due to it

- Identifying that certain events and individuals have had major consequences in history – Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc.

- Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night

- Identifying specific causes and effects from different periods and beginning to establish links between them – Cook and Patrick's missions for exploration

- Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally

- Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life

- Identifying the causes and effects of industrialisation of Teesside – explaining the local, national and international impacts

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- Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today

- Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)

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- Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.

- Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.

- Identifying that one event can have multiple effects – invasions of Britain by AS and V

- Identifying why Victorian inventors created so many inventions that are still around today

- Identifying the effect of Victorian inventions on today's world as either positive or negative

- Identifying the cause and effect of Spanish explorers on the Maya – positive or negative?

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Diverse overview of world history</p>	<p>Children in Reception</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Understand that historical events happen all around the world. • Locate significant people from the past on a map and on a timeline. • Identify similarities and differences across the events/people studied. 	<ul style="list-style-type: none"> • Describe historical events that have happened around the world. • Recognise that there are reasons why people in the past acted as they did. • Compare and recognise similarities and differences across time periods. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from (time periods tbc) • Describe the social, ethnic, cultural or religious diversity of past societies and compare it to today. 	<ul style="list-style-type: none"> • Explore and compare what was happening around the world at the same time in the periods studied to build a clear picture of world history. • Explore how the beliefs, attitudes and experiences of men, women, children, groups were similar and different in other places and compare it today. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from the past to now. • Compare experiences of the past based on attitudes and beliefs and use it to inform their own understanding of the world today. 	<ul style="list-style-type: none"> • Explore why the major changes in the local community might have happened in relation to the bigger historical picture (nationally or globally) considering cause and consequence. • Understand how people's lived experience of the past influenced future choices and impacts people today.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Investigation</p>	<p>ELG</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Use a range of artefacts, pictures, stories, online sources and databases to find out about the past. • Ask questions about the evidence. Such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use a range of evidence to ask perceptive questions and infer about the past. • Suggest suitable sources of evidence for historical enquiries. 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past and think critically. • Understand that no single source of evidence gives the full answer to questions about the past. • Select suitable sources of evidence, giving reasons for choices. 	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

<p style="text-align: center;">Historical Communication</p>	<p>ELG</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Orally explain a timeline using key words. • Storytelling is used to promote oracy and the idea of passing of time. • Use common words and phrases that relate to the passing of time. 	<ul style="list-style-type: none"> • Orally explain the passing of time through the use of appropriate historical vocabulary. • Understanding is portrayed through drama, written responses, presentations. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to respond to enquiry questions. • Use appropriate historical vocabulary. • Begin to use evidence to support findings. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to respond to enquiry questions. • Use appropriate historical vocabulary to communicate a viewpoint. • Evidence is used to justify opinions. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions. • Use appropriate historical vocabulary to communicate more than one viewpoint. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions • Thoughtful selection and organisation of relevant historical information.
<p style="text-align: center;">Historical Enquiry</p>	<p>ELG</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • Enquiries based around the concept of significance • Understand the words important, hero, change. 	<ul style="list-style-type: none"> • Explore the idea of significance in relation to people, events and places locally, nationally and globally. • Recognise similarities and differences in the periods studied. 	<ul style="list-style-type: none"> • Enquiries based around change and continuity. • Begin to understand the significance these change brought to the historical narrative of the time period both nationally and globally. • Recognise similarities and differences within the same time periods in other places. 	<ul style="list-style-type: none"> • Enquiries based around change and continuity. • Recognise the significance these changes brought to the historical narrative by comparing similarities and differences within the same time periods in other places • Explore different interpretations of events to build a wider perspective of events at the time. 	<ul style="list-style-type: none"> • Enquires around cause and consequence . Begin to question why change happened and what this resulted in. • Explore the relevance of different interpretations of history to get a wider perspective. 	<ul style="list-style-type: none"> • Enquires around cause and consequence. Understand why change happened and what this resulted in. • Use a range of interpretations of the past to give a fair perspective. • Form an informed judgement on past events and consider how these actions may impact their future.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Significance and interpretation</p>	<p>ELG</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> Understanding that some events and people from history are important because they have achieved something or had an effect 	<ul style="list-style-type: none"> Identifying why certain people/events are significant in history – achievements, impact etc. Identifying why some individuals are significant both locally and nationally – George Stephenson – growth of the area, growth of railways nationally etc. Begin to understand what makes someone or something significant - 	<ul style="list-style-type: none"> Identifying why certain people/events are significant in the wider context of history – Captain Cook's voyages and their impact on the rest of the world etc. Identifying that certain individuals and events have had an impact locally, nationally and internationally 	<ul style="list-style-type: none"> Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence 	<ul style="list-style-type: none"> Use Boudicca primary sources to understand that that is one viewpoint and cannot be verified Identify why Boudicca is such a significant individual for both British and Roman British history Identify why interpretation of these sources is critical to our understanding of the past 	<ul style="list-style-type: none"> Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence – change in meaning of the word 'barbarian' 	<ul style="list-style-type: none"> Identifying the significance of Victorian achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now – who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive?
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Using sources as evidence</p>	<p>Children in Reception</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event 	<ul style="list-style-type: none"> Analyse a variety of artefacts/objects to infer about an individual or event – George Stephenson's suitcase Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc. 	<ul style="list-style-type: none"> Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources 	<ul style="list-style-type: none"> Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages 	<ul style="list-style-type: none"> Questioning the validity of sources and contradictions – Boudicca, Tacitus and Cassius Dio Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence 	<ul style="list-style-type: none"> Using sources to interpret viewpoints, including bias – Battle of Thermopylae – Herodotus and Tacitus Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings 	<ul style="list-style-type: none"> Conducting an enquiry about the greatest impact of the Victorians on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification

Vocabulary and communication

- Simple words to describe the passing of time – e.g.
- 'past' 'before' 'now' 'then'

- Using simple phrases and words to describe the passing of time -
- e.g. 'past' 'before' 'now' 'then'
- 'Long ago' 'before I was born' 'changes to now'
- Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'

- Using phrases and words to describe the passing of time -
- e.g. 'past' 'before' 'now' 'then' 'present' 'period'
- 'Long ago' 'before I was born' 'changes to now' 'stayed the same'
- Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'

- Using phrases and words to describe the passing of time -
- e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'
- 'Long ago' 'before I was born' 'changes to now' 'stayed the same'
- Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'

- Using phrases and words to describe the passing of time -
- e.g. 'duration' 'period' 'era' 'concurrent'
- 'during this time' 'previously' 'compared to'
- Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'

- Using phrases and words to describe the passing of time and context of civilisations -
- e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'
- 'the duration of...' 'continuing on from...'
- Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'

- Using phrases and words to describe the passing of time and context of civilisations -
- e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'
- 'the duration of...' 'the narrative of history'
- Using words and phrases to describe events and people from the past – e.g. 'significance' 'discovery' 'invention' 'prosperity' 'causation' 'diversity' 'progression'