

## History Long term plan for Richard Coates CE Primary

### **History from Reception to Year 6.**

|           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 1                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2 | Summer 1 | Summer 2 |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|
| Reception | <b>Early Learning Goal - Understanding the World: Past and Present</b> <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling. (Key texts include: <i>Little Red Hen</i>, <i>Peepo</i>, <i>Dogger</i>, <i>Lost in the Toy Museum</i>, <i>Toys and Games - Then and Now</i>, <i>Once There Were Giants</i>)</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                               |          |          |          |
|           | <p style="text-align: center;"><b><u>Can we be friends?</u></b></p> <p>Text Link - Little Red Hen: old windmills- how to grind corn and making bread - then and now (photos, videos)</p> <p>Farm shop/Pizza/Toy hospital – role play</p> <p>Harvest time - growing and changing</p> <p style="text-align: center;"><b><u>My favourite toys</u></b></p> <p>Toys from the past</p> <p>Exploring old toys and games- objects box</p>                                                                                                                                                                                                                             | <p style="text-align: center;"><b><u>Space Explorers</u></b></p> <p>Amazing astronauts/famous space adventurers throughout recent history- Neil Armstrong</p> <p>Space centre role play</p> <p>Photos of famous astronauts in books</p> <p>New rockets, spacecraft</p> <p style="text-align: center;"><b><u>Traditional tales</u></b></p> <p>Buildings long ago -towers, castlesKings, queens, princes and</p> | <p style="text-align: center;"><b><u>Changes</u></b></p> <p>Observing changes in Living eggs in school</p> <p>Observe their changes from a baby to now.</p> <p>Memories box</p> <p style="text-align: center;"><b><u>Dinosaurs long ago</u></b></p> <p>Dinosaur hunters and explorers role play</p> <p>Moving on to Y1 – Transition Days</p> <p>Voting about favourite books in Reception</p> |          |          |          |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>princesses through stories and songs and photos of our Queen.</p> <p>Old dressing up clothes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
| Vocab  | <p>Old, modern, new, now, before, yesterday, last week, next, after, a long time ago, a very long time ago, change, when my parents/grandparents were children, memories, before I was born, future, same, different, growing</p>                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                         |
| Year 1 | <p><u>The Great Fire of London</u></p> <p>Through a study on the fire of London, the children are introduced to a significant event beyond living memory with national significance. They are introduced to historical sources (Samuel Pepys diary and pictures) as a means for telling us about the past. They learn about cause and consequence and sequencing of events. The children develop their understanding of a significant event (the fire) and its impact (how London changed and was rebuilt).</p> | <p><u>Our Town - Homes, Houses and Buildings - local History</u></p> <p>Children go on a historical walk around Ponteland looking for clues of changes over time and taking photographs. They draw and label a house focusing on old features and new features e.g. – windows, doors, brickwork, decoration. and compare houses built in different eras.</p> <p>Children arrange pictures of homes from the past and today in chronological order.</p> <p>They look at evidence of changes over the years to homes to develop their understanding of change. They talk to people about changes to homes that have taken place over their lifetime from child to parent to grandparent. E.g. outdoor toilet, open fire and use photographs as</p> | <p><u>Significant People - Nurturing Nurses</u></p> <p>This unit will teach your class about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. It asks children to establish what makes a person significant, explores and compares the lives and work of these nurses and considers how these individuals have influenced nursing today.</p> |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | evidence of the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                 |
| Vocab  | Historian, in the past, next, eye witness, history, source, diary, recent, similar, contrast, difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Older, modern, developed, recent, evidence, changes, chronology, museum, then and now, clues                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | National, international, changes, then and now. |
| Year 2 | <p><u>Kings, Queens and Castles</u><br/>Text Link: - Life in a Castle</p> <p>Chronology, significant individuals, comparing and contrasting how people live (clothes people wear)</p> <p>Children learn about monarchy and are introduced to some significant monarchs in British History developing their understanding of chronology and changes over time. They focus on Queen Elizaebth II, comparing her and life for British people during her reign with that of Queen Elizabeth I.</p> <p>Children go further back in time to look at Richard III as a medieval monarch and look at life in and around a castle (This is linked to a</p> | <p><u>Grace Darling</u><br/>Text Link - Grace Darling: The Heroine of the Farne Islands</p> <p>In this unit children learn about local heroine Grace Darling as a significant individual from their own locality.</p> <p>They use sources of evidence to make observations and ask and answer questions about the past and to find out about Grace Darling. They identify key facts and recount events of the night of the rescue sequenced chronologically.</p> <p>Field visit to a lighthouse and workshop on Grace Darling</p> <p>Also covered:<br/><i>Christopher Columbus and Neil Armstrong - a mini unit linked to key</i></p> |                                                 |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | Technology project where children make a model castle with moving parts).                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>texts in English on explorers.</i>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Vocab  | famous, monarch, heir, compare, a long time ago, centuries, decades<br>Monarch, king, Queen, Royal, advisors, castles, drawbridge, moat, knight, lord, lady, jester, portcullis, barbican, battlements, bailey.<br>succession                                                                                                                                                                                                                                                                                        | long ago, lighthouse and lighthouse keeper, Grace Darling, William Darling, Longstone Lighthouse, Queen Victoria, SS Forfarshire, coble, lantern, lighthouse, reward, memorial, local heroine, chronological order, commemorate, significant, evidence |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Year 3 | <u>Stone Age to.....Iron Age</u><br><br>Text Link: Read Stone Age Boy<br><br>Children are introduced to the idea that people have been living in Britain for a very long time. They will look at who were the first people to live in Britain and learn about the changes that occurred between the early and middle Stone Age [Mesolithic Times] and then to the Bronze Age and Iron Age – a period of over 10,000 years! Children will recognise the continuities too between these ages e.g. there is very little | Also covered:<br><i>English text link unit on Ancient Egypt and Tutankhamun (Guided reading text)</i>                                                                                                                                                  | <u>The Roman Empire</u><br><br>Through this topic children learn about the Romans and they grew from a city to an Empire. They learn about the Romans in Britain, when they invaded and why, their legacy and impact on society. They learn about the Romans invasion into Britain, resistance and Queen Boudicca.<br>Children then focus on local History using local Roman sites such as Hadrian's Wall, Vindolanda, Segedunum.<br>In this unit children's understanding of how our knowledge of the past is |

|       |                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                    |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | <p>change in houses, house-building or settlement size until well into the Iron Age. They consider the impact on using metal and the changes this led to including farming and trade. Children learn the importance of archaeological evidence as a way to learn about the past. Stonehenge, Skara Brae</p> |  | <p>constructed from a range of sources (including archaeological and written sources) is developed, along with their Historical interpretation skills.</p>                                                                                                                                                                                                                         |
| Vocab | <p>Archaeology Iron Age Forts Farming, culture, BC, AD, farming, trade, developments, evidence , period of time, chronology, change, settlement, "age", trade</p>                                                                                                                                           |  | <p>Calendar, worship, timeline, conquer/conquest, law, myths, trade, economy, garrison, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, legacy, ancient. Hadrian, empire, taxes, conquer</p> |

|        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4 |  | <p><u>Anglo Saxons Kings and Viking raiders</u></p> <p>Following their study of the Romans, Children develop further their understanding that people from other societies have been coming to Britain from other places in the world for a long time. They learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links are made with other societies that contributed to the formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. They look at viking raids and the influence the Vikings have had on our culture today. It also aims to show that the Anglo-Saxons did not exist in isolation but interacted with others</p> | <p><u>The Shang Dynasty of Ancient China - An in depth study of the achievements of the earliest civilizations.</u></p> <p>This unit is structured around a series of sequential history enquiries using evidence of the Shang Dynasty in China from the tomb of Fu Hao, dated around 1250 BC and discovered in 1976.</p> <ol style="list-style-type: none"> <li>1. When and where did the Shang live?</li> <li>2. What was found in Fu Hao's tomb?</li> <li>3. What does this tell us about life in Shang times?</li> <li>4. What do we still need to know and where might we find the answers to our questions?</li> <li>5. How important was Fu Hao?</li> </ol> <p>Finding out when and where the Shang lived helps children consolidate their understanding of the history of the wider world, and see where they fit in relation to other history topics studied. They look closely at how an archaeologists work and learn about archeological digs.</p> <p>This topic helps children understand</p> |
|--------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |                                                                                                  |                                                                                                                                                |
|--|--|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | around the world. Children learn about Anglo-saxon laws and justice. sources                     | how history is constructed from evidence and helps them develop an understanding of what we mean when we talk about an 'ancient civilisation.' |
|  |  | succession, invasion, power, monarchy, settlements, legacy, etymology, influence, society, reign | ancient civilisation, archaeologists, evidence, opinion, impact, dynasty, emperor, control, succession, community                              |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Year 5</p> | <p><u>World War II and the Blitz - Significant turning point in British History</u></p> <p>In this unit children consider the context and significance of the Blitz and events leading up to it. They explore similarities and differences between locations affected by the Blitz in their locality and comparable events experienced by Britain's enemies. They answer historical questions, select and organise historical information through the following enquiry questions</p> <p>1: How significant was the blitz?<br/> 2: World War 2: Whose War? (The children should develop a coherent narrative of the war including a British and world dimension - commonwealth)<br/> 3: What was the impact of World War 2 on people in Britain such as children and women? (The children should understand how our knowledge of the impact of the war is constructed from a range of sources).<br/> 4: How well does a fictional story tell us what it was like to be an evacuee? (Children should</p> | <p><u>Ancient Greece</u></p> <p>In this unit, children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> | <p><u>Local History: Inventors</u><br/> George Stephenson / transport link</p> <p>This unit of work teaches children about George Stephenson as a significant individual in history, his achievements and the impact that he had locally, nationally and internationally. The overarching theme is to understand why Stephenson was such a significant figure and leads to the final enquiry of the children explaining this.</p> |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|       |                                                                                                             |                                                                                                  |                                                                                                                                                             |
|-------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|       | understand how our knowledge of the impact of the war is constructed from a range of sources)               |                                                                                                  |                                                                                                                                                             |
| Vocab | Nazi, invasion, impact, role of women, evacuee, Hitler, defense, war, raids, sources, propaganda, narrative | Knowledge, philosophy, society, democracy, governing, laws, influence, legacy, mythology, facts, | industrial, impact, society, transport significant, development, achievement, impact, local, national, international, early locomotive, primitive, research |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6 | <p><u>The Titanic:</u><br/> Story and history of the Titanic<br/> Why was the Titanic significant?<br/> Identify primary and secondary sources and determine their reliability. Ask inquiry questions based on sources<br/> To investigate the people on board - why were they on the Titanic?<br/> What life was like on board for the different classes.<br/> Express their own opinion and use evidence to back it up.</p> | <p><u>The Kingdom of Benin</u><br/> This unit provides children with the opportunity to look at Benin, a non-European society which is very different from their own. The arrival of the Eweka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day. The children will make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition.</p> |  | <p><u>The Victorians:</u><br/> An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066<br/> (Visit to Beamish)</p> <p>Children can be introduced to the idea that educating children has a long history with many changes over time, sometimes with turning points and significant developments. This unit examines some ideas about change, e.g. the pace and nature of change, the impact of change and continuity. It draws upon content from other units to allow some comparison and introduces pupils to a variety of sources that allow them to evaluate these changes over a long period of time. It is designed to enable pupils to understand broad sweeps of history in a meaningful way<br/> This unit is structured around three history enquiries:<br/> 1. What do the sources tell us about the way education has changed?<br/> 2. How much would you have enjoyed going to schools in the past? 3. Did education help everyone?</p> |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                |                                                                                                               |  |                                                                                 |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------|
|  | <p>Society, class, migration and immigration, pull factors, new world, consequences, cause, sources of evidence - primary and secondary, inquiry, heritage</p> | <p>merchants, rulers, Ogiso, Oba, Edo, animists, warriors, culture, legends, rulers, kingdom, constructed</p> |  | <p>Interpretation, industrialisation, monarch, class, society, urbanisation</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------|