



History



Statement of Intent for History

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Tewkesbury C of E Primary our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

What does this look like?

Skills development will be built up throughout their time at Tewkesbury, ensuring that historical skills are taught alongside new knowledge, whilst ensuring conceptual threads are woven into the curriculum. Throughout the year groups, threads are revisited to build the bigger picture in terms of change over time within society and development of knowledge. We want children to recognise causes and consequences of actions and developments over time. Children need to make sense of new learning chronologically and find out where it fits in the bigger picture, not necessarily by teaching the curriculum in chronological order in order to understand when historical events occurred, be able to compare significant events and eras and be able to have a bigger sense of understanding of world history. These will be an intrinsic part of each topic as they will support children to create links and deepen their understanding of what went before and after.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Tewkesbury C of E and do not just learn a series of facts about the past. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; skill that will help them in their adult life.

Impact:

By the time the children leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics

We know this happens in our school when:

1. We are excited by and understand the concept of history.
2. We see ourselves as historians, asking questions, investigating/researching, weighing up information and coming to their own conclusions based on historical knowledge.
3. We can be creative, curious and accurate with our historical evidence and research.
4. We can make connections between history and other topics e.g. science.
5. We are encouraged to debate our ideas whilst supporting our points with evidence and refining our lines of enquiry
6. Our lessons are engaging and creative to encourage children to all achieve and progress in History.

History			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3 /4 year olds: <u>Communication & Language (CL) links:</u> - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmmed' for 'swam'. <u>Mathematics (M):</u> - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' <u>Understanding of the world (UW)</u> - Begin to make sense of their own life-story and family's history. <u>Reception</u> <u>CL links:</u> - Describe events in some detail.	(End of Reception Assessment point) <u>Communication & Language links:</u> - Express their ideas and feelings about their experiences using full sentences, <u>including use of past</u>, present and future tenses and making use of conjunctions, with modelling and support from their teacher. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>UW: Past and Present</u> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences	Over their time in Pre - School <u>Autumn Term:</u> Marvellous Me – - Learning about their daily routine – using visual cards to support them. Talking about what they have done earlier or on previous days. - Make connections between features of their families and those of others and they talk about who they live with and people who are special to them. - Explore pictures of their special people (family) and look at different ages / members of their family. Celebrations, Stories and Rhyme Time– - Begin to look for changes in the season and notice what happens in the environment in Autumn / winter over time – talk about the changes noticed. - Talk about their experiences over time – recall events from their weekend such as Bonfire night. - Learn about different festivals and celebrations such as Christmas and talk about family traditions and ways they celebrate. <u>Spring Term:</u> Talk about their experiences over Christmas holiday – recall events and experiences.	Reception <u>Autumn Term:</u> - Look at how they have changed over time. - Compare what they could do as a baby to what they can do now and what they will be able to do in the future - Answer the question “Who is in my family?” and talk about the members of their immediate family. - Comment on photos of their family – naming who they see and of what relation they are to them. - Explain to others what they do with their family and places they have been. - Explore what makes a family, specifically the different types of families - Explore different festivals and family traditions (i.e. Bonfire Night, Christmas, Diwali, etc.) - Talk about what they have done for Christmas with their families in the past. - Investigate how Christmas is celebrated in different countries. <u>Spring Term:</u> - Explore Chinese New Year and how it is celebrated

<u>UW</u> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	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. UW: People, Culture and Communities • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.	• Explore Winter – exploring signs of winter in the environment and using their senses to explore the cold and ice/frost. On the Move – • Talk about their journey to Pre - School and recall what they see on their way. Look at photographs of their journey. <u>Summer Term:</u> Down in the Garden – • Learn about the life cycle of a bean. Children to plant a bean and observe the changes that occur over time. • Learn about the life cycle of a frog and explore first-hand the changes that happen over time (frog spawn observation station if applicable). Dream Big: People Who Help Us (transitions) – • Learn about the roles of others in our local environment and how they help them. • Look again at oral hygiene and how we can look after our teeth. Visit from a dentist and recall what they have learnt. • Look back at their time in Pre – School (looking at learning journals and photographs). Children to recall events and experiences.	• Explore family traditions for Easter and compare them to how it is celebrated around the world. • Explore where we live and how it looks different now vs. the past • Compare their homes to those in another country • Explore how life “a long time ago” compares to life today • Compare household objects from the past and now • Explore castles. Do our homes look like castles? Are there some castles in the present? <u>Summer Term:</u> Amazing Adventures – • Investigate how people explored the world in the past and now • Make predictions on how people may explore the world in the future
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Year 1 – History			
	Autumn Stomp, Chomp, Roar	Spring Once Upon a Town	Summer Oh I Do Like to be Beside the Seaside
Key Questions	Who is Mary Anning and why is she remembered today? When did Mary Anning live? What are fossils? What was a prehistoric animal? What were the strange sea creatures? How did Mary Anning learn about fossils? When did Dinosaurs live? How did the dinosaurs become extinct? What is a paleontologist and how do they find out about dinosaurs? How does Mary Anning compare to a modern paleontologist? What can fossils tell us about life in prehistoric times?	No History taught this term	How has the seaside changed over time? (entertainment / clothes / travel) What did people wear at the seaside? What did people change in at the seaside? What types of entertainment were around 100 years ago compared to 50 years ago and today? What foods do people eat at the side compared to foods you get at the seaside today? What does chronological order mean? What does within living memory mean?
National Curriculum	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 (Mary Anning)	No History taught this term	- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally

Skills Grid	Lifestyles of people in the past Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc. Finding Out about the past (enquiry) • Talk about and describe artefacts from the past and present. • Ask and answer questions about the past • Find out about the past from a range of different sources. Finding Out about the past (enquiry) • Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. • Place objects and events within experience, in time order.	No History taught this term	Finding Out about the past (enquiry) • Talk about and share experiences of the past and present. • Talk about and describe artefacts from the past and present. • Ask and answer questions about the past • Find out about the past from a range of different sources. Finding Out about the past (enquiry) • Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. • Talk about my own life and those of people I know. • Place objects and events within experience, in time order. Historical Events • Talk about events in my life and the lives of people I know.
Key Vocabulary	Paleontologist Fossilisation / fossils Pre-historic Extinct Georgian era memory long ago	No History taught this term	within living memory beyond living memory past artefacts bathing machine chronological photograph

Year 2 - History			
	Autumn Victorians	Spring Lost in London	Summer Eco Warriors
Key Questions	Would you like to live in Victorian Times? Who was Queen Victoria? What do you know about Queen Victoria? Who was Florence Nightingale? What was life like for Florence Nightingale? What can we learn from these artefacts linked to the Victorian Times? What were schools like in Victorian times? What Christmas Traditions link to Queen Victoria?	What was the Great Fire of London (GFOL)? Why is the GFOL so significant? Where did the GFOL start? When did the GFOL start? How did the GFOL start? How far did the fire spread? What happened during the GFOL? How long did the GFOL last? Can you place the events in order?	
National Curriculum	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 (<i>Queen Victoria, Florence Nightingale and Mary Seacole</i>).	Events beyond living memory that are significant nationally or globally (<i>Great Fire of London</i>).	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (More environmentally friendly).

Skills Grid	<u>Finding out about the past enquiry</u> • Compare aspects of the present with the past and describe simple similarities and differences (nursing/hospitals now and then). <u>Finding about the Past</u> • Talk about events, places and people beyond living memory (Queen Victoria and Florence Nightingale) • Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Place objects, people and events beyond own experiences in time order. <u>Historical Events</u> • Talk about events and the lives of people beyond living memory. <u>Lifestyles of people in the past</u> • Talk about similarities and differences between my life and that of others. • Describe similarities and differences between the lives of people. <u>Significant historical people</u> • Talk about important people beyond living memory using a range of historical vocabulary. (Queen Victoria and Florence Nightingale). •	<u>Finding about the Past</u> • Talk about events, places and people beyond living memory. • (Great Fire of London and Samuel Pepys). Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. • Place objects, people and events beyond own experiences in time order. <u>Historical Events</u> • Talk about events and the lives of people beyond living memory. <u>Lifestyles of people in the past</u> • Talk about similarities and differences between my life and that of others. • Describe similarities and differences between the lives of people. <u>Significant historical people</u> • Talk about important people beyond living memory using a range of historical vocabulary (Samuel Pepys).	<u>Finding out about the past enquiry</u> • Give reasons for and describe changes that have taken place within living memory (reasons for green spaces etc).
Vocabulary			

Year 3 - History			
	Autumn Savage Stone Age	Spring Romans – Veni, Vidi, Vici!	Summer Rainforest Rangers
Key Questions	• <i>Ages Ago!</i> • <i>When was the Stone Age?</i> • <i>Over what period of time was it?</i> • <i>Why was it called the Stone age?</i> • Survivors: • What was life like in Prehistoric Britain? • How did they survive? • What did they do to keep warm? • What did they eat? • What objects did they use to survive? • Evidence & Art: • <i>How did people communicate in prehistoric (before writing) times?</i> • <i>What are cave paintings and why were they important to the Stone Age civilisation?</i> • <i>What equipment did they use to draw and paint?</i> • <i>How did they create images in the caves?</i> • <i>Where are the Lascaux caves (look at the 'First Painting' book)?</i> • <i>How were the caves discovered?</i> • <i>What clues can we get about how people lived back then from the Lascaux caves?</i>	• Look at Bredon Hill & Malvern – British Camp (and Midsummer Hill) as local examples of Hillforts in the Iron Age & then Roman Hillforts. • <u>Iron Age (after following the Stone into the Bronze Age last term):</u> • Who were the Romans? • How did the Romans rule? • When and where did the Romans invade Britain? • What was the impact of the Roman Empire? • Why was the Roman army so successful? • What was life like in Britain during Roman times (Iron Age through invasions)? • What are the Roman legacies? • Who were Roman soldiers? • Who was Claudius? • What was life like for a Roman soldier? • What benefits did they have from being part of the army? • From the Iron Age to the Romans! • https://www.bbc.co.uk/wales/celts/factfile/ • Using the Iron Age/Celtic model village made last term, children will be asked to fortify their village as there are rumours of invasion from the most powerful fighting force in the world: The Roman Empire!	

		• Research, design and make defences for the Iron Age Village. • Will they be able to defend their island? Their village and homes? • <u>The Colosseum, Gladiators, Charioteers and the Circus Maximus</u> • What did Romans do for entertainment? • How did they entertain themselves?	
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National Curriculum	A study of an aspect in British history that extends pupils chronological knowledge beyond 1066 History - Skara Brae (Stone Age) Changes in Britain from the Stone Age to the Iron Age - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture	- Iron Age hill forts: tribal kingdoms, farming, art and culture The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - a local history study: Bredon Roman Legionary/soldier related: History: Finding out about the past: - Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. - Use key evidence to support judgements and reasoning made about aspects of the past - Talk with increasing accuracy and detail about events, places and people beyond living memory. Historical Events - Talk about and describe, in simple terms features of key events and people in the past.	
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Skills Grid	Finding out about the past (Enquiry) • Use simple sources of information such as artefacts, photos and books to answer simple questions about the past. • Use key evidence to support judgements and reasoning about aspects of the past. Finding out about the past (Chronology) • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Use an increasing range of historical terms to describe the passage of time • Place a range of objects, people and events beyond experiences in time order. • <i>Lifestyles of people in the past</i> • Talk about and describe the home and the way people lived. • Describe and give reasons for similarities and differences between the lives of people • Describe the changes and differences in lifestyle in the past and present. • Describe and give reasons for similarities and differences between the lives of people and lifestyles in the past and present • Prehistoric • Use an increasing range of historical terms to describe the passage of time, • e.g. modern, recent, long ago, older etc. • Prehistoric • Ask and answer questions about an archaeological site. • Lascaux Caves • Talk with increasing accuracy and detail about events, places and people beyond living memory. • Prehistoric	• Use simple sources of information such as artefacts, photos and books to answer simple questions about the past • Describe and give reasons for similarities and differences between the lives of people and lifestyles in the past and present • Iron Age Britain, Celts & Romans • Use an increasing range of historical terms to describe the passage of time, • e.g. modern, recent, long ago, older etc. • Ask and answer questions about an archaeological site. • Romans – Rome: Colosseum & Circus Maximus • Place a range of objects, people and events beyond own experiences in time order. • Talk about and describe, in simple terms features of key events and people in the past. • Compare similar events from the present and past. • Talk about the impact of events on the lives of the people of the time. • Talk about and describe events in the life of a well-known historical person. • Boudicca • Describe key events in their life from a range of sources of information. • Romans	
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	• Use key evidence to support judgements and reasoning made about aspects of the past. • Prehistoric • Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. • Prehistoric		
Vocabulary	Stone age, bronze age, iron age. Stone Age, Paleolithic, Mesolithic, Stone, Flint, Cave, Shelter, Warmth, Survival, Food, Hunter, Gatherer, Fire, Kindling, tools, weapons, pre-historic, water filter, shelter, jewellery.	HILLFORTS Forts, fortify, defend, defence, defensive, Iron Age, Hillfort, Roundhouse. ROMAN SOLDIER Roman, soldier, Legionary, invasion, invaders, settlers, community, uniform, Rome, king, emperor, senate, senator, republic, empire, expansion, conquer, Celt, ruling. BOUDICCA See spellings for home: Rebel, rebellion. Warrior Queen, Leader, Iceni Tribe, occupation, occupy, rule, rulers, divide, conquer, Battle of Watling Street, Chariot, cavalry, formation, tactics	

Year 4 – History			
	Autumn Tomb Raiders	Spring Secrets of the Saxons	Summer Extreme Earth
Key Questions	How was life in the ancient Egyptian times similar and different to our lives now? What were some of the major achievements of the ancient Egyptians?	When did the Anglo-Saxons live? What impact did the Anglo-Saxons have on life in Britain today? Who were the leaders Alfred the Great and Athelstan? What was the Battle of Hastings?	What significant natural disasters have occurred in recent history?
National Curriculum	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	Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	
Skills Grid	● Use a range of information to ask and answer questions about the past. ● Use interpretations, pictures and written sources to build a picture about the past, talking about negative views/accounts. ● Describe features of historical events beyond living memory. ● Compare and contrast the ways of life of people from different	● Use a range of information to ask and answer questions about the past. ● Give reasons why people's account of the same event may be different. ● Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666. ● Describe how the past has been divided into different periods of time. ● Use the terms BC and AD to locate dates of invasion and occupation.	N/A

	historical periods. ● Compare and describe features of life now and in the past beyond living memory. ● Describe and give reasons for the changes and differences in lifestyle in the past and present. Explain and give reasons for events in the present and past	● Use interpretations, pictures and written sources to build a picture about the past talking about negative views/accounts. ● Explain reasons for placing objects, people and events in a particular order. ● Describe features of historical events beyond living memory. ● Identify common themes and features. ● Explain and give reasons for events in the present and past. ● Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale. ● Identify and describe key events in their life from a range of sources of information. ● Talk about and give reasons for the actions of, and events in the life of a well-known historical person ● Compare and contrast the ways of life of people from different historical periods. ● Compare and describe features of life now and in the past beyond living memory. Describe and give reasons for the changes and differences in lifestyle in the past and present.	
Vocabulary	Shadufs Pharaoh Scarab Beetle Sarcophagus River Nile Canopic Jars Pyramids Egyptian Gods	Invasion Edward the Confessor Harold Godwinson Harald Hardrada Athelstan... William the Conqueror/Duke of Normandy. Angles, Saxons, Jutes Battle of Hastings Battle of Stamford Bridge	Pompeii Mount Vesuvius

Year 5 - History			
	Autumn It's all Greek to me!	Spring We have Lift Off!	Summer Roses, Rivers, Religion
Key Questions	Who were the Ancient Greeks and what was their daily life like? Was it their legacy?	How has space exploration developed throughout the 20th Century? Who were the significant people involved in space exploration?	What was the War of the Roses? How did monks live their lives?
National Curriculum	Ancient Greece – a study of Greek life and achievements and their influence on the western world	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, e.g. a significant turning point in British history, for example, the first railways or the Battle of Britain???	A local history study. A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Skills Grid	• Answer questions about the past selecting information from a wide range of sources. • Identify different ways in which people have represented and interpreted the past, looking at negative views also. • Talk about and give reasons for an event being interpreted in a range of different ways. • Describe the key characteristics and features of a range of different periods of history. • Describe changes that have taken place within and across historical periods. • Use historical terms effectively to describe periods within history. • Place civilisations and events on a timeline showing an understanding of the terms BC and AD.	• Talk about and give reasons for an event being interpreted in a range of different ways. • Talk about and give reasons for an event being interpreted in a range of different ways. • Describe the key characteristics and features of a range of different periods of history. • Describe changes that have taken place within and across historical periods. • Use historical terms effectively to describe periods within history. • Talk about the impact of events on different groups within society at that time • Compare and describe the features and characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc. • Compare and analyse the factors that	• Talk about and give reasons for an event being interpreted in a range of different ways. • Talk about and give reasons for an event being interpreted in a range of different ways. • Describe the key characteristics and features of a range of different periods of history. • Describe changes that have taken place within and across historical periods. • Use historical terms effectively to describe periods within history. • Place civilisations and events on a timeline showing an understanding of the terms BC and AD. • Describe a range of different features of key historical events. • Talk about the impact of events on different groups within society at that

	- Describe a range of different features of key historical events. - Talk about the impact of events on different groups within society at that time - Compare and describe the features and characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc. - Compare and analyse the factors that caused change in the past. - Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine. - Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria. - WW2 leaders/ Edward 4th/Neil Armstrong - Compare and contrast a range of information about a significant historical person.	caused change in the past. Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria. - WW2 leaders/ Edward 4th/Neil Armstrong Compare and contrast a range of information about a significant historical person.	time - Compare and describe the features and characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc. - Compare and analyse the factors that caused change in the past. - Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria. - WW2 leaders/ Edward 4th/Neil Armstrong Compare and contrast a range of information about a significant historical person.
Vocabulary			

Year 6 - History			
	Autumn Friend or Foe	Spring Inspirational Inventors	Summer Around the World in 80 Days
Key Questions	<u>Outbreak of the war</u> - What factors contributed to the outbreak of World War II? - Which countries were involved in World War II? - Which countries were allies and which were axis? - How did Britain prepare for the war? <u>Evacuation</u> - What was the government evacuation scheme? - What items did children need to pack to be evacuated? - What experiences did evacuated children have? Why did the media portray their time separated from their parents as a positive experience? <u>Rationing</u> - What items were rationed during the war and why? - Can we order these items chronologically in order of rationing? <u>Battle of Britain</u> - What was the Battle of Britain? - Why was it a significant event in World War II? - Which areas of the UK were targeted by the Germans during this battle?	No history taught in this unit.	No history taught in this unit.
National Curriculum	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Battle of Britain).	No history taught in this unit.	No history taught in this unit.

Skills Grid	• <i>Select, combine and present information from more than one source.</i> • <i>Make a reasoned judgement about the validity of the different representations of the past, taking into account negative views.</i> • <i>Describe and analyse the impact of change within and between periods in the past.</i> • <i>Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods.</i> • Describe features of past events and make links between them (The Battle of Britain & The Blitz). • Support evaluations with a range of evidence from a range of sources. • Compare and contrast distinctive features of past societies.	No history taught in this unit.	No history taught in this unit.
Vocabulary	<u>Outbreak of War</u> causes Treaty of Versailles appeasement dictator invasion Fuhrer allies axis neutral Munich agreement evacuees propaganda voluntary. <u>Battle of Britain</u> invasion, armistice, occupy, dogfight, aerial combat. Other key words identified on Magpie mats,	No history taught in this unit.	No history taught in this unit.