**Progression in Knowledge and Skills: Collins Connected History – Key Stage 1**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***What does it take to be a great explorer?*** | ***Who is the greatest history maker?*** | ***Why was Charles sent to prison?*** | ***Why do we know so much about where Sappho used to live?*** | ***How do our toys and games compare with those of children in the 1960s?*** | ***Why is the history of my locality significant?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)*** | Changes within living memory  Events beyond living memory  Lives of significant individuals | Events beyond living memory  Lives of significant individuals | Events beyond living memory | Events beyond living memory | Changes within living memory  Lives of significant individuals | Events beyond living memory  Lives of significant individuals  Significant events, people and places in locality |
| ***Disciplinary knowledge***  ***Historical techniques –***  ***source threads*** | Photographs Maps  Letters and telegrams Films – Pathe News  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings | Photographs Maps  Letters and telegrams Films – Pathe News  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artefacts, Book extracts  Statues, sculptures, monuments | Photographs Maps  Letters and telegrams Films – Pathe News  Book extracts, posters, newspapers  Paintings, portraits, prints, drawings  Statues, sculptures, monuments | Artefacts Photographs  Artist reconstructions, Maps  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments | Artefacts Photographs  Films – Pathe News and modern  Book extracts, posters, newspapers  Paintings, portraits, prints, drawings  Statues, sculptures, monuments | Photographs Maps  Films – Pathe News Artefacts  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils  develop their understanding of significant people, places and events in the past ***using basic subject vocabulary*** through ***identifying, selecting, describing*** and ***sequencing*** information from a variety of historical sources to ***compare and contrast*** and ***offer reasons*** for how and why people lived and behaved at different times in the past, and why significant historical events or changes occurred the way they did. | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms)*** | Continuity Significance  Similarity and difference Sources | Significance Chronology  Similarity and difference Sources | Continuity Causation  Similarity and difference Sources | Change Causation  Sources Empathy | Change Continuity Significance Chronology  Similarity and difference  Sources | Causation Significance  Sources Chronology |
| ***Substantive Concepts threads (also specialist vocabulary and key terms)*** | Exploration Empire  Monarch Slave  Trade New World Equality Government | Empire Monarch  Equality Parliament  Government Conflict  Medicine Country  Power | Crime Conflict Punishment Empire  War Power  Military Country | Trade Empire  Slave Power  Conflict Hazard | Monarchy Transport  Exploration Technology  Leisure Medicine  Entertainment Government | War Conflict  Crime Punishment  Empire Monarchy  New World Power |
| ***Additional specialist vocabulary and key term threads*** | Expedition Indigenous  Voyage Conquer  Timeline Pioneer  Navigate Mission  Motive Space race | Famous Infamous  Commemorate Chieftain  Pharoah Pirate  Privateer Discrimination  Prime Minister Treason  Accomplishment Conspirator | Western Front Cypher  Communication Decode Reconnaissance Code  Commemorate Aristocrat  Patriotic Memorial  Invasion Allies | Primary evidence Artefact  Secondary evidence Remains  Reconstruct Preserved  Archaeologist Unearthed Archaeology Excavate  Depiction Pyroclastic  Emperor Infer | Chronological Modern  Decade BC  AD Century  Millennium Timeline  Artefact Invention  Commemorate Historian  Memorable Significant | Privateer Pirate  Artefact Archaeologist  Moor Cavern  Neanderthal Voyage  Hunter-gatherer Manoeuvrable  Circumnavigate Emperor |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Key Stage 1**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***How did people enjoy themselves at London frost fairs?*** | ***Why do we know so much about what happened in the Great Fire of London?*** | ***Why did Delia buy a new hat?*** |  |  |  |
| ***Substantive Knowledge Programmes of study threads (see enquiry Medium Term Plan and Learning Organiser for details)*** | Events beyond living memory  Lives of significant individuals | Events beyond living memory  Lives of significant individuals | Events beyond living memory |  |  |  |
| ***Disciplinary knowledge***  ***Historical techniques –***  ***source threads*** | Artefacts Photographs  Letters and telegrams Maps  Films – Pathe News and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments | Artefacts Photographs  Letters and telegrams Maps  Films – Pathe Newsreels and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments | Artefacts Photographs  Letters and telegrams Maps  Films – Pathe News and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments |  |  |  |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils  develop their understanding of significant people, places and events in the past ***using basic subject vocabulary*** through ***identifying, selecting, describing*** and ***sequencing*** information from a variety of historical sources to ***compare and contrast*** and ***offer reasons*** for how and why people lived and behaved at different times in the past and why significant historical events or changes occurred the way they did. | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms)*** | Continuity Causation Significance Sources  Similarity and difference | Change Causation Significance Chronology  Similarity and difference Sources Empathy | Change Continuity  Causation Significance  Similarity and difference Sources Chronology Empathy |  |  |  |
| ***Substantive Concept threads (also specialist vocabulary and key terms)*** | Monarch Country  Entertainment Leisure  Society Settlement  Social class Climate | Monarch Settlement  Social class Climate  Religion Hazard | Empire Monarchy  Social class Society  Transport Edwardians  Migration Poverty  Industrial Revolution Wealth |  |  |  |
| ***Additional specialist vocabulary and key term threads*** | Timeline Souvenir  Primary evidence Spit  Secondary evidence River  Commemorate Diarist  Booth Tavern Goldsmith Huffing Trinket Carnival | Timeline Reliable  Primary evidence Brigade  Secondary evidence City  Commemorate Trustworthy  Extinguish Insurance  Living standards Firebreak  Sporadic Reconstruct  Redesign Militia  Reticence Compensation | Timeline Voyage  Primary evidence Period  Secondary evidence Era  Commemorate Aristocrat Working class Emigrant  Living standards Immigrant  Maiden Disaster  Maritime |  |  |  |

**Progression in Knowledge and Skills: Collins Connected History – Lower Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***How did life change for Ancient Britons during the Stone Age?*** | ***What is the secret of the standing stones?*** | ***How do artefacts help us to understand the lives of people in Iron Age Britain?*** | ***How did the arrival of the Romans change Britain?*** | ***Who were the Anglo Saxons and how do we know what was important to them?*** | ***What did the Vikings want and how did Alfred help to stop them getting it?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details)*** | Changes in Britain from the Stone Age to the Iron Age | Changes in Britain from the Stone Age to the Iron Age | Changes in Britain from the Stone Age to the Iron Age | The Roman Empire and its impact on Britain | 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 |
| ***Disciplinary knowledge***  ***Historical techniques –***  ***source threads. High-lighted red – established during Key Stage 1*** | Artefacts Photographs  Maps  Book extracts, posters, newspapers  Artist reconstructions  Statues, sculptures, monuments | Artefacts Photographs  Maps  Book extracts, posters, newspapers  Artist reconstructions  Statues, sculptures, monuments | Artefacts Photographs Maps  Book extracts, posters, newspapers  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments  Tabular and graphical data | Artefacts Photographs Maps  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments | Artefacts Photographs Maps  *Book extracts, posters, newspapers*  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments  Stained glass | Artefacts Photographs Maps  Films – Pathe News and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments  Stained glass |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils demonstrate a more nuanced understanding ***using more sophisticated subject vocabulary*** of significant people, places, situations, changes and events of British history through ***synthesising*** relevant information from a broad range of historical sources to ***explain******through more informed responses*** how and why people lived and behaved at particular times in the past making meaningful links between them. | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1*** | Change Continuity  Causation Significance  Similarity and difference Sources Chronology | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1*** | Society Agriculture  Settlement Economy  Tribe Trade  Migration | Society Agriculture  Settlement Economy  Tribe Trade  Technology Power  Social class | Society Agriculture  Settlement Economy  Tribe Trade  Peace War  Conflict Religion  Natural resources | Society Settlement  Economy Trade  War Conflict  Natural resources Country  Civilisation Empire  Military Slave | Society Settlement  Religion Kingdom  Country Monarchy  Conflict War | Society Settlement  Economy War  Conflict Religion  Natural resources Migration  Climate Kingdom  Country Monarchy |
| ***Additional specialist vocabulary and key term threads High-lighted red – established during Key Stage 1*** | Primary evidence Anachronism  Secondary evidence  Archaeologist Subsistence  Artefact Excavation  Hunter-gatherer Nomadic  Knapping Domesticate  Ceremony Palaeolithic  Mesolithic Neolithic  Timeline | Primary evidence Smelting  Secondary evidence BC  Alloy Status  Social class Monument  Ceremony Interred  Commemorate Cist  Capstone Timeline  Artefact Stone circle  Archaeologist Chieftain | Primary evidence Smelting  Secondary evidence BC  Alloy Hillfort  Rampart Palisade  Celts Siege  Inscription Barter  Votive Hoard  Currency Invasion | Primary evidence Border  Secondary evidence AD  Conquest Invasion  Occupy Pacify  Uprising Plebian  Ianista Philosopher  Gladiator Artefact  Emperor Rebel  Resistance Conquer  Authority Millennium | Primary evidence Barbarian  Secondary evidence AD  Roman Catholicism Pagan  Pope Conversion  Chronicle Christian  Noble Status  Social class Serf  Feudal Reconstruct  Timeline Treaty  Chronological Rule  Millennium Century | Primary evidence Pagan  Secondary evidence Conversion Chronicle Norsemen Invasion Longship Myth Legend Legacy Witan Occupy Territory Homeland Motive Resist Timeline |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Lower Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***Why were castles so important to the Normans?*** |  |  |  |  |  |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details)*** | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |  |  |  |  |
| ***Disciplinary knowledge***  ***Historical techniques –***  ***source threads. Highlighted red – established during Key Stage 1*** | Artefacts Photographs Maps  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions Tapestry |  |  |  |  |  |
| ***Disciplinary Knowledge Critical thinking skills*** | Pupils demonstrate a more nuanced understanding ***using a more sophisticated subject vocabulary*** of significant people, places, situations, changes and events of British history through ***synthesising*** relevant information from a broad range of historical sources to ***explain******through more informed responses*** how and why people lived and behaved at particular times in the past making meaningful links between them. | | | | | |
| ***Second Order Concepts threads Highlighted red established during Key Stage 1*** | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy |  |  |  |  |  |
| ***Substantive Concept threads (also specialist vocabulary and key term threads) Highlighted red established during Key Stage 1*** | War Monarchy  Power Castle  Natural resources Trade  Conflict Settlement Society Medieval Tourism Social class Military Economy  Migration Kingdom |  |  |  |  |  |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1*** | Primary evidence Depict  Secondary evidence Invasion  Tapestry Tribute  Knight Noble  Commoner Serf  Subdue Conquer  Defence Intimidate  Deterrent Chronicle  Feudal Tax |  |  |  |  |  |

**Progression in Knowledge and Skills: Collins Connected History – Upper Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***Why did the Ancient Maya change their way of life?*** | ***Why was winning the Battle of Britain so important?*** | ***Why is the history of York also the ‘History of England’?*** | ***Why did pile of dragon bones help to solve an ancient Chinese mystery?*** | ***The story of the Trojan Horse – fact, myth or legend?*** | ***Why did Britain once rule the largest empire the world has ever seen?*** |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details)*** | A non-European society that provides contrasts with British history | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | A local history study | The achievements of the earliest civilisations | 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 |
| ***Disciplinary knowledge Historical techniques source threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Artefacts Photographs Maps  Book extracts/journals  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Artist reconstructions  Statues, sculptures, monuments  Hieroglyphics Codex | Photographs Maps  Letters and telegrams Films – Pathe News  Book extracts, posters, newspapers  Paintings, portraits, prints, drawing  Tabular and graphical data  Military orders Speeches | Artefacts Photographs Maps Artist reconstructions  *Book extracts, posters, newspapers*  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments  Tabular and graphical data  Factory reports Pamphlets | Artefacts Photographs Maps  *Book extracts*  Artist reconstructions  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments | Artefacts Photographs Maps Book *extracts,*  Artist reconstructions  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments | Photographs Maps  Letters and telegrams\*  Films – Pathe News and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Statues, sculptures, monuments |
| ***Disciplinary Knowledge Critical thinking skills*** | **Pupils reach *informed conclusions* and make *reasoned judgements* using *increasingly specilaised vocabulary* as they *select* and *evaluate , critique and justify* their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.** | | | | | |
| ***Second Order Concepts threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Society Civilisation  Conflict Environment  Natural resources Trade  War Hazard  Climate Religion  Agriculture Migration  Economy Erosion | War Conflict  Power Empire  Democracy Country  Natural resources Military  Government Continent  Agriculture Settlement  Economy Power  Trade Technology | Settlement Location  Empire Kingdom  Country Society  Industrial Revolution Peace  Religion Conflict  War Monarchy  Social class Transport  Natural resources | Empire Dynasty  Civilisation Monarchy  Religion Society  War Conflict  Power Settlement  Country Military  Natural resources Slave | Civilisation Empire  War Conflict  Power Society  Military Government  Kingdom Monarchy  Society | Empire Country  Monarchy Imperialism  Natural resources Trade  Commonwealth Economy  Industrial Revolution War  Religion Slave  Government Migration  Climate Kingdom |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Artefact Reconstruct  Ceremonial City  Tropical Rainforest  Expedition Rediscover  Famine Eclipse  Deforestation Timeline  Water cycle Restoration  Flash flood Drought  Overpopulation | Allies Invasion  Occupy Fuhrer  Politician Reich  Prime Minister Luftwaffe  Royal Air Force Alliance  Evacuation RADAR  Combat Blitzkrieg  Neutral Dependency Command Superiority Campaign Propaganda | Artefact Cathedral  City Battle  Civil war Emperor  Roman Catholicism Bishop  Protestantism Puritan  Tithe Cavalier  Roundhead Propaganda  Reformer Philanthropist  Peasant Quarter  Factory Exploitation | Artefact Oracle  Archaeologist Noble  Emperor Chamber  Ceremonial Grave goods  Tomb Sculpture  Reconstruct Legend  Myth Parchment  Intercede Inscription  Divining Conquest  Restoration Valley | Artefact City-state  Sparta Troy  Siege Myth  Legend Engraving  Manuscript Mosaic  Authenticate Depiction  Envoy Conquest  Ruler Warrior  Deception | Ruler Colony  Sovereign Independent  Self-governing Maintain  Exploit Manufacture  Conquer Freedom  Prime Minister President  Parliament Rights  Imperial Federation  Indigenous Invasion  Occupy Battle |

**Progression in Knowledge and Skills: Additional Non-Collins Enquiries – Upper Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
| ***Enquiry*** | ***How have medical breakthroughs of the last 250 years affected life in Britain?*** | ***What happened to the boy behind the golden mask?*** | ***What was life like in Baghdad during the Golden Age of Islam?*** | ***Who were Elizabeth’s sea dogs and why did they make Phillip so angry?*** | ***Why is Anthony considered to***  ***be a great Victorian?*** |  |
| ***Substantive Knowledge Programmes of study threads (see enquiry MTP and LO for details)*** | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | The achievements of the earliest civilisations | A non-European society that provides contrasts with British history | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 |  |
| ***Disciplinary knowledge***  ***Historical techniques source threads. Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Artefacts Photographs  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings  Tabular and graphical data | Artefacts Photographs  Letters and telegrams Maps  Films – Pathe News and modern  Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals Artist reconstructions  Paintings, portraits, prints, drawings Hieroglyphics | Artefacts Photographs Maps Manuscripts Book extracts, posters, newspapers  Engravings, mosaics, frescos, murals Artist reconstructions  Paintings, portraits, prints, drawings  Statues, sculptures, monuments  Tabular and graphical data | Artefacts Photographs Maps  Letters Artist reconstructions  *Book extracts – journals/diaries,*  Engravings, mosaics, frescos, murals  Paintings, portraits, prints, drawings Speeches  Statues, sculptures, monuments | Photographs  Letters and telegrams Maps  Films – Pathe News and modern  Book extracts, posters, newspapers  Paintings, portraits, prints, drawings  Factory reports Speeches  Statues, sculptures, monuments |  |
| ***Disciplinary Knowledge Critical thinking skills*** | **Pupils reach *informed conclusions* and make *reasoned judgements* using *increasingly specilaised vocabulary* as they *select* and *evaluate , critique and justify* their use of relevant sources to help them understand aspects of wider world history, make links between time periods and appreciate that the past can be interpreted in different ways.** | | | | | |
| ***Second Order Concepts threads (also specialised vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy | Change Continuity  Causation Significance  Similarity and difference  Perspective Sources  Chronology Empathy |  |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Society Medicine  Parliament War  Disease Agriculture  Religion Public health  War Hazard | Civilisation Society  Religion Location  Monarchy Agriculture  Conflict Power  Disease Transport  Military War  Empire | Civilisation Religion  Trade Settlement  Country Society  Location Agriculture  Power Transport  Empire Peace | Location Religion  Empire Monarchy  Slave Trade  Conflict Civilisation  Power Climate  Military Country  Natural resources War | Industrial Revolution Empire  Natural resources Religion  Raw material Trade  Government Economy  Child labour Society  Social reform Migration |  |
| ***Additional specialist vocabulary and key term threads Highlighted red – established during Key Stage 1 and/or Lower Key Stage 2 and consolidated in Upper Key Stage 2*** | Timeline Vaccine  Life expectancy Bacteria  Sanitation Plague  Hygiene Smallpox  Epidemic Superstition  Antiseptic Antibiotic  Infant mortality Virus  Maternal mortality  National Health Service | Pharoah Conquest  Book of the Dead Ma’at  Valley of Kings Artefact  Archaeologist Ceremony  Worship Revere  Intercede Forensic  Sarcophagus Alliance  Embalm Desiccate  Timeline Hieroglyphics  Pyramid Sphinx | City Invention  Design Engineer  Islam Muslim  Inhabitant Sultan  Metropolis Philosopher  Scholar Caliph  Merchant Mechanical  Route River  Silk Road Exploration | New World Debt  Vulnerable Wealth  Pirate Privateer  Letter of Marque Seafarer  Armada Navy  Fleet Galleon  Finance Settlers  Indigenous Conquistador  Invincible Colony  Conquest Manoeuvrable | Colony Era  Innovation Mill  Foundry Manufacture  Colliery Reformer  Domestic system Exploitation  Factory system Technological  Member of Parliament Export  Prime Minister Smelting |  |