**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 memoryEvents beyond living memoryLives of significant individuals | Events beyond living memoryLives of significant individuals | Events beyond living memory | Events beyond living memory | Changes within living memoryLives of significant individuals | Events beyond living memoryLives of significant individualsSignificant events, people and places in locality |
| ***Disciplinary knowledge*** ***Historical techniques –*** ***source threads*** | Photographs MapsLetters and telegrams Films – Pathe News Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawings | Photographs MapsLetters and telegrams Films – Pathe News Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtefacts, Book extractsStatues, sculptures, monuments | Photographs MapsLetters and telegrams Films – Pathe News Book extracts, posters, newspapersPaintings, portraits, prints, drawingsStatues, sculptures, monuments | Artefacts PhotographsArtist reconstructions, MapsEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, sculptures, monuments | Artefacts PhotographsFilms – Pathe News and modern Book extracts, posters, newspapersPaintings, portraits, prints, drawingsStatues, sculptures, monuments | Photographs MapsFilms – Pathe News Artefacts Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, 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 SignificanceSimilarity 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 differenceSources  | Causation SignificanceSources Chronology  |
| ***Substantive Concepts threads (also specialist vocabulary and key terms)*** | Exploration EmpireMonarch SlaveTrade New World Equality Government  | Empire MonarchEquality ParliamentGovernment ConflictMedicine CountryPower | Crime Conflict Punishment EmpireWar Power Military Country  | Trade EmpireSlave PowerConflict Hazard  | Monarchy TransportExploration TechnologyLeisure MedicineEntertainment Government | War ConflictCrime PunishmentEmpire MonarchyNew World Power |
| ***Additional specialist vocabulary and key term threads*** | Expedition IndigenousVoyage ConquerTimeline PioneerNavigate Mission Motive Space race | Famous InfamousCommemorate ChieftainPharoah PiratePrivateer Discrimination Prime Minister TreasonAccomplishment Conspirator | Western Front CypherCommunication Decode Reconnaissance CodeCommemorate AristocratPatriotic MemorialInvasion Allies | Primary evidence Artefact Secondary evidence Remains Reconstruct Preserved Archaeologist Unearthed Archaeology ExcavateDepiction Pyroclastic Emperor Infer | Chronological Modern Decade BCAD CenturyMillennium TimelineArtefact InventionCommemorate HistorianMemorable Significant  | Privateer PirateArtefact ArchaeologistMoor CavernNeanderthal VoyageHunter-gatherer ManoeuvrableCircumnavigate 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 memoryLives of significant individuals | Events beyond living memoryLives of significant individuals | Events beyond living memory |  |  |  |
| ***Disciplinary knowledge*** ***Historical techniques –*** ***source threads*** | Artefacts PhotographsLetters and telegrams MapsFilms – Pathe News and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monuments | Artefacts PhotographsLetters and telegrams MapsFilms – Pathe Newsreels and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monuments | Artefacts PhotographsLetters and telegrams MapsFilms – Pathe News and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, 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 SourcesSimilarity and difference | Change Causation Significance Chronology Similarity and difference Sources Empathy | Change ContinuityCausation SignificanceSimilarity and difference Sources Chronology Empathy |  |  |  |
| ***Substantive Concept threads (also specialist vocabulary and key terms)*** | Monarch CountryEntertainment LeisureSociety SettlementSocial class Climate  | Monarch SettlementSocial class ClimateReligion Hazard | Empire MonarchySocial class SocietyTransport Edwardians Migration Poverty Industrial Revolution Wealth |  |  |  |
| ***Additional specialist vocabulary and key term threads*** | Timeline Souvenir Primary evidence SpitSecondary evidence RiverCommemorate DiaristBooth Tavern Goldsmith Huffing Trinket Carnival  | Timeline Reliable Primary evidence BrigadeSecondary evidence CityCommemorate TrustworthyExtinguish Insurance Living standards FirebreakSporadic ReconstructRedesign MilitiaReticence Compensation | Timeline Voyage Primary evidence PeriodSecondary evidence EraCommemorate Aristocrat Working class EmigrantLiving standards Immigrant Maiden DisasterMaritime |  |  |  |

**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 PhotographsMaps Book extracts, posters, newspapersArtist reconstructionsStatues, sculptures, monuments | Artefacts PhotographsMaps Book extracts, posters, newspapersArtist reconstructionsStatues, sculptures, monuments | Artefacts Photographs Maps Book extracts, posters, newspapersPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monumentsTabular and graphical data | Artefacts Photographs MapsEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructions Statues, sculptures, monuments | Artefacts Photographs Maps *Book extracts, posters, newspapers*Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monumentsStained glass | Artefacts Photographs MapsFilms – Pathe News and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monumentsStained 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 ContinuityCausation SignificanceSimilarity and difference Sources Chronology  | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy |
| ***Substantive Concepts threads (also specialist vocabulary and key terms) Highlighted red established during Key Stage 1*** | Society AgricultureSettlement EconomyTribe Trade Migration | Society AgricultureSettlement EconomyTribe TradeTechnology PowerSocial class | Society AgricultureSettlement EconomyTribe TradePeace WarConflict Religion Natural resources  | Society SettlementEconomy TradeWar ConflictNatural resources CountryCivilisation EmpireMilitary Slave  | Society SettlementReligion KingdomCountry MonarchyConflict War | Society SettlementEconomy WarConflict ReligionNatural resources MigrationClimate KingdomCountry Monarchy |
| ***Additional specialist vocabulary and key term threads High-lighted red – established during Key Stage 1*** | Primary evidence AnachronismSecondary evidence Archaeologist SubsistenceArtefact Excavation Hunter-gatherer Nomadic Knapping Domesticate Ceremony Palaeolithic Mesolithic Neolithic Timeline  | Primary evidence SmeltingSecondary evidence BCAlloy Status Social class Monument Ceremony Interred Commemorate CistCapstone Timeline Artefact Stone circle Archaeologist Chieftain  | Primary evidence SmeltingSecondary evidence BCAlloy Hillfort Rampart Palisade Celts Siege Inscription Barter Votive Hoard Currency Invasion  | Primary evidence BorderSecondary evidence ADConquest Invasion Occupy Pacify Uprising Plebian Ianista Philosopher Gladiator Artefact Emperor Rebel Resistance Conquer Authority Millennium | Primary evidence BarbarianSecondary evidence ADRoman Catholicism PaganPope Conversion Chronicle Christian Noble Status Social class Serf Feudal Reconstruct Timeline Treaty Chronological RuleMillennium Century  | Primary evidence PaganSecondary 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, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist 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 ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy |  |  |  |  |  |
| ***Substantive Concept threads (also specialist vocabulary and key term threads) Highlighted red established during Key Stage 1*** | War MonarchyPower CastleNatural resources TradeConflict 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 InvasionTapestry Tribute Knight NobleCommoner SerfSubdue ConquerDefence IntimidateDeterrent ChronicleFeudal 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/journalsEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsArtist reconstructionsStatues, sculptures, monumentsHieroglyphics Codex | Photographs MapsLetters and telegrams Films – Pathe News Book extracts, posters, newspapersPaintings, portraits, prints, drawingTabular and graphical dataMilitary orders Speeches | Artefacts Photographs Maps Artist reconstructions *Book extracts, posters, newspapers*Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, sculptures, monumentsTabular and graphical dataFactory reports Pamphlets | Artefacts Photographs Maps *Book extracts* Artist reconstructions Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, sculptures, monuments | Artefacts Photographs Maps Book *extracts,* Artist reconstructionsEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, sculptures, monuments | Photographs MapsLetters and telegrams\* Films – Pathe News and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsStatues, 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 ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology 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 CivilisationConflict EnvironmentNatural resources TradeWar HazardClimate Religion Agriculture Migration Economy Erosion | War ConflictPower EmpireDemocracy CountryNatural resources MilitaryGovernment ContinentAgriculture SettlementEconomy PowerTrade Technology | Settlement LocationEmpire KingdomCountry SocietyIndustrial Revolution PeaceReligion Conflict War Monarchy Social class TransportNatural resources | Empire DynastyCivilisation MonarchyReligion SocietyWar ConflictPower SettlementCountry MilitaryNatural resources Slave | Civilisation EmpireWar ConflictPower SocietyMilitary GovernmentKingdom MonarchySociety | Empire CountryMonarchy Imperialism Natural resources TradeCommonwealth Economy Industrial Revolution WarReligion SlaveGovernment MigrationClimate 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 ReconstructCeremonial CityTropical RainforestExpedition RediscoverFamine EclipseDeforestation TimelineWater cycle RestorationFlash flood Drought Overpopulation | Allies InvasionOccupy FuhrerPolitician ReichPrime Minister LuftwaffeRoyal Air Force AllianceEvacuation RADARCombat BlitzkriegNeutral Dependency Command Superiority Campaign Propaganda | Artefact CathedralCity BattleCivil war EmperorRoman Catholicism BishopProtestantism PuritanTithe CavalierRoundhead Propaganda Reformer PhilanthropistPeasant QuarterFactory Exploitation | Artefact OracleArchaeologist NobleEmperor ChamberCeremonial Grave goodsTomb SculptureReconstruct LegendMyth ParchmentIntercede InscriptionDivining ConquestRestoration Valley  | Artefact City-stateSparta TroySiege MythLegend EngravingManuscript MosaicAuthenticate DepictionEnvoy ConquestRuler WarriorDeception  | Ruler ColonySovereign IndependentSelf-governing MaintainExploit ManufactureConquer FreedomPrime Minister PresidentParliament RightsImperial FederationIndigenous InvasionOccupy 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 PhotographsBook extracts, posters, newspapersEngravings, mosaics, frescos, muralsPaintings, portraits, prints, drawingsTabular and graphical data | Artefacts PhotographsLetters and telegrams MapsFilms – Pathe News and modern Book extracts, posters, newspapersEngravings, mosaics, frescos, murals Artist reconstructionsPaintings, portraits, prints, drawings Hieroglyphics | Artefacts Photographs Maps Manuscripts Book extracts, posters, newspapersEngravings, mosaics, frescos, murals Artist reconstructionsPaintings, portraits, prints, drawingsStatues, sculptures, monumentsTabular and graphical data | Artefacts Photographs MapsLetters Artist reconstructions *Book extracts – journals/diaries,*Engravings, mosaics, frescos, muralsPaintings, portraits, prints, drawings SpeechesStatues, sculptures, monuments | PhotographsLetters and telegrams MapsFilms – Pathe News and modern Book extracts, posters, newspapersPaintings, portraits, prints, drawingsFactory reports SpeechesStatues, 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 ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology Empathy | Change ContinuityCausation SignificanceSimilarity and differencePerspective SourcesChronology 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 MedicineParliament WarDisease AgricultureReligion Public health War Hazard | Civilisation SocietyReligion LocationMonarchy AgricultureConflict PowerDisease TransportMilitary WarEmpire  | Civilisation ReligionTrade SettlementCountry SocietyLocation AgriculturePower TransportEmpire Peace | Location ReligionEmpire MonarchySlave TradeConflict CivilisationPower ClimateMilitary CountryNatural resources War | Industrial Revolution EmpireNatural resources ReligionRaw material TradeGovernment EconomyChild 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 BacteriaSanitation Plague Hygiene SmallpoxEpidemic SuperstitionAntiseptic Antibiotic Infant mortality Virus Maternal mortality National Health Service  | Pharoah Conquest Book of the Dead Ma’atValley of Kings ArtefactArchaeologist Ceremony Worship RevereIntercede ForensicSarcophagus Alliance Embalm DesiccateTimeline HieroglyphicsPyramid Sphinx | City InventionDesign EngineerIslam MuslimInhabitant SultanMetropolis PhilosopherScholar CaliphMerchant MechanicalRoute RiverSilk Road Exploration | New World DebtVulnerable WealthPirate PrivateerLetter of Marque SeafarerArmada NavyFleet GalleonFinance SettlersIndigenous ConquistadorInvincible ColonyConquest Manoeuvrable | Colony EraInnovation MillFoundry ManufactureColliery ReformerDomestic system ExploitationFactory system TechnologicalMember of Parliament ExportPrime Minister Smelting |  |