



History knowledge and skill map

Investigate and interpret the past: This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

Build an overview of world history: This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

Understand chronology: This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

Communicate historically: This concept involves using historical vocabulary and techniques to convey information about the past

Investigate and interpret the past

Nursery	<p>Continuous provision: Use role play to make sense of own life through the home corner and carry out everyday activities linked to their own experiences at home.</p> <p>Continuous provision: Use artefacts in play and begin to understand some are old and some are new when in the home corner.</p> <p>Make sense of own life through photographs of their families and homes.</p> <p>Begin to identify how Bonfire Night is represented through stories and own experiences.</p> <p>Begin to understand about the festival Diwali through stories and own experiences.</p> <p>Begin to understand why we have Remembrance Day through stories.</p> <p>Learn about the story of Christmas through songs and stories.</p> <p>Begin to understand Chinese New Year through small world and the story The Great Race.</p> <p>Talk about themselves as babies and their parents/carers through photographs.</p> <p>Talk about how they have changed from a baby to now using photographs.</p>
Reception	<p>Continuous provision: begin to identify ways in which the past is represented through stories, photographs and role play.</p> <p>Continuous provision: ask simple questions about artefacts.</p> <p>Continuous provision: know that some things are from the past and were used before they were born.</p>

	<p>Begin to identify the ways in which the past is represented through photographs of their parents/carers and grandparents.</p> <p>Ask simple questions about photographs of their parents/carers and grandparents.</p> <p>Begin to identify ways in which Guy Fawkes and Bonfire Night is represented through stories and own experiences.</p> <p>Begin to identify ways in which Diwali is represented through stories – Bindi's Diwali and e-stories and own experiences.</p> <p>Begin to identify ways in which Remembrance Day is represented through stories, artefacts and own experiences.</p> <p>Ask simple questions about Poppies which represent Remembrance Day.</p> <p>Begin to identify ways in which Christmas is represented through stories and role play.</p> <p>Identify how emergency vehicles change over time through photographs and non-fiction books.</p> <p>Ask simple questions about emergency vehicles using photographs.</p> <p>Know that some emergency vehicles are from the past and were used before they were born.</p> <p>Ask simple questions about artefact which represent Easter.</p> <p>Begin to identify ways in which Jesus and Easter is represented through stories.</p> <p>Ask simple questions about how families lived in Africa in the past.</p>
Year 1	<p>Identify how a bicycle was different in the past using a photo as a source.</p> <p>Identify how a car was different in the past using a photo as a source.</p> <p>Identify how bicycles have changed over time using a photo as a source.</p> <p>Identify similarities and differences between bicycles in the past to today's bicycles using photographs.</p> <p>Make observations on how transport has changed over time whilst visiting the Coventry Transport Museum.</p> <p>Identify how Rugby has changed/is similar now to Rugby in 1950 using videos - <i>Identify transport, people and clothing, roads and buildings including Rugby School</i></p> <p>Find out information about William Webb Ellis using an internet source.</p> <p>Visit the Rugby Museum and use artefacts to identify how the game of rugby has changed over time – <i>size of rugby ball and how it is made, how rugby shirts and boots have changed</i></p>
Year 2	<p>Ask questions about Queen Elizabeth I using a portrait as a source.</p> <p>Answer questions about Queen Elizabeth I using a portrait as a source.</p> <p>Find out about Queen Elizabeth I's life using a non-chronological report.</p> <p>Visit Warwick Castle and use artefacts to find out how Queen Elizabeth I liked to visit homes and what furniture she owned.</p> <p>Answer questions about Amy Johnson's life and achievements using a fact sheet.</p>

	<p>Identify what Amy Johnson needed to take with her on her flight to Australia using an internet source.</p> <p>Plot Amy Johnson's flight route on a map using an internet source.</p> <p>Ask questions about Queen Elizabeth II using an internet source.</p> <p>Make statements about Queen Elizabeth II using photos and artefacts.</p> <p>Answer questions about Elizabeth II's life using a biography.</p>
Year 3	<p>Find out where the location of Ancient Greek cities were using a historical atlas and online resource.</p> <p>Suggest suitable sources to answer the question: what happened during the Ancient Greek Olympics?</p> <p>Find out about the Ancient Greek Olympics and events using two sources</p> <p>Compare events in modern day Olympics to Ancient Greek Olympics using two photograph sources.</p> <p>Ask and answer questions about pre-historic Britain using a piece of evidence.</p> <p>Answer questions about prehistory and the Stone Age using a non-chronological report.</p> <p>Explain what life was like for people in the Stone Age using two artefacts.</p> <p>Find out what life was like in the Bronze Age using two internet sources.</p> <p>Answer questions about Bronze Age religion using a non-chronological report.</p> <p>Discuss what life was like in an Iron Age hillfort and what resources/essential items they would need to live in one using a diary entry and internet source.</p>
Year 4	<p>Suggest suitable sources to answer the question: What was life like for the Ancient Egyptian civilization?</p> <p>Ask questions about Ancient Egyptian civilization and make inferences using more than two sources – <i>artefacts, internet and books</i></p> <p>Find out about the daily lives of Ancient Egyptians using a non-chronological report.</p> <p>Find out how, when and where Tutankhamun's tomb was found and the significant figures in the event using more than two online sources.</p> <p>Provide different accounts of Queen Boudicca and British resistance using more than two sources.</p>
Year 5	<p>Deduce information about what Britain was like in the 8th century using a poem.</p> <p>Identify how Britain changed between 500AD and 750AD using historic maps.</p> <p>Identify Anglo-Saxon places in Britain today using current day maps.</p> <p>Find out about life on an Anglo-Saxon settlement using a range of artefacts.</p> <p>Deduce how Anglo-Saxons lived using artefacts, books, photos and internet sources.</p> <p>Analyse a wide range of sources in order to justify the claim: animals were important to Anglo-Saxon people.</p> <p>Deduce information about the past using Viking artefacts.</p>

	<p>Answer questions about the raid of Lindisfarne using an explanation text.</p> <p>Analyse evidence from a range of sources – <i>video, legend, portrait, internet source</i> – to justify claims about the past: Was Alfred the Great really that great?</p> <p>Identify Viking places in Britain today using current day maps.</p> <p>Find out about the events that led to Athelstan becoming the first King of England using a radio clip.</p> <p>Find out about the Mayan writing system using an explanation text.</p>
Year 6	<p>Justify own claims about WW2 using first hand accounts, DVD clips and texts.</p> <p>Answer questions about the causes and origins of WW2 using an explanation text</p> <p>Explore a range of different WW2 propaganda posters.</p> <p>Analyse a wide range of evidence - <i>video clips, photographs, letters from evacuees/parents and books</i> – to justify claims about the past: children's lives were changed during WW2.</p> <p>Investigate food rationing during WW2 using a range of online sources.</p> <p>Explore the bombing of Coventry Cathedral and the events of 14th November 1940, through a range of sources - <i>documentary clips, photographs, written accounts and online sources</i>.</p> <p>Identify which sources are more trustworthy using a range of different descriptions about Elizabeth I and Henry VII from different sources.</p> <p>Describe Tudor monarchs using a range of portraits.</p> <p>Find out about the life of Sir Francis Drake using a range of online sources.</p>
Build an overview of world history	
Nursery	<p>Retell the simple main points in the story of Christmas.</p> <p>Learn about King Charles II.</p>
Reception	<p>Know that in the past harvests were part of life to gather crops.</p> <p>Know the events of the past have impacted celebrations and events today – Christmas – and demonstrate understanding through performance.</p> <p>Know the events of the past have impacted celebrations and events today – Remembrance Day</p> <p>Know the events of the past have impacted celebrations and events today – Diwali</p> <p>Know the events of the past have impacted celebrations and events today – Bonfire Night</p>

	<p>Know that the events of the Great Fire of London have impacted how we use the Fire Service today</p> <p>Know the events of the past have impacted celebrations and events today – Easter</p>
Year 1	<p>Understand that wealthy people were the first people to own cars and the reasons why.</p> <p>Learn about Frank Whittle and his breakthrough with the turbo-jet engine whilst working in Rugby.</p> <p>Learn about the Henry Ford and how he changed the way of life for many people by making an affordable vehicle for the general public.</p> <p>Compare similarities and differences between Frank Whittle and Henry Ford and their work.</p> <p>Explain who William Webb Ellis is and why he is significant.</p> <p>Discover how the game of Rugby was invented using role play.</p>
Year 2	<p>Learn about the events that happened during the Battle of the Spanish Armada and why it happened.</p> <p>Learn about the life of Queen Elizabeth I.</p> <p>Learn about the life of Queen Victoria.</p> <p>Compare the similarities and differences between the life of Queen Elizabeth I and Queen Victoria.</p> <p>Learn about Amy Johnson being the first British female pilot to fly to Australia.</p> <p>Learn about the life of Queen Elizabeth II.</p> <p>Compare the similarities and differences between the life of Queen Elizabeth I and Queen Elizabeth II.</p> <p>Learn how our monarch has changed in their lifetime – <i>passing of Queen Elizabeth II and King Charles becoming monarch.</i></p> <p>Look at the royal residences – <i>Buckingham Palace, Balmoral Castle, Sandringham and Windsor Castle.</i></p> <p>Plot on a map and identify similarities and differences.</p>
Year 3	<p>Present similarities and differences between the Ancient Greek Olympics and today's Olympics using a venn diagram.</p> <p>Compare similarities and differences between modern day Olympics to Ancient Greek Olympics.</p> <p>Discover how the Ancient Greeks demonstrated democracy and how this has impacted on Britain today.</p> <p>Learn how the events that happened during the battle of Marathon have impacted Britain today.</p> <p>Explain what tools were used during the Stone Age.</p> <p>Understand why cave paintings were used in the Stone Age</p> <p>Understand how Stone Age cave paintings were produced.</p> <p>Make comparisons between the Stone Age and Iron Age.</p> <p>Explain how farming changed during prehistoric Britain.</p> <p>Explain the significance of Stonehenge.</p>

	<p>Learn about the formation of Stonehenge.</p> <p>Learn how objects from prehistoric Britain have influenced objects today.</p>
Year 4	<p>Make comparisons between the daily lives on Ancient Egyptians - <i>rich/poor, male/female, old/young</i>.</p> <p>Identify the key roles of a pharaoh.</p> <p>Understand how hieroglyphics were first understood by historians and find out how and when they were created.</p> <p>Learn about the Ancient Egyptian number system and complete calculations.</p> <p>Learn about the mummification process and why it was important to Ancient Egyptians.</p> <p>Find out about the importance of Egyptian gods to Ancient Egyptian society. Explain why different gods were worshipped.</p> <p>Discover how the Roman army were so effective in conquering vast areas of Europe. Learn how men became soldiers and the training and jobs they had to do.</p> <p>Compare the attempted invasion by Julius Caesar with the successful invasion by Emperor Claudius on Britain.</p> <p>Learn about Queen Boudicca and British resistance from 43AD to 60AD.</p> <p>Using knowledge learnt from Queen Boudicca and the British resistance, understand how the invasion of the Roman and subsequent conquest affected the lives of people in Britain.</p> <p>Know who Emperor Hadrian was and how he built a wall to prevent the Picts from Caledonia (Scotland) from invading Roman Britain.</p> <p>Explain why the Romans built roads in Britain and why this is significant in Britain today.</p> <p>Explain what a Roman bath was and the different technologies that were used.</p>
Year 5	<p>Learn why the Romans withdrew from Britain in 410AD.</p> <p>Identify a period of rapid change when the Romans left Britain.</p> <p>Identify the location of Anglo-Saxon kingdoms within Britain in AD 500.</p> <p>Explain how the Anglo-Saxon's control of Britain changed between AD 500 and AD 750.</p> <p>Learn about the different ranks in Anglo-Saxon society.</p> <p>Identify the main religious changes during the Anglo-Saxon era between AD 595 and AD 700.</p> <p>Know where the Vikings came from and why they settled in Britain.</p> <p>Identify the change, consequences and feelings of the raid on Lindisfarne.</p> <p>Learn about the resistance by Alfred the Great and explain the events that led up to the Battle of Edington in AD 878</p> <p>Learn about Danelaw and where the Vikings settled in it.</p> <p>Compare similarities and differences to Viking life in Jorvik and an Anglo-Saxon settlement.</p>

	<p>Know how Athelstan became the first King of England and the struggle between him and Constantine II.</p> <p>Know who the Mayan civilization were and where they came from.</p> <p>Know that the Mayan civilization were extremely developed for their time – <i>farming, astrology, writing and number systems</i>.</p> <p>Identify Mayan Gods and understand why they were important to the Mayans.</p> <p>Know the Mayans used hieroglyphic writing system known as glyphs and that there are many glyphs that are used in the Mayan writing system to represent the same word.</p> <p>Explore how the Mayans used a base 20 model for writing numbers.</p> <p>Explain why farming was important to the Mayan civilization.</p>
Year 6	<p>Understand how and why propaganda was used during WW2.</p> <p>Explain who Winston Churchill was and why he is a significant figure in British history.</p> <p>Explain the causes of Coventry Cathedral's bombing on 14th November 1940 and the consequences of this on the local community.</p> <p>Explain how the Tudor dynasty came to the throne.</p> <p>Explain how portraits of Tudor monarchs were used as propaganda.</p> <p>Understand how religion changed during King Henry VIII's reign – <i>English Reformation and the Act of Supremacy</i>.</p> <p>Compare today's current forms of punishment in Britain to equivalent punishments in the Tudor period.</p> <p>Learn about the food that were available and who would be able to eat them. Discuss how the dining experience was different to that of today.</p> <p>Compare different accounts of Sir Francis Drake between the Spanish and the English.</p>
Understand chronology	
Nursery	<p>Continuous provision: talk about own family.</p> <p>Continuous provision: begin to make sense of their own life-story and family's history.</p> <p>Continuous provision: Gain an understanding of the passing of time within the school day – <i>now and next, today</i> – through visual timetable and now and next boards.</p> <p>Continuous provision: Begin to use simple vocabulary to talk about what they can do now/could not do.</p> <p>Talk about own family using photograph.</p> <p>Compare photo of themselves as a baby to now.</p> <p>Compare toys that they used when they were a baby to toys that they use now.</p>

	Talk about what they had learnt at the start of Nursery compared to the end of Nursery.
Reception	<p>Continuous provision: talk about the lives of people around them and their roles in society.</p> <p>Continuous provision: know some similarities and differences in the past and now; drawing on their experiences and what they have read in class.</p> <p>Continuous provision: understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Continuous provision: use simple language that relates to the passing of time.</p> <p>Sequence pictures in chronological order to show key stages in their life – <i>baby, toddler, child</i></p> <p>Use simple language to talk about each stage in the timeline of their life - <i>next, baby, toddler, child, before, after, then</i></p> <p>Talk about the lives of people in their families using key vocabulary – <i>older, younger, brother/sister, mum/dad, aunt/uncle, nan/grandad</i></p> <p>Talk about own family and how they are similar/different to others.</p> <p>Sequence photographs of self, parents/carers and grandparents when they were a child.</p> <p>Know that WWI and WWII happened before they were born.</p> <p>Develop an understanding of how life was different for Mary and Joseph compared to their own lives – <i>rode a donkey, born in stable, lack of hospitals</i></p> <p>Develop an understanding of how life in London was different in the past and know that the Great Fire of London happened before they were born.</p> <p>Use simple language that relates to the passing of time – <i>a long time ago, next, then</i></p> <p>Talk about how their family is similar or different to a family in Africa.</p> <p>Fit events onto a chronological framework to show Handa's day using pictures.</p> <p>Fit events onto a chronological framework to show Handa's day when finding a hen using pictures.</p> <p>Use simple language to describe the passing of time when learning about the life cycles of minibeasts.</p>
Year 1	<p>A.Discuss important events within their living memory using vocabulary past and present – <i>starting school, birth of any younger siblings, moving house, starting Year 1 and changes that happened with this</i></p> <p>A.Order events that have happened in their lives and label with past and present - <i>starting school, birth of any younger siblings, moving house, starting Year 1</i></p> <p>A.Sequence events from educational visit to the zoo on a timeline.</p> <p>A.Interpret a timeline showing significant events that have happened during their lifetime – <i>change of Prime Minister, death of Queen Elizabeth II, King Charles becomes monarch, first all-civilian spaceflight, Russia's invasion of Ukraine</i></p>

Year 2	Place the dates and events of Elizabeth I's Life in order on a timeline from 1533 to 1603. Plot dates and events that happened on Amy Johnson's flight to Australia in order on a timeline from May 5 th – May 27 th 1930. Place the dates and events of Elizabeth II's Life in order on a timeline from 1926 to 2022.
Year 3	Place dates, events and artefacts on a timeline of Ancient Greece. Place dates, events and artefacts in order on a timeline to show prehistoric Britain from 900.000BC to AD 43.
Year 4	Place dates on timeline 2,700BC to 343BC to show Ancient Egyptian period. Place and date Ancient Egyptian events, historical figures and artefacts in order on a timeline from 2,700BC to 343BC. Place and date Roman events regarding the spread of the Roman Empire across Europe from 509BC to 27AD. Learn about the religious beliefs of the Roman Empire including the gods and goddesses they worshiped. Compare them to the Ancient Greek gods and goddesses.
Year 5	Use dates and term accurately to write the events in Alfred the Great's life from AD 849 to AD 899. Show continuity and change in the Viking era over time from AD 793 to AD 1066. Identify the main changes that occurred during the Mayan civilization by plotting dates and key events in order on a timeline from 1100BC to AD 1502.
Year 6	Use dates and terms accurately to identify Tudor monarchs with key notes for each. Describe the main changes in region during King Henry VIII's reign and plot these events and dates on a timeline.

Communicate historically

Nursery	Continuous provision: begin to understand 'how' and 'why' questions. Continuous provision: remember and talk about significant events in own life – <i>birthdays, holidays, trips with family/friends, significant events to the child</i> Remember and talk about an autumn walk with their family. Share their artefacts from an autumn walk with their family. Remember and talk about their experiences over the summer holidays. Remember and talk about their experiences over the Christmas holidays. Remember and talk about their experiences over the Easter holidays. Begin to understand 'how' and 'why' questions linked to how they have changed from being a baby to now - <i>how are you different?</i> Use the following vocabulary to communicate historically:
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	yesterday day today month time old/new year birthday age old young grandparents parents carers brother sister	aunt uncle baby toddler child adult born before after next now black/white colour photograph same different	war solider helmet uniform when why how Mary Joseph Jesus road donkey born stable Bethlehem	Star bauble Christmas tree tinsel decorations festival when why how Christmas	Remembrance Day war solider poppies died cross Diwali Easter cross Jesus eggs	new life spring hot cross bun nests chick lamb Christians flowers stories family past school
Reception	<p>Continuous provision: answer ‘how’ and ‘why’ questions. Answer ‘how’ and ‘why’ questions about their families. Use and answer ‘how’ and ‘why’ questions to compare similarities and differences between their family and family of others. Talk about how the lives of parents/grandparents were different to their own today. Use key language to talk changes in their own life timeline. Answer ‘how’ and ‘why’ questions to find out about key events in the past – <i>Christmas, Remembrance Day, Bonfire Night, Diwali</i> Use key vocabulary to talk about and simply describe key events in the past – <i>Christmas, Remembrance Day, Bonfire Night, Diwali</i> Answer ‘how’ and ‘why’ questions about the Great Fire of London. Talk about how the buildings in London were different to building today during the Great Fire of London.</p> <p>Use the following vocabulary to communicate historically:</p>					
	yesterday day today week time old/new Month year Birthday age	before after next now black/white sepia colour photograph	Mary Joseph Jesus road Donkey born Stable hospital Bethlehem Star bauble Christmas tree	Christmas Remembrance Day war solider poppies Flanders Field memorial memory died	burning bakery squirters 1666 gunpowder people hooks chains River Thames	Christians flowers stories Africa family past farming fruits vegetables water

	Old older oldest Young younger youngest Grandparents Parents carers Brother sister (great) aunt (great) uncle baby toddler child teenager adult birth Cousin	same different WWI WWII Solider helmet uniform plane bomb wings propellers nose tail metal target when why how harvest gather crops celebration	tinsel Decorations Festival A long time ago when why how	cross battle Diwali a long time ago then London fire Pudding Lane Building bucket water thatched roof houses street bread rolls tower river	when why how now next then after that when why how Easter cross Jesus eggs new life spring hot cross bun nests chick lamb	school slate and chalk hut wall roof concrete horse manure animals
Year 1	<p>A.Use simple time vocabulary to identify chronology of events in own life.</p> <p>A.Use simple time vocabulary to identify significant events in own lifetime.</p> <p>Write a recount to explain what they had found out about transport over time from the Coventry Transport Museum visit.</p> <p>Explain the similarities and differences between Frank Whittle and Henry Ford and their work.</p> <p>Role play how the game of rugby was invented and re-tell in own words.</p> <p>Use the following vocabulary to communicate historically:</p>					
	timeline order past present life	first last year event	compare transport time similar different	recognise Frank Whittle Henry Ford	local history significant past	present difference William Webb Ellis

Year 2	<p>use questions to show an understanding of monarchy. Write a narrative to re-tell the story of the Spanish Armada. Explain the events that occurred during Amy Johnson's flight through a choice of their own (<i>diary entry, log book or timeline</i>). Show an understanding of monarchy by writing information about the life of Queen Elizabeth II in the style of a non-fiction text. Research a royal home and explain how it has been used by Queen Elizabeth II over her reign.</p> <p>Use the following vocabulary to communicate historically:</p>					
	a long time ago years recently decades centuries	war Elizabeth I monarchy parliament democracy peace	year England Tudor King Phillip II Spain Spanish Armada	decade century timeline parliament chronological order source	date Amy Johnson flight Australia bi-plane	route design Elizabeth II England family tree
Year 3	<p>Write a explanation text to re-tell the events of the Battle of Marathon using key history vocabulary. Write a non-chronological report to explain how the Ancient Greeks demonstrated democracy and how this has impacted on Britain today. Create own Stone Age cave painting to depict what life was like during that era. Children to write explanation about how farming changed during prehistoric Britain.</p> <p>Use the following vocabulary to communicate historically:</p>					
	dates time period era change	chronology B.C A.D primary Source	secondary source deduce artefact ancient Greek	evaluate Olympic marathon democracy	.Stone Age Bronze Age Iron Age	
Year 4	<p>Write a diary entry about the daily life of an Ancient Egyptian. Write a job advert for a pharaoh. Summarise understanding of the discovery of Tutankhamun's tomb by writing a newspaper report. Create own cartouche using clay and hieroglyphics.</p>					

	<p>Mummify vegetables and write instructions about the mummification process. Explain the causes and consequences of how Queen Boudicca was treated from 43AD to 60AD. Convince a Briton/Celt to visit the Roman baths in the form of a leaflet. Use the following vocabulary to communicate historically:</p>					
	date chronological order time period civilisation artefact democracy Egypt Egyptian	pharaoh ancient hieroglyphics papyrus discovery archaeology cartouche Canopic jar	mummification sarcophagus date chronological order time period settle invade era artefact	Roman emperor empire soldier army conquest legion century	legionnaire fort centurion baths senator Hadrian's Wall god goddess	ritual sacrifice Picts worship omen prayer Caledonia Celts Icenii
Year 5	<p>Explain the different ranks of Anglo-Saxon society. write a non-chronological report about life on an Anglo-Saxon settlement. Summarise the main events that had happened in the lead up to, and including, the Battle of Edington in AD 878 by writing a victory speech for King Alfred the Great. Write a non-chronological report about Mayan farming. Use the following vocabulary to communicate historically:</p>					
	Romans Anglo-Saxon Scots Picts Angles Saxons Jutes Britons King	aethelings ealdormen thengs ceorl slave settlement religion culture	Viking Anglo-Saxon artefacts change continuity consequence era Alfred the Great Lindisfarne	Guthrum Athelstan Constantine II victory battle power settlement locations	Maya Gods beliefs influential number system place value culture developed	writing system codices glyphs calendar farming

Year 6	<p>Create own WW2 propaganda poster.</p> <p>Write a non-chronological report about food and drink for rich/poor during the Tudor period.</p> <p>Write a diary entry of a sailor/Sir Francis Drake.</p>					
	<p>dates</p> <p>time period</p> <p>era</p> <p>chronology</p> <p>continuity</p> <p>change</p>	<p>century</p> <p>decade</p> <p>legacy</p> <p>evacuee/</p> <p>evacuation</p> <p>rationing</p>	<p>invasion</p> <p>Luftwaffe</p> <p>propaganda</p>	<p>monarch</p> <p>heir</p> <p>inherit</p> <p>reign</p> <p>successor</p> <p>dynasty</p>	<p>Tudor</p> <p>Protestant</p> <p>Catholic</p> <p>persecute</p> <p>Reformation</p> <p>venison</p>	<p>manchet bread</p> <p>hippocas</p> <p>pillory</p> <p>monasteries</p>