



# History

## Intent Statement

At St Peter's Primary School, we aim to deliver an historical curriculum that is accessible to all pupils. We endeavour to not only maximise the outcome for every child but to also develop their understanding of historical events and how they have impacted and shaped society, of which they are a part of.

We aim to increase and develop pupils' historical skills, knowledge, concepts and attitudes. We also endeavour to increase their understanding of the present, in context to the past, and develop their own enquiry and analytical skills. We encourage children to be inquisitive and develop a sense of identity by learning about the past.

As a multicultural school, with many children from various backgrounds, our curriculum is inclusive for all.

# SPPS HISTORY CURRICULUM

## History Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			<u>History</u>		<u>History</u>		<u>History</u>
EYFS	SPPS Topic		How does my family celebrate? Past and Present		How does my family celebrate? Past and Present		Who Are the Important People Around Us?
Year 1	NC SPPS Topic		Changes within living memory  How Have Toys Changed Over Time?		Significant individual from the past  Who Were the Great Explorers and What Did They Discover?		Comparison of life in the past  How Did Mary Seacole and Edith Cavell Help People?
Year 2	NC SPPS Topic		Significant historical events  What Did Amy Johnson and Other Female Pilots Achieve?		Events Beyond Living memory  How Did London Change After The Fire Of London?		Comparison of life in the past  Why is Rosa Parks and Emily Davison famous?
Year 3	NC SPPS Topic		Changes in Britain from Stone Age to Iron Age  How Did Life In Britain Change From The Stone Age To The Iron Age?		Britain's settlement by Anglo-Saxons & Scots/Vikings  What Did The Anglo-Saxons, Scots, And Vikings Leave Behind?		Local history study  Who Are The Windrush Generation? Why Are They Important?
Year 4	NC SPPS Topic		Achievements of the earliest civilisations  What Made Ancient Egypt One of the World's Greatest Civilizations?		Chronological knowledge beyond 1066  How Did the Tudor Era Change Life in England?		Local history study  How Has London Changed Through Time?
Year 5	NC SPPS Topic		Achievements of the earliest civilisations  How Did Ancient Greece Influence the World We Live in Today?		Roman Empire and its impact  What Was The Impact Of The Roman Empire On Life In Britain?		Local history study  Is Walter Tull a Hero?
Year 6	NC SPPS Topic		Achievements of the earliest civilisations  What Were the Greatest Achievements of the Maya Civilisation?		Chronological knowledge beyond 1066  Why was the Battle of Britain a turning point in World War II?		Local history study  How Did RAF Croydon and Lillian Bader Contribute to Our Local History During World War II?

## Knowledge and Skills Progression

Understanding the World - People and Communities	
22-36 months	<ul style="list-style-type: none"> <li>•Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>•Beginning to have their own friends.</li> <li>•Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>
30-50 months	<ul style="list-style-type: none"> <li>•Shows interest in the lives of people who are familiar to them.</li> <li>•Remembers and talks about significant events in their own experience.</li> <li>•Recognises and describes special times or events for family or friends.</li> <li>•Shows interest in different occupations and ways of life.</li> <li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>
40-60+ months	Enjoys joining in with family customs and routines.
<b>ELG</b>	<b>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and tradition</b> -Royal Family
Exceeding	Children know the difference between past and present events in their own lives and some reason why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Sequence photographs from different time periods in their life</li> <li>• Describe key memories</li> <li>• Identify objects old and new</li> <li>• Describe differences between old and new objects/artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence photographs of key events studied</li> <li>• Sequence key facts of an event studied</li> <li>• Describe significant memories linked to national life (i.e family weddings/royal weddings)</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from the period studied on timeline</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms E.g. BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on timeline in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a timeline</li> </ul>

	<ul style="list-style-type: none"> <li>● Begin sequencing photographs of key events studied</li> </ul>					
<b>Range and depth of history</b>	<ul style="list-style-type: none"> <li>● Recognise the difference between past and present in their own and others' lives</li> <li>● Talk about and recall facts about the lives of significant people.</li> <li>● Identify and discuss key events linked to the significant people studied</li> <li>● Know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about and recall key information about significant people from the past</li> <li>● Recognise why people did things, why events happened and what happened as a result</li> <li>● Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>● Find out about everyday lives of people in time studied</li> <li>● Compare with our life today</li> <li>● Identify reasons for and results of people's actions</li> <li>● Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to reconstruct life in time studied</li> <li>● Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs</li> <li>● Identify key features and events of time studied</li> <li>● Look for links and effects in time studied</li> <li>● Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>● Study different aspects of different people - differences between men and women</li> <li>● Recognise the beliefs, behaviour and characteristics through a critical lens</li> <li>● Examine causes and results of great events and the impact on people</li> <li>● Compare life in early and late 'times' studied</li> <li>● Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>● Understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy.</li> <li>● Compare beliefs and behaviour with another time studied</li> <li>● Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>● Know key dates, characters and events of time studied</li> </ul>
<b>Interpretation of history</b>	<ul style="list-style-type: none"> <li>● Use stories to encourage children to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>● Compare two versions of a past event</li> <li>● Compare pictures or photographs of people or events in the past</li> <li>● Discuss reliability of photos/ accounts/stories.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and give reasons for different ways in which the past is represented</li> <li>● Distinguish between different sources – compare different versions of the same story</li> <li>● Look at representations of the period – museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>● Look at the evidence available</li> <li>● Begin to evaluate the usefulness of different sources</li> <li>● Use text books and historical Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>● Compare accounts of events from different sources – fact or fiction</li> <li>● Offer some reasons for different versions of events and how reliable they are</li> </ul>	<ul style="list-style-type: none"> <li>● Link sources and work out how conclusions were arrived at.</li> <li>● Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>● Be aware that different evidence will lead to different conclusions</li> <li>● Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>● Begin to sort artefacts 'old' and 'new'</li> <li>● Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>	<ul style="list-style-type: none"> <li>● Use a source – observe or handle sources to answer questions about the past on the basis of simple observation</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of sources to find out about a period</li> <li>● Observe small details – artefacts, pictures</li> <li>● Select and record information relevant to the study</li> </ul>	<ul style="list-style-type: none"> <li>● Use evidence to build up a picture of a past event</li> <li>● Choose relevant sources to present a picture of one aspect of life in time past</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to identify primary and secondary sources</li> <li>● Use evidence to build up a picture of a past event</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and evaluate primary and secondary sources through a critical lens</li> <li>● Use a range of sources to find out about an aspect of time past</li> </ul>

			<ul style="list-style-type: none"> <li>● Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>● Ask a variety of questions</li> <li>● Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>● Select relevant sections of information from sources</li> <li>● Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Suggest omissions and the means of finding out</li> <li>● Collate knowledge from several sources in a fluent account.</li> </ul>
<b>Communicating historical information</b>	<ul style="list-style-type: none"> <li>● Communicate their knowledge through: · Discussion · Drawing pictures · Drama/Role Play · Music · Models · Writing · ICT</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate their knowledge through: · Discussion · Drawing pictures · Drama/Role Play · Music · Models · Writing · ICT · Dance</li> </ul>	<ul style="list-style-type: none"> <li>● Communicate their knowledge through: · Discussion · Drawing pictures · Drama/Role Play · Models · Music · Writing · ICT · Dance</li> </ul>	<ul style="list-style-type: none"> <li>● Recall, select and organise historical information.</li> <li>● Communicate and present their knowledge and understanding</li> <li>● Discussion/debates</li> <li>● Drawing pictures</li> <li>● Drama/role play</li> <li>● Models</li> <li>● Music</li> <li>● Writing</li> <li>● ICT</li> <li>● Dancing</li> </ul>	<ul style="list-style-type: none"> <li>● Recall, select and organise historical information in greater detail</li> <li>● Communicate their knowledge and understanding in greater detail</li> <li>● Discussion/debates</li> <li>● Drawing pictures</li> <li>● Dram/role play</li> <li>● Models</li> <li>● Music</li> <li>● Writing (See progression through text types and genres)</li> <li>● ICT</li> <li>● Dancing</li> </ul>	<ul style="list-style-type: none"> <li>● Drawing pictures</li> <li>● Drama/role play</li> <li>● Writing (See progression through text types and genres)</li> <li>● Recall, select and organise historical information in greater detail.</li> <li>● Communicate their knowledge and understanding in greater detail.</li> <li>● To self-select and organise information to produce structured work, making appropriate use of dates and terms.</li> <li>● ICT</li> <li>● Debates</li> </ul>

## Historical threads

	Y1	Y2	Y3	Y4	Y5	Y6
<p><b>Everyday Life</b> Homes, work, care, transport, food, men, women, children, toys, schooling etc.</p>	<p>Children create timeline of personal life events. compare their knowledge of life now to life of their parents, grandparents and relatives from the Victorian era Family Trees -Boys V Girls (the differences between them through education and role).  -Toys (comparing the differences of now and then).  This can be linked with science and materials). ***** Finding out what life and travel was like in the time the famous explorers lived: Ibn Battuta - 14th century Matthew Henson - 19th - 20th century Felicity Aston - contemporary Neil Armstrong - 1960s America - space race  Compare their challenges and resources. ***** What was life and care like in 19th century and early 20th century especially during war (Crimean Wars and WWI)</p>	<p>How has transport changed over time? Role of women in developing transport  ***** London before the fire. -over crowded streets, timber buildings, narrow streets, long hot summer. -difference between boys and girls. Apprentice roles etc. - churches - Population (plague). - Use of fire in everyday life through warmth, cooking, lighting etc.  London after the Fire What changes have been made and why? What does London's landscape look like today?  ***** Role of women in Victorian times, right to vote Segregation in America in 50's in schools, public transport and everyday life</p>	<p>Britain's villages &amp; settlements from the Stone age to Iron age. -roles of men and women. -diet and farming. Making comparisons between now and then. -art &amp; culture  ***** Invaders of Britain. -Anglo- Saxons, Scots and Vikings as settlers. - settlements: law and justice, farming, houses, beliefs, art and culture - religion - and conversion to Christianity -early monarchy system - names of towns - language  What is a Viking warrior? - Why did they need to invade? - What were their invasion tactics? ***** Windrush generation: historical links - empire, slave trade and commonwealth  Life in Britain after WWII diversity cultural links: art, music, food, cultural events - Claudia Jones and Notting Hill festival</p>	<p>The Egyptian culture - Clothing - Food - Entertainment - Art - Job/roles - The importance of the Nile - Rich and poor - beliefs ***** Tudors: monarchy Clothing Food Entertainment Art Job/roles The importance of the Nile Rich and poor religion - Henry VIII  ***** The city of London– houses throughout the time period:  population use of river buildings/houses important events(great fire) transport</p>	<p>Ancient Greece Life in Athens - Food - Entertainment - Art - Jobs/roles - Slavery - Law  ***** Roman Empire in Britain: settlements roads inventions society structure food beliefs uprising  ***** Life and childhood in late Victorian times in London diversity first black British Army officer career professional black football player soldiers' life during WWI</p>	<p>How can we possibly know what it was like there 1,000 years ago? Everyday life in Mayan civilisation Rich &amp; Poor  ***** Role of men &amp; women during WWII Clothing in warfare Role children played food rationing  Croydon airport Role of women during WWII</p>

<p><b>Significant People/places</b></p>	<p>Mary Seacole - black nurse, in 19th century (Crimean War)</p> <p>Edith Cavell - WWI British nurse</p> <p>*****</p> <p>Ibn Battuta - medieval Muslim traveller</p> <p>Matthew Henson - 19th - 20th century African American explorer</p> <p>Felicity Aston - contemporary British explorer and writer</p> <p>Neil Armstrong - American astronaut 20th century</p> <p>*****</p>	<p>The Wright Brothers - invention of an aeroplane</p> <p>Bessie Coleman - first female American civil aviator</p> <p>Amelia Earhart - first female solo pilot</p> <p>Amy Johnson (local hero) - first British female pilot to fly solo to Australia from Croydon</p> <p>*****</p> <p>Thomas Farriner - Bakery and the use of fire in industry.</p> <p>Samuel Pepys - a source of information for the events of the Great Fire.</p> <p>Christopher Wren – the architect of new London.</p> <p>*****</p> <p>Rosa Parks - activist 1950s America</p> <p>Emily Davidson - suffragette London 19th century</p> <p>-</p>	<p>Skara Brae</p> <p>Stonehenge</p> <p>Croham Hurst Woods: This ancient woodland in South Croydon contains evidence of Bronze Age burial sites called barrows, which date from around 2100 B.C. The site also has evidence of late Mesolithic settlements and Neolithic flint tools.</p> <p>*****</p> <p>Lindisfarne monastery</p> <p>Aethelflaed</p> <p>Alfred the Great</p> <p>Edward the Confessor</p> <p>Harald Hardrada the Viking</p> <p>*****</p> <p>Caribbean</p> <p>Claudia Jones - the founder of Notting Hill festival</p> <p>Bob Marley</p>	<p>Great Pyramid of Giza</p> <p>Rosetta Stone</p> <p>British Museum</p> <p>Valley of the Kings</p> <p>Pharaohs</p> <ul style="list-style-type: none"> <li>- Tutankhamun</li> <li>- Cleopatra</li> <li>- Rameses II</li> </ul> <p>*****</p> <p>Hampton Court</p> <p>Tower of London</p> <p>Henry VII,</p> <p>Henry VIII</p> <p>Katherine of Aragon · Anne Boleyn · Jane Seymour · Anne of Cleves · Katherine Howard · Katherine Parr</p> <p>Elizabeth I</p> <p>*****</p> <p>Roman London - Roman Road Croydon</p> <p>Aglo-Saxon, Norman</p> <p>London - The White Tower in The Tower of London, St Bartholomew the Great Priory near Barbican</p> <p>Bridge - The song 'London Bridge is falling down' is said to originate from when the Vikings attacked in 1014. - timber bridge</p> <p>Tudor- Hampton Court, Tower of London</p> <p>Bridge - Tudor London Bridge</p> <p>Georgian and Victorian</p> <p>London - Kew Palace, Royal Albert Hall, The Crystal Palace</p> <p>Bridge: London Bridge, The Albert Bridge, The Tower Bridge, Blackfriars</p>	<p>Alexander the Great</p> <p>Homer</p> <p>Hippocrates</p> <p>Ancient Greek Philosophers</p> <p>*****</p> <p>Julius Caesar</p> <p>Roman emperor Claudius</p> <p>Roman Emperor Hadrian</p> <p>Boudica</p> <p>*****</p> <p>Walter Tull - first black British Army officer to lead a contingent in WW1; Career: professional football player for Tottenham Hotspur.</p>	<p>K'inich Janaab Pakal (longest Mayan ruler)</p> <p>John Lloyd Stephens and Frederick Catherwood - the explorers</p> <p>*****</p> <p>Adolf Hitler</p> <p>Winston Churchill</p> <p>Air Marshal Sir Hugh Dowding</p> <p>Battle of Britain Bunker</p> <p>*****</p> <p>Lillian Bader - the first Black women to join the British armed forces</p> <p>Bletchley Park Women</p> <p>Alan Turing</p> <p>Bletchley Park</p>
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				Modern - The Shard, Millennium bridge		
<b>War/Invasion</b>	nursing during Crimean Wars Nursing in WWI	Amy Johnson a pilot during WWII	Weapons and hillforts in prehistoric Britain ***** Scots Invasions Viking Raids - Lindisfarne Battle of Hastings ***** Rebuilding Britain after WWII (Windrush Generation)	Egypt - expansion and the conquest ***** War of Roses - civil war; Elizabeth I; golden age of exploration and the beginning of British Empire *****	Trojan War ***** The result of a failed attempt to conquer Britain by the Romans resulted in Hadrian's Wall. ***** WWI - life on the frontline (Walter Tull)	End of the Mayan civilisation ***** WWII The Battle of Britain ***** RAF and WAF during WWII
<b>Religious / Spiritual beliefs</b>			The religious significance of Stonehenge. - Druids ***** Anglo-Saxon beliefs/Gods Christian conversion Canterbury, Iona & Lindisfarne. Did the Vikings have an impact on religion in Britain?	Egypt's spiritual beliefs Book of the dead Mummification Afterlife/ tombs/art  Priests ***** Christianity and the beginnings of Church of England	Greek Gods & Goddesses *****  - Did the Romans have an impact on religion in Britain? - Early Christianity	Mayans and human sacrifice
<b>Human discovery / inventions</b>	Victorian toys, modern toys ***** Nursing and the improvement of the care system ***** Explorers from medieval times to today and Space Travel	The introduction of the Fire Brigade. ***** History of flight ***** Desegregation Right to vote for women	The use of tools - Stone -Bronze -Iron Early art forms and motifs Farming, towns and villages, hillforts, early society ***** Viking inventions Magnetic compass Longboat Anglo-Saxons inventions Laws and justice	Papyrus – the evolution of paper. Linked with writing hieroglyphics. Mathematics Farming Art Large scale building Structure of the society ***** Long Bows Cavalry Muskets	Roman inventions Roads Sewers Aqueducts Money ***** Alphabet Olympics Politics Democracy Philosophy	Numbers Writing systems: logograms and syllabograms Cities ***** Radar Submarines Spitfire/ Hurricane Code Breakers/ computing (Bletchley Park)
<b>Local History</b>	Felicity Aston - British explorer born in Sevenoaks	Great Fire of London Emily Davidson - London Suffragette Amy Johnson - flew from Croydon Airport	Croham Hurst Woods - Bronze Age burial site Windrush Generation and Notting Hill Festival	British Museum - Ancient Egypt display and the conflict over Rosetta stone  Hampton Court - Henry VIII Tower of London	London Stone Roman Road in Croydon - artefacts in Croydon Museum	Croydon Airport Biggin Hill Compare London before and after WWII

				London through time - population, size, bridges, houses		
<b>Trips</b> (suggestions for staff and parents)	V&A Toy Museum	Drama workshop Local fire station Croydon Airport	Stonehenge – Free entry Croham Hurst Woods	British Museum - Ancient Egypt Hampton Court I Tower of London	British Museum London Stone Museum of Croydon <a href="#">Visit London's Roman Amphitheatre</a> Billingsgate Roman House and Baths	British Museum Croydon Airport Biggin Hill Airport Bletchley Park Imperial War Museum

## Vocabulary

<b>Vocabulary</b> (topics)	<u>Victorians</u> chimney sweep school railway factory chalk and slate cane mining steam engine washboard Queen Victoria iron mangle butler spinning top invention  <u>Nursing</u> Care War Explorers Arctic Circle Rihla Spacecraft	<u>Fire of London</u> London escaping water squirter fire hook axe leather buckets diary smoke buns wooden houses thatch destroyed bread St Pauls Cathedral burnt River Thames city London Samuel Pepys bakers boat spread rebuild escaped exploded Pudding Lane Thomas Farriner Catholic Protestant	<u>Stone Age</u> cave painting weapons tools hand axe borer hammer stone antler jewellery Neolithic man / women fur pelt mammoth spears tribe canoe house evolve fire thatched roof gatherer community arrow grain  <u>Bronze age</u> chief casting stone circle smelting shield village crops	<u>Vikings</u> Viking axe longboat shield sword spear thatched house coins king freeman archer horn cup slave Wessex Freyja Odin Thor Danelaw runes helmet treasure settlement raider Anglo-Saxons Angles Saxons Jutes mead rune farmer-warrior Sutton Hoo Lindisfarne	<u>Tudors</u> cavalry, infantry, artillery, tactics Legacy, Church of England, Catholic Church, Exploration, Fleet, Civil War, War of Roses,	<u>Ancient Egyptian</u> desert sphinx pyramid mummy pharaoh canopic jar scarab beetle hieroglyphics Nile river papyrus amulet priest grain chariot rolling Egypt farmer soldier scribe mattock tomb plough sickle sarcophagus	<u>Ancient Greece</u> Athens, Trojan wars, Olympics, Marathon, Parthenon, Agora, Athens, Temple, Parthenon, Democracy, Religion, Marathon, Chariot horse races, Pentathlon, Politics,	<u>Roman Britain</u> Aqueducts Viaducts Roman helmet crest should plates body armour shield tunic sandals javelin toga mosaic aqueduct villa empire myth Rome baths amphitheatre sewer colosseum	<u>Maya civilisation</u> Ahaul, Batab, Cacao, Cenote, Chac Mool, Chichen Itza, City-state, Classic period, Codex, Glyph, Haab, Heor Twins, Itzamna, Kin, Kukulcan, Lintel, Pyramid, Quetzal Tikal.  codebreakers, Bletchley Park, Battle of Atlantic, Enigma Machine, cryptography, encrypted, decrypt, decipher, cipher
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<b>Vocabulary</b> (historical)	now next then year present the past memory family tree generation		past memory investigate historians evidence research impact historians opinion artefact century date order significant				chronological order era period B.C.E (before the common era) C.E (the common era) B.C (before Christ) A.D (Anno Domini) archaeologist oral history second hand evidence civilisation first hand evidence source legacy reliable experts impression memorial		