

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

### Understanding the World (People and Communities)

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

### Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

## Level Expected at the End of KS1 and KS2

### Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

### Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

The History curriculum progression maps comprehensively shows the progression of historical skills and concepts from year 1 to year 6, split across our 5 mixed year classes.

	ASHTON	BRAEBURN	REDSTREAK	HASTINNG	DABINETT
Historical Interpretations	<p><b>KS1 History National Curriculum</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past;</li> <li>explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p><b>MY FAMILY TREE</b></p>	<p><b>KS1 History National Curriculum</b> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>start to compare two versions of a past event;</li> <li>start to use stories or accounts to distinguish between fact and fiction;</li> </ul> <p><b>(and all skills acquired in Class 1)</b></p> <p><b>AERONAUTIC EXPLORERS</b> <b>OLYMPIC ACHIEVEMENTS</b></p>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>look at more than two versions of the same event or story in history and identify differences;</li> <li>investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different..</li> <li>begin to evaluate the usefulness of different sources.</li> </ul> <p><b>(building on skills acquired in KS1)</b></p> <p><b>THE ROMANS</b></p>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past;</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> </ul> <p><b>(and all skills acquired in Class 3)</b></p> <p><b>ALL UNITS</b></p>	<p><b>KS2 History National Curriculum</b> Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>consider different ways of checking the accuracy of interpretations of the past;</li> <li>show an awareness of the concept of propaganda;</li> <li>know that people in the past represent events or ideas in a way that may be to persuade others;</li> </ul> <p><b>(and all skills acquired in Classes 3 and 4)</b></p> <p><b>WW2 / VICTORIANS</b></p>
Historical Investigations	<p><b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past;</li> </ul> <p><b>TOYS TODAY TOYS TOMORROW</b> <b>ME &amp; MY WORLD</b></p>	<p><b>KS1 History National Curriculum</b> Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><b>(and all skills acquired in Class 1)</b></p> <p><b>AERONAUTIC EXPLORERS</b> <b>OLYMPIC ACHIEVEMENTS</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use a range of sources to find out about the past;</li> <li>gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>regularly address and sometimes devise own questions to find answers about the past;</li> </ul> <p><b>(building on skills acquired in</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>use a wide range of different evidence to collect evidence about the past, such as</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p><b>(and all skills acquired in</b></p>

			<b>KS1)</b> <b>THE ROMANS/ANGLO-SAXONS</b>	<p>ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <ul style="list-style-type: none"><li>• construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li><li>• begin to undertake their own research.</li></ul> <p><b>(and all skills acquired in Class 3)</b> <b>ALL UNITS</b></p>	<b>Classes 3 and 4)</b> <b>AZTECS / BENIN KINGDOM</b>
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	ASHTON	BRAEBURN	REDSTREAK	HASTINNG	DABINETT
Chronological Understanding	<p><b>KS1 History National Curriculum</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence pictures from different periods;</li> <li>describe memories and changes that have happened in their own lives;</li> <li>use words and phrases such as: old, new, past, present, future, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul> <p><b>ALL UNITS</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>order dates from earliest to latest on simple timelines;</li> <li>sequence artefacts and events that are close together in time;</li> <li>use words and phrases from Class 1 and: earliest, latest, century, succession, era to show the passing of time.</li> </ul> <p><b>(and all skills acquired in Class 1)</b> <b>ALL UNITS</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</li> <li>understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><b>(building on skills acquired in KS1)</b> <b>ALL UNITS</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>understand how some historical events/periods occurred concurrently in different locations, e.g. Aztecs and Ancient Egypt.</li> </ul> <p><b>(and all skills acquired in Class 3)</b> <b>ALL UNITS</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>understand and describe in some detail the main changes to an aspect in a period in history;</li> <li>accurately use dates and terms to describe historical events;</li> </ul> <p><b>(and all skills acquired in Classes 3 and 4)</b> <b>ALL UNITS</b></p>
Knowledge and Understanding of Events, People and Changes in the Past	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>recognise some similarities and differences between the past and the present;</li> <li>know and recount episodes from stories and significant events in history;</li> <li>describe significant individuals from the past.</li> </ul> <p><b>ANIMAL ANTICS – DARWIN/ATTENBOUROUGH</b></p>	<p><b>KS1 History National Curriculum</b> Pupils should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>identify similarities and differences between ways of life in different periods;</li> <li>understand that there are reasons why people in the past acted as they did;</li> </ul> <p><b>(and all skills acquired in Class 1)</b> <b>AERONAUTIC EXPLORERS AXBRIDGE – THE HEART OF A TOWN</b></p>	<p><b>KS2 History National Curriculum</b> Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>find out about the everyday lives of people in time studied compared with our life today;</li> <li>explain how people and events in the past have influenced life today;</li> <li>identify key features, aspects and events of the time studied;</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul> <p><b>(building on skills acquired in KS1)</b> <b>ALL UNITS</b></p>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>note key changes over a period of time and be able to give reasons for those changes;</li> </ul> <p><b>THE STRAWBERRYLINE DANELAW</b></p> <ul style="list-style-type: none"> <li>identify and note connections, contrasts and trends over time in the everyday lives of people;</li> </ul> <p><b>BRISTOL'S BLACK HISTORY VICIOUS VIKINGS</b></p> <ul style="list-style-type: none"> <li>use appropriate historical terms such as culture, religious, adaptation, sustainability, justice when describing the past;</li> </ul>	<p><b>KS2 History National Curriculum</b> Pupils should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use further appropriate historical terms such as alliance, democratic, social, economic and political when describing the past;</li> <li>examine causes and results of great events and the impact these had on people;</li> </ul> <p><b>GREEKS / VICTORIANS / WW2</b></p> <p><b>ALL UNITS</b> <b>(and all skills acquired in Classes 3 and 4)</b></p>

	LIFE ON THE OCEAN WAVES	BRISTOL BREAKTHROUGHS OLYMPIC ACHIEVEMENTS		<ul style="list-style-type: none"><li>describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li></ul> <p>(and all skills acquired in Class 3)</p> <p>ALL UNITS</p>	
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	ASHTON	BRAEBURN	REDSTREAK	HASTINNG	DABINETT
Presenting, Organising and Communicating	<b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms.  Children can: <ul style="list-style-type: none"> <li>show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>talk, write and draw about things from the past;</li> <li>use historical vocabulary to retell simple stories about the past;</li> <li>use drama/role play to communicate their knowledge about the past.</li> </ul>	<b>KS1 History National Curriculum</b> Pupils should use a wide vocabulary of everyday historical terms.  Children can: <ul style="list-style-type: none"> <li>use increased historical vocabulary to retell stories about the past;</li> <li>use writing and ICT skills to communicate their knowledge about the past.</li> </ul>	<b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.  Children can: <ul style="list-style-type: none"> <li>use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms, settlement</li> <li>present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.  Children can: <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as civilisation, cultural, religious;</li> </ul>	<b>KS2 History National Curriculum</b> Pupils should develop the appropriate use of historical terms.  Children can: <ul style="list-style-type: none"> <li>know and show a good understanding of historical vocabulary including abstract terms such as democracy, social, political, economic</li> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as persuasion, balanced arguments, speeches and essays</li> <li>plan and present a self-directed project or research about the studied period.</li> </ul>
	<b>KINGS &amp; QUEENS</b> <b>NURTURING NURSES</b>	<b>(and all skills acquired in Class 1)</b> <b>ALL UNITS</b>	<b>(building on skills acquired in KS1)</b>  <b>ALL UNITS</b>	<b>ANCIENT EGYPT</b> <b>VICIOUS VIKINGS</b> <b>DANELAW</b>  <ul style="list-style-type: none"> <li>present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</li> <li>start to present ideas based on their own research about a studied period.</li> </ul>	<b>(and all skills acquired in Classes 3 and 4)</b>  <b>ALL UNITS</b>
				<b>(and all skills acquired in Class 3)</b> <b>ALL UNITS</b>	

## EYFS and KS1

ASHTON Class combines the ELGs and the National Curriculum expectations

Each unit of work focuses on key concepts.

ASHTON (YR&1) YEAR A			ASHTON (YR&1) YEAR B			BRAEBURN (Y1&2) YEAR A			BRAEBURN (Y1&2) YEAR B		
IDENTITY UNIQUENESS TRADITION	GROWTH SIMILARITIES DIFFERENCE S ASPIRATION	ACHIEVEMENT RESISTANCE JUSTICE	IDENTITY UNIQUENESS TRADITION	NURTURE SIMILARITIES DIFFERENCE S ASPIRATION	QUEST SUCCESSION POWER	INVENTION DIVERSITY TECHNOLOGY	LEGACY RESILIENCE ASPIRATION	NURTURE INVASION SUSTAINABILITY	DISASTER LOSS CHARITY	LEGACY RESILIENCE ASPIRATION	POWER TYRRANY SUCCESSION
<b>TOYS TODAY TOYS TOMORROW</b>  <b>What type of toys are played with the most?</b>  Changes within living memory - related to personal history	<b>ANIMAL ANTICS</b>  (David Attenborough)  <b>Why is he so passionate about sharing the stories about our planet?</b>  Events beyond living memory, contributing to national achievement	<b>LIFE ON THE OCEAN WAVES</b>  (Victorian Seaside Fun)  Maya Gabeira - Brazilian Surfer  Mary Anning)  <b>What challenges did Mary Anning face?</b>  Significant individual, national figure (think about gender equality)	<b>WHO AM I?</b>  <b>LET'S CELEBRATE!</b>  Our Family Tree - personal history  <b>What makes my family special?</b>  Changes within living memory - related to personal history	<b>NURTURING NURSES</b>  (Mary Seacole, Edith Cavell, Florence Nightingale)  <b>Why was she known as the Lady with the Lamp?</b>  Events beyond living memory, contributing to national achievement	<b>QUEENS AND QUESTS</b>  (Queen Elizabeth II and the royal family)  <b>Why a King next?</b>  Significant individual, national figure (think about gender equality)	<b>BRISTOL BREAKTHROUGHS</b> Brunel, Suspension Bridge, SS Great Britain and current engineers shaping Bristol  HISTORY: History of our locality - significant events, people, places	<b>POLES APART</b> Expeditions : eg. Shackleton/ Ann Bancroft, melting ice caps, life in the Arctic Circle  HISTORY: Events beyond living memory, contributing to international achievement , Significant individual, international figure (think about gender equality)	<b>OLYMPIC ACHIEVEMENT</b> History of the Olympics, restrictions in place (ie. gender/race ), specific individuals including paralympians  HISTORY: Events beyond living memory, contributing to international achievement , Significant individual, international figure (think about gender equality)	<b>AERONAUTIC EXPLORERS</b> Development of flight, focusing on key individuals  HISTORY: Events beyond living memory, contributing to international achievement	<b>WE'RE ROAMING IN THE RAINFOREST</b> Structure of rainforests and their impact on the World, including deforestation <b>Focus on David Attenborough or Adeline Tiffanie Suwana</b>  HISTORY: Significant individual, international figure (think about gender equality)	<b>AXBRIDGE: THE HEART OF A TOWN</b> UK geography, map and compass skills, how Axbridge has changed over time (buildings and Town Square)  HISTORY: History of our locality - significant events, people, places

## KS2

REDSTREAK (Y3&4) YEAR A			REDSTREAK (Y3&4) YEAR B			HASTING (Y4&5) YEAR A			HASTING (Y4&5) YEAR B			DABINETT (Y5&6) YEAR A			DABINETT (Y5&6) YEAR B		
POWER GROWTH EMPIRE	SETTLEMENT CULTURE SUCCESSION	SURVIVAL INVENTION TECHNOLOGY	INVASION RESISTANCE LEGACY	SETTLEMENT BELIEF CULTURE	SACRIFICIAL LEGACY COMMUNITY	CIVILIZATION SOCIETY RITUAL	INVASION CONSEQUENCE POWER	DIVERSITY JUSTICE INDUSTRY	CIVILIZATION SOCIETY RITUAL CULTURE	INVASION RESISTANCE	INDUSTRY ADAPTATION SUSTAINABILITY	SOCIETY DEMOCRACY LEGACY	JUSTICE PRIVILEGE CHARITY INDUSTRY	CIVILIZATION SACRIFICIAL RITUAL ALLIANCE	INVASION BELIEF EMPIRE	DISASTER LOSS RESILIENCE ADAPTATION	EMPIRE DIVERSITY JUSTICE
<b>EGOS &amp; EMPIRES</b>  <b>Why did the Romans create an empire?</b>  Julius Caesar's Invasion The Roman Empire by AD 42	<b>POWERFUL PICTS &amp; SAVAGE SCOTS</b>  <b>Should the Romans have left Britain? How did Scottish culture differ from Roman Britain?</b>  Roman withdrawal, Scots invasions from Ireland to North Britain	<b>STICKS &amp; STONES</b>  <b>How has technology changed the lives of humans?</b>  Late Neolithic, Bronze Age religion, technology & travel	<b>RULERS &amp; REBELS</b>  <b>What have the Romans ever done for us?</b>  Claudius's Invasion - inc. Hadrian's Wall British Resistance - Boudicca	<b>SETTLE DOWN SAXONS!</b>  <b>Why did the Anglo-Saxons convert to Christianity?</b>  Anglo Saxon Invasions, settlements, art, culture	<b>LET'S IRON THINGS OUT.</b>  <b>How did Iron Man and Woman create a lifestyle?</b>  Iron Age hill forts, tribal kingdoms, farming, art, culture	<b>DIGGING FOR DRAGON BONES</b>  <b>Why were the Oracle bones so significant?</b>  Achievements of earliest civilizations Where and when the first civilizations appeared In-depth study of the Shang Dynasty	<b>PAGANS, PILLAGERS &amp; PUNISHMENTS</b>  <b>What can we learn from Danelaw?</b>  Further invasions, Danegeld, Law & Justice, Edward the Confessor up to 1066	<b>BRISTOL'S BLACK HISTORY</b>  <b>Why was Colston pulled down?</b>  Local History Study – BRISTOL'S Black History from the Slave Trade to St Paul's Carnival -range of links to National History reflected in locality	<b>WALK LIKE AN EGYPTIAN</b>  <b>What makes a civilisation thrive?</b>  Achievements of earliest civilizations Where and when the first civilizations appeared In-depth study of ANCIENT EGYPT	<b>VICIOUS VIKINGS</b>  <b>Were the Vikings vicious?</b>  Viking raids and invasion, Resistance by Alfred the Great and Athelstan, first king of England	<b>ON THE RIGHT TRACK!</b>  <b>How has the Strawberry Line shaped our locality?</b>  Local History Study – The Strawberry Line -range of links to National History reflected in locality	<b>VASES, VOTES &amp; VICTORIES</b>  <b>How has Ancient Greece influenced the western world?</b>  GREEKS: Homer Olympic Games Democracy Famous Greeks	<b>POVERTY IS THE PARENT OF REVOLUTION &amp; CRIME</b>  <b>Why were there clear class differences in the Victorian era?</b>  British History Beyond 1066 VICTORIANS Social history of Britain (eg. poverty, crime & punishment)	<b>SPIRITS AND SACRIFICICE</b>  <b>Why was worship so important to the Aztecs?</b>  Non-European Society from AD900 AZTECS	<b>BATTLES &amp; BELIEFS</b>  <b>What was the Ancient Greeks' biggest achievement?</b>  GREEKS: Athens, Sparta battles between city states, Trojan War, Gods & Goddesses	<b>WHO DO YOU THINK YOU ARE KIDDING MR HITLER?</b>  <b>Why was WW2 such a significant turning point in British History?</b>  British History Beyond 1066 Modern British History WORLD WAR 2 - BATTLE OF BRITAIN	<b>SHAME ON US</b>  <b>Why did the art of Benin challenge the world's perception of African art? Is the oral tradition of history in African communities reliable?</b>  Non-European Society from AD900 BENIN (West Africa)

Each unit of work focuses on key concepts.



KEY CONCEPTS PROGRESSION MAP

ASHTON	BRAEBURN	REDSTREAK	HASTING	DABINETT
IDENTITY UNIQUENESS SIMILARITIES DIFFERENCES SUCCESSION	DIVERSITY SUCCESSION	SUCCESSION	DIVERSITY SUCCESSION	DIVERSITY SUCCESSION
		COMMUNITY SETTLEMENT	CIVILIZATION SOCIETY	CIVILIZATION SOCIETY ALLIANCE
GROWTH NURTURE ASPIRATION	NURTURE ASPIRATION RESILIENCE SUSTAINABILITY	GROWTH SURVIVAL	ADAPTATION SUSTAINABILITY	RESILIENCE ADAPTATION
TRADITION ACHIEVEMENT	LEGACY	LEGACY BELIEF CULTURE	CULTURE RITUAL	LEGACY BELIEF RITUAL
RESISTANCE	INVASION POWER TYRRANY DISASTER	INVASION POWER EMPIRE RESISTANCE	INVASION POWER TYRRANY RESISTANCE	INVASION EMPIRE DISASTER
	LOSS	SACRIFICE		SACRIFICE LOSS
QUEST	INVENTION TECHNOLOGY	INVENTION TECHNOLOGY	INDUSTRY	INDUSTRY
JUSTICE	CHARITY		CONSEQUENCE JUSTICE	CHARITY DEMOCRACY JUSTICE PRIVELEGE

