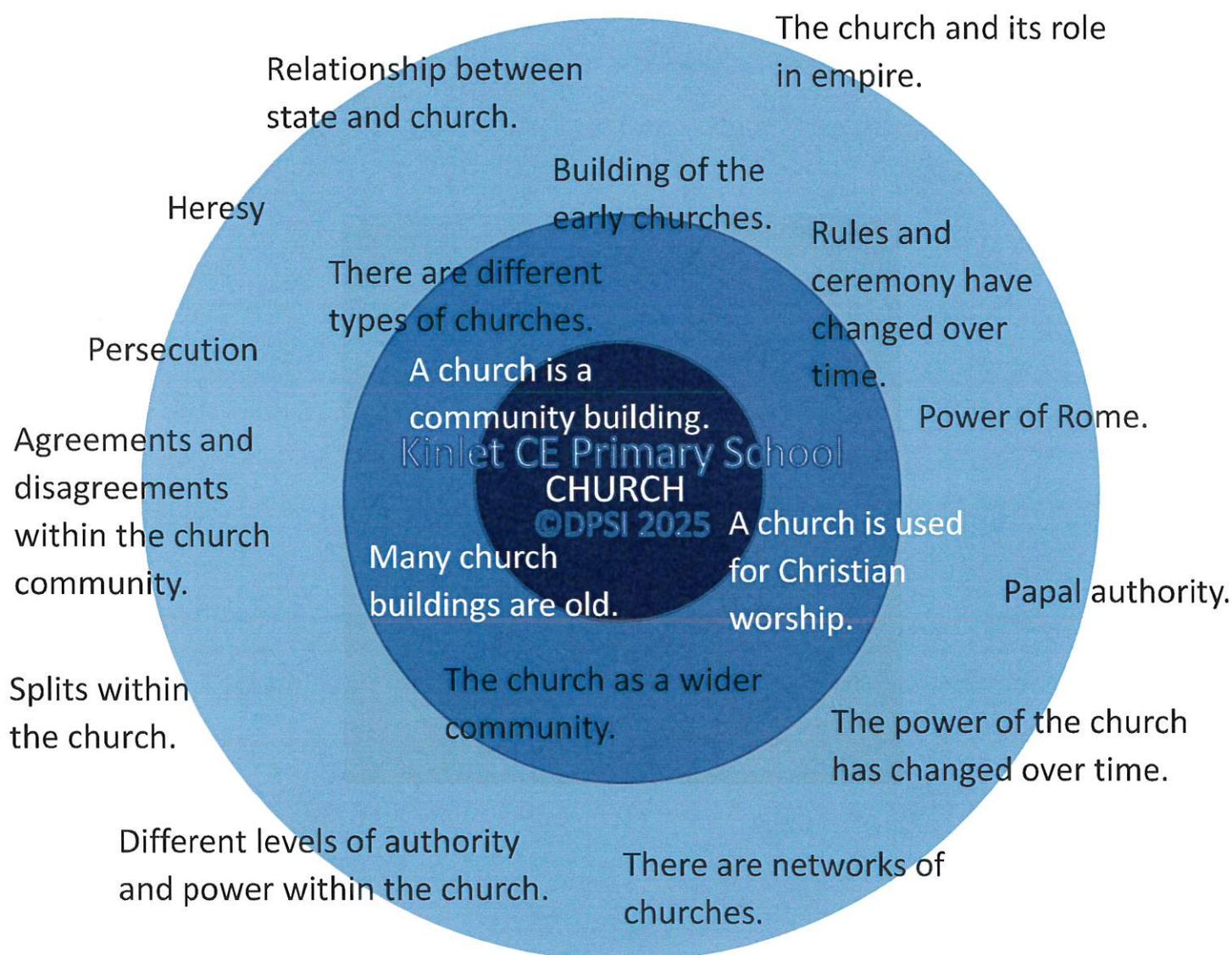


Building an expanding schema for CHURCH

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This is a resource for primary teachers. It is not exhaustive, but is intended as a guide to how recurring historical concepts can be developed over time. By revisiting and building up knowledge about church (moving from the centre outwards), pupils build increasingly complex mental maps.

Building an expanding schema for CONFLICT

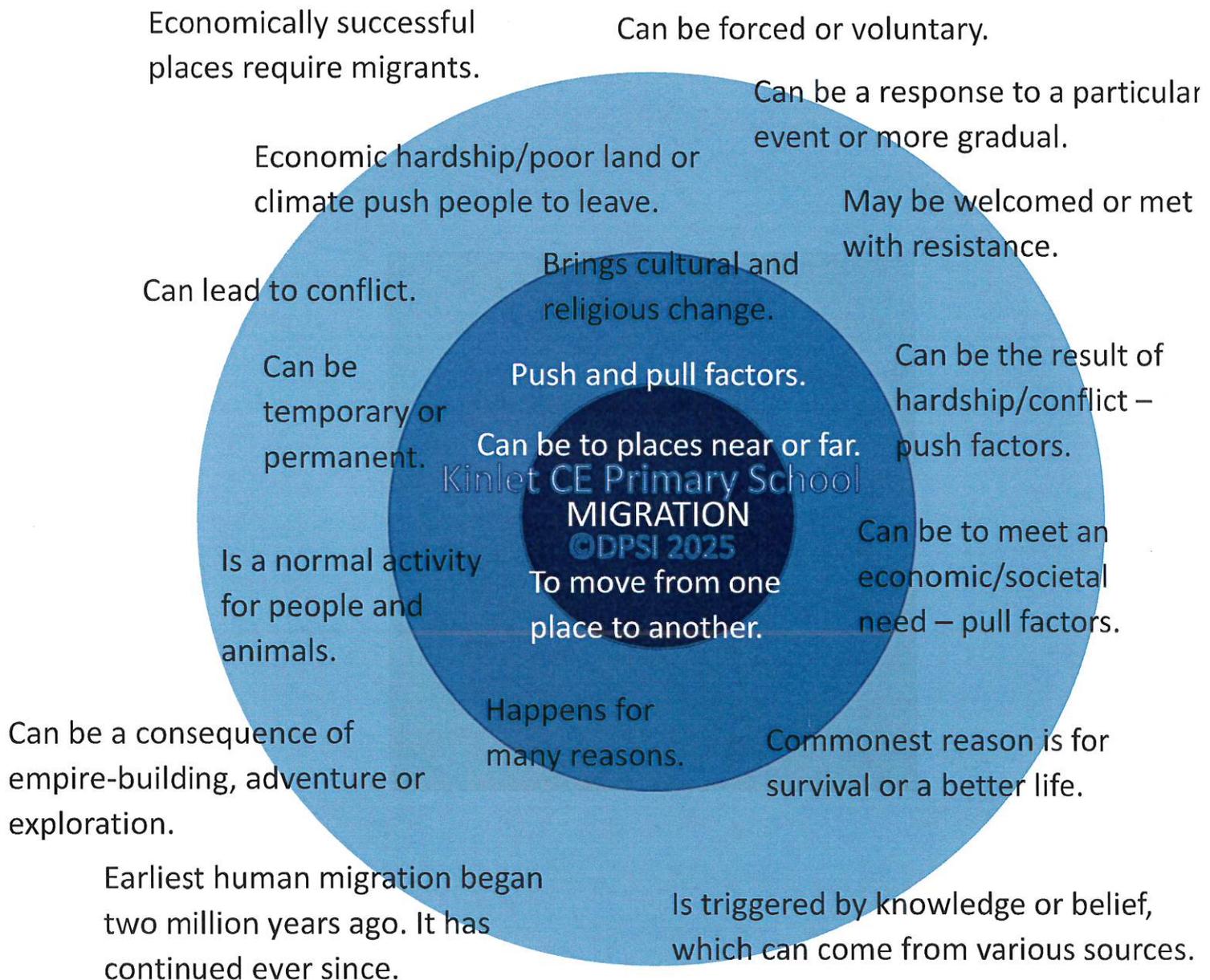
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Building an expanding schema for MIGRATION

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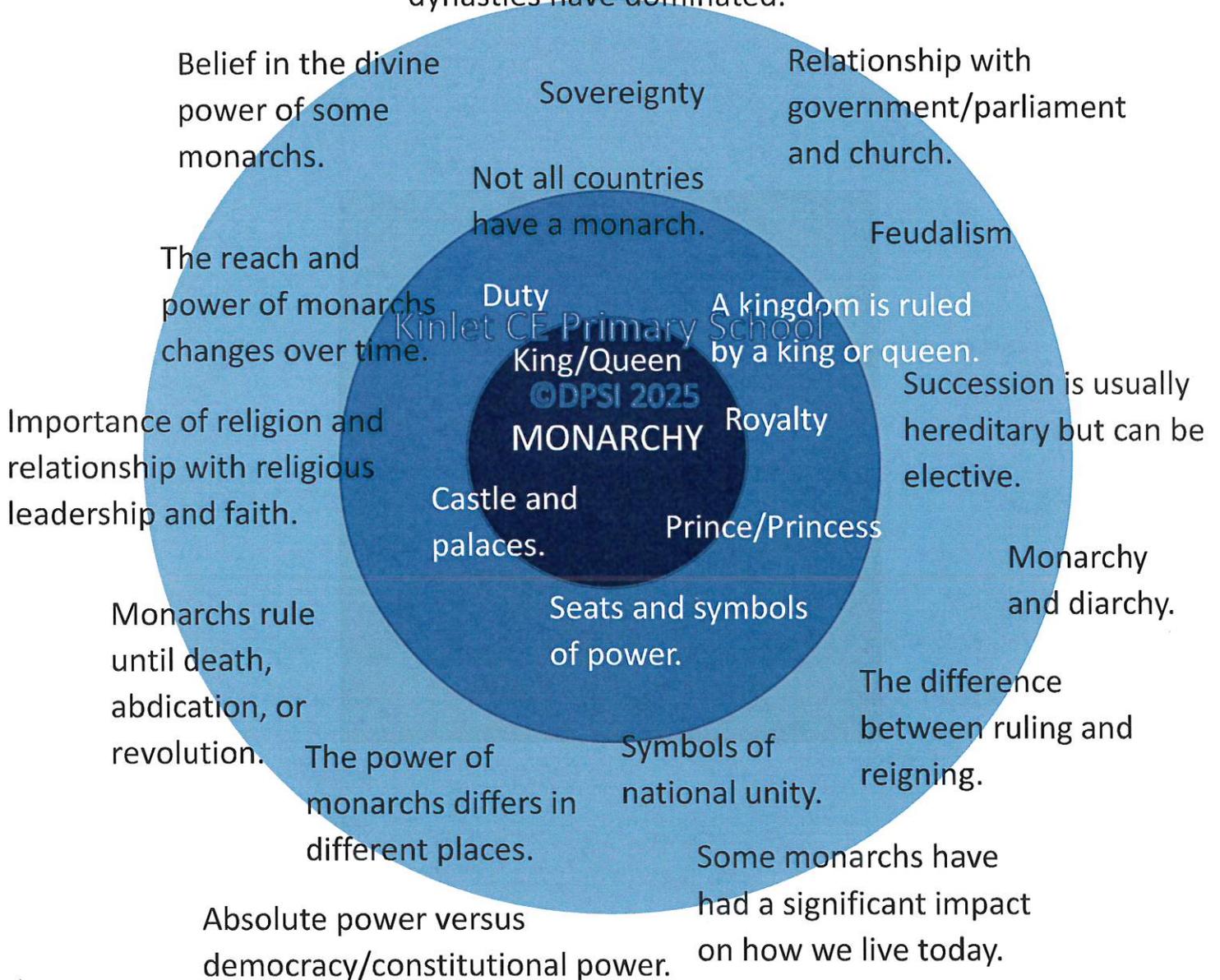


This is a resource for primary teachers. It is not exhaustive, but is intended as a guide to how recurring historical concepts can be developed over time. By revisiting and building up knowledge about invasion (moving from the centre outwards), pupils build increasingly complex mental maps.

Building an expanding schema for MONARCHY

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Throughout history, royal
dynasties have dominated.



This is a resource for primary teachers. It is not exhaustive, but is intended as a guide to how recurring historical concepts can be developed over time. By revisiting and building up knowledge about monarchy (moving from the centre outwards), pupils build increasingly complex mental maps.

Building an expanding schema for TRADE

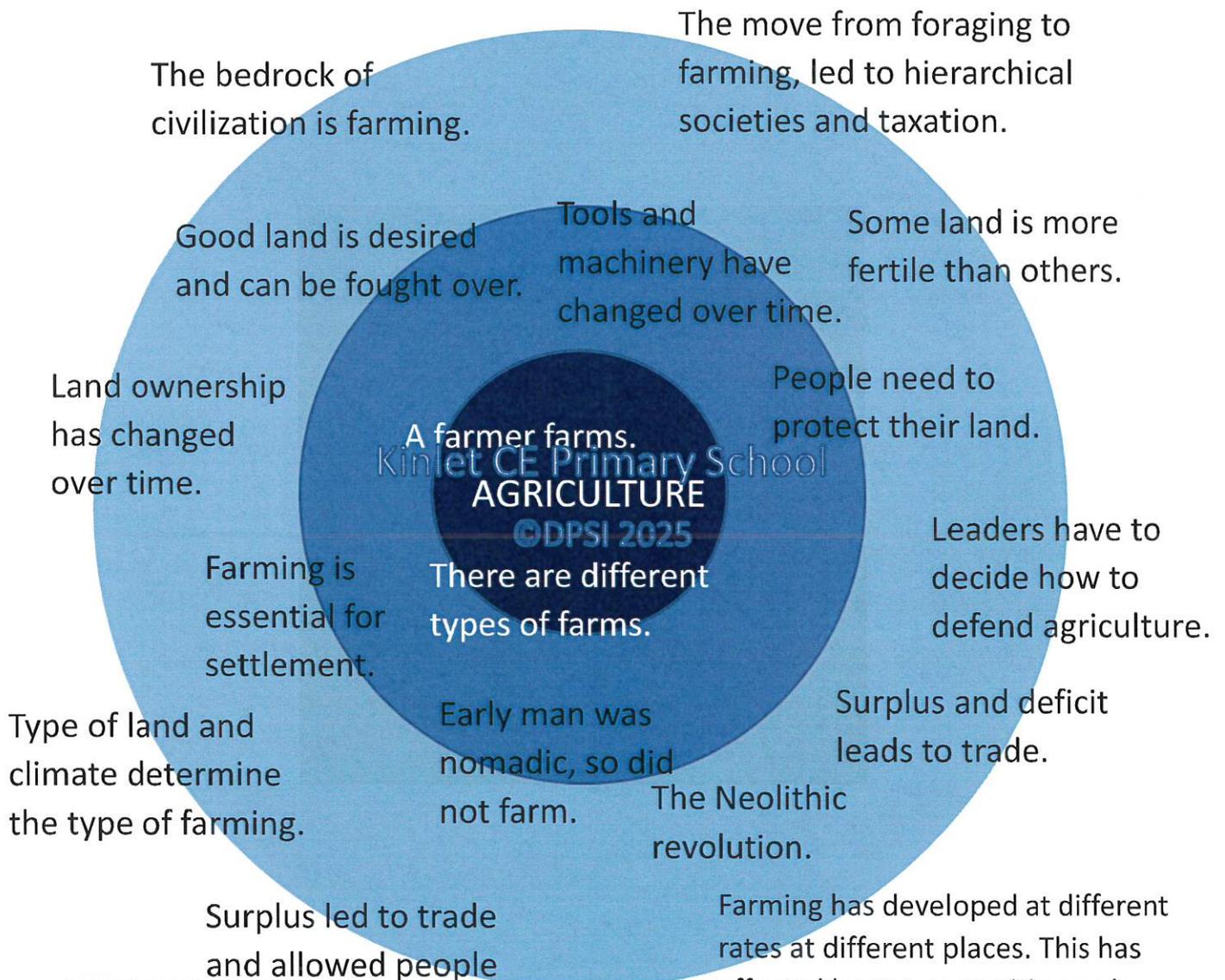
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Building an expanding schema for AGRICULTURE

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Building an expanding schema for INVASION

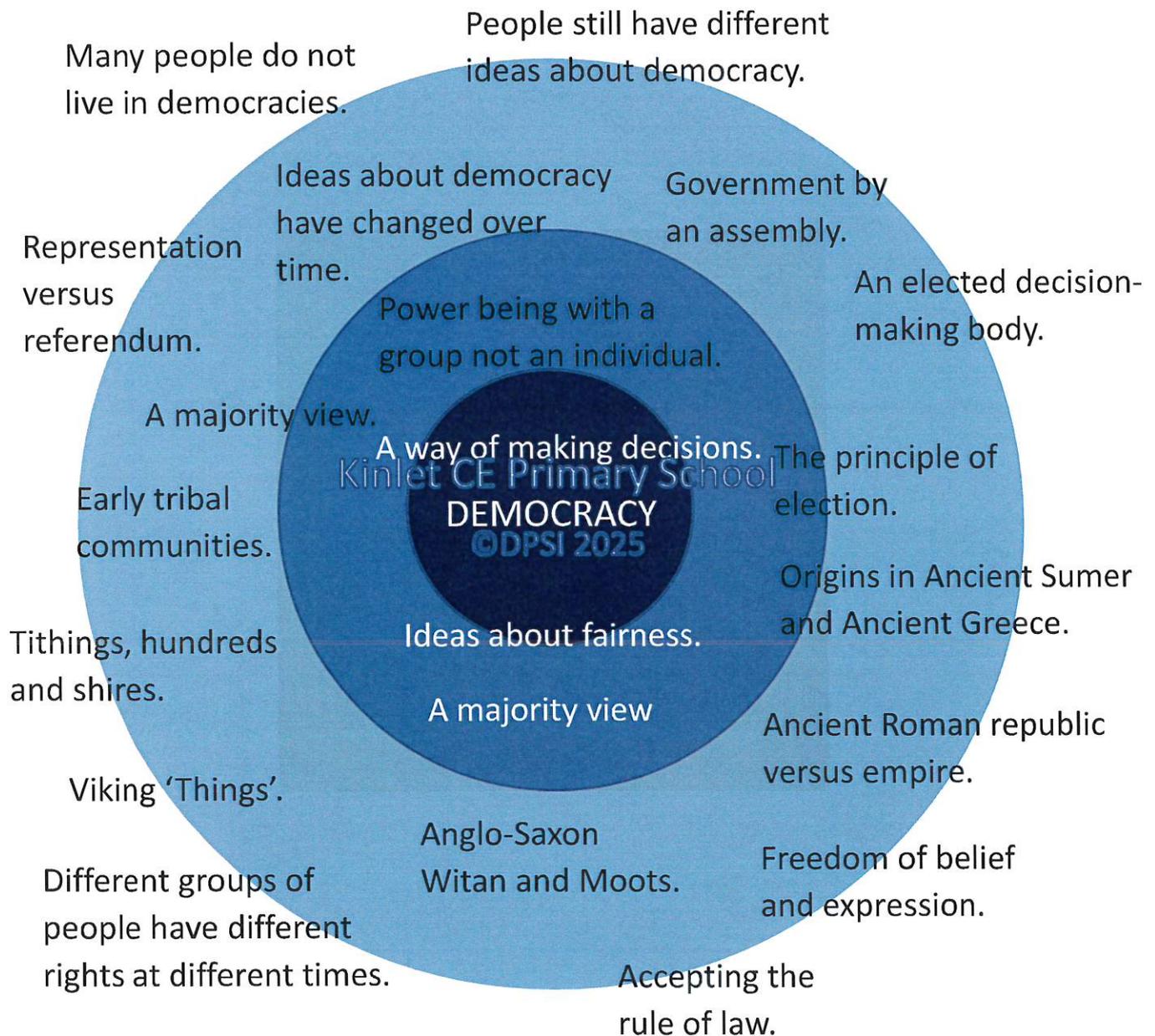
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Building an expanding schema for DEMOCRACY

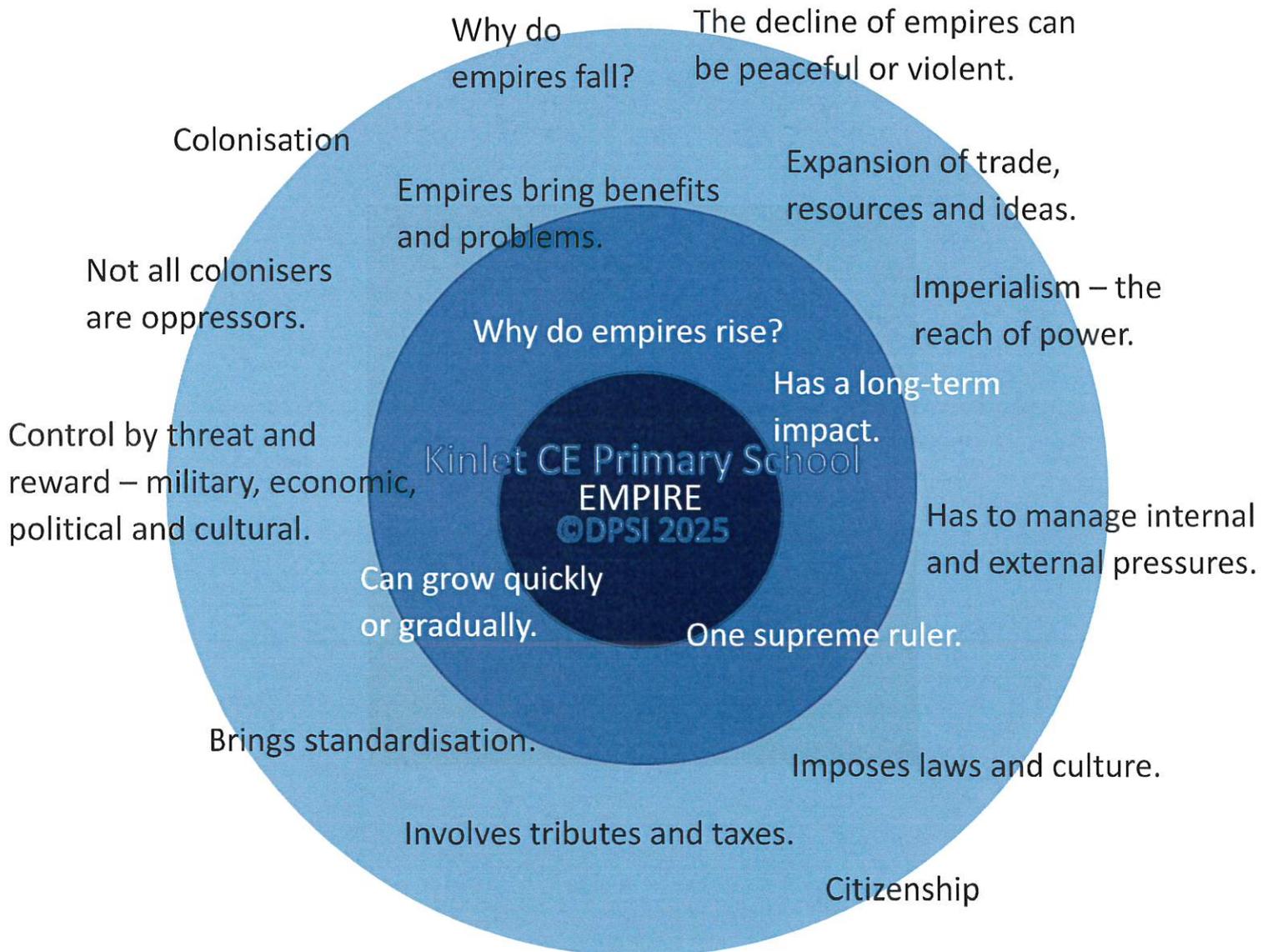
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Building an expanding schema for EMPIRE

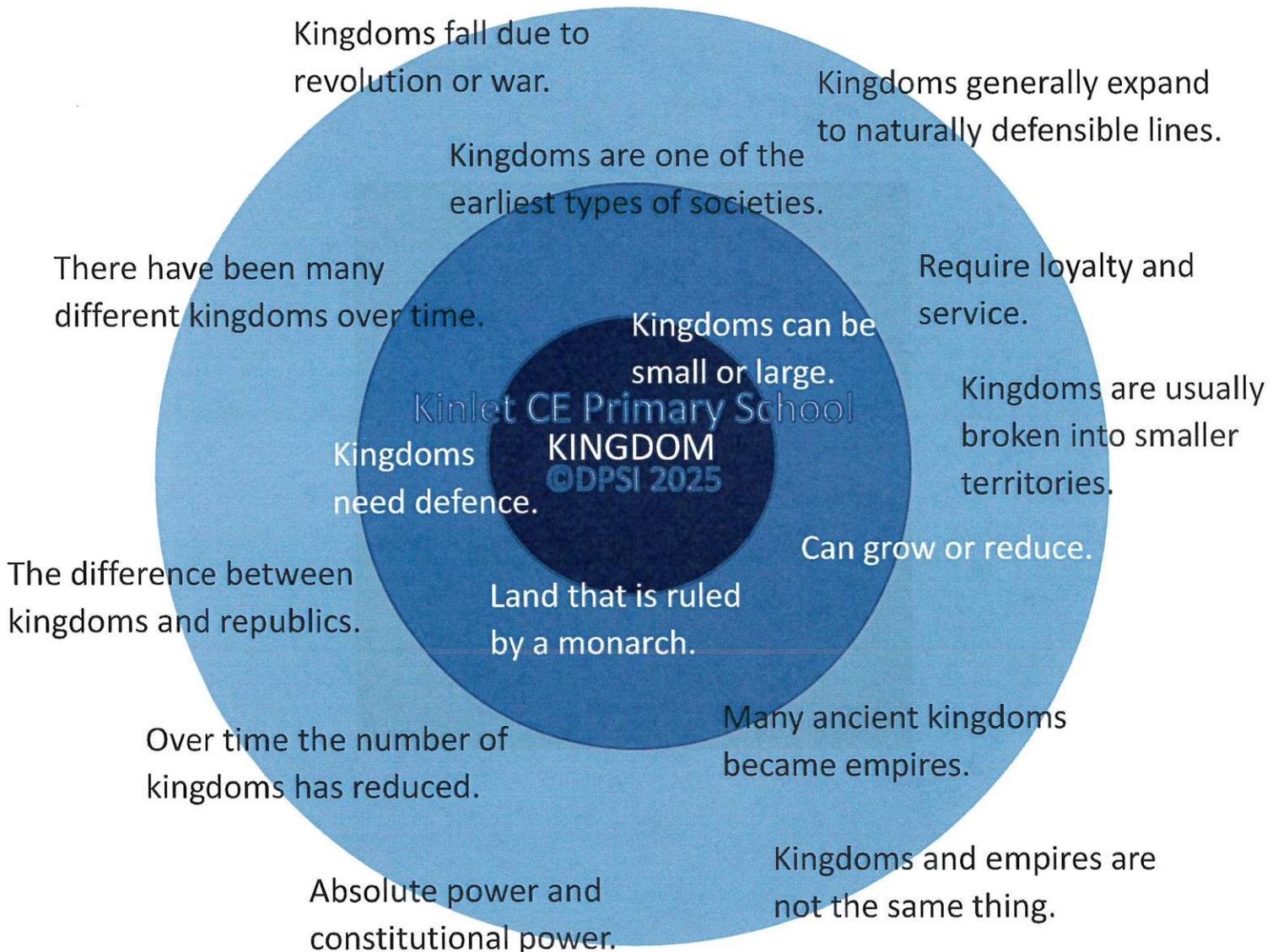
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This is a resource for primary teachers. It is not exhaustive, but is intended as a guide to how recurring historical concepts can be developed over time. By revisiting and building up knowledge about empire (moving from the centre outwards), pupils build increasingly complex mental maps.

Building an expanding schema for KINGDOM

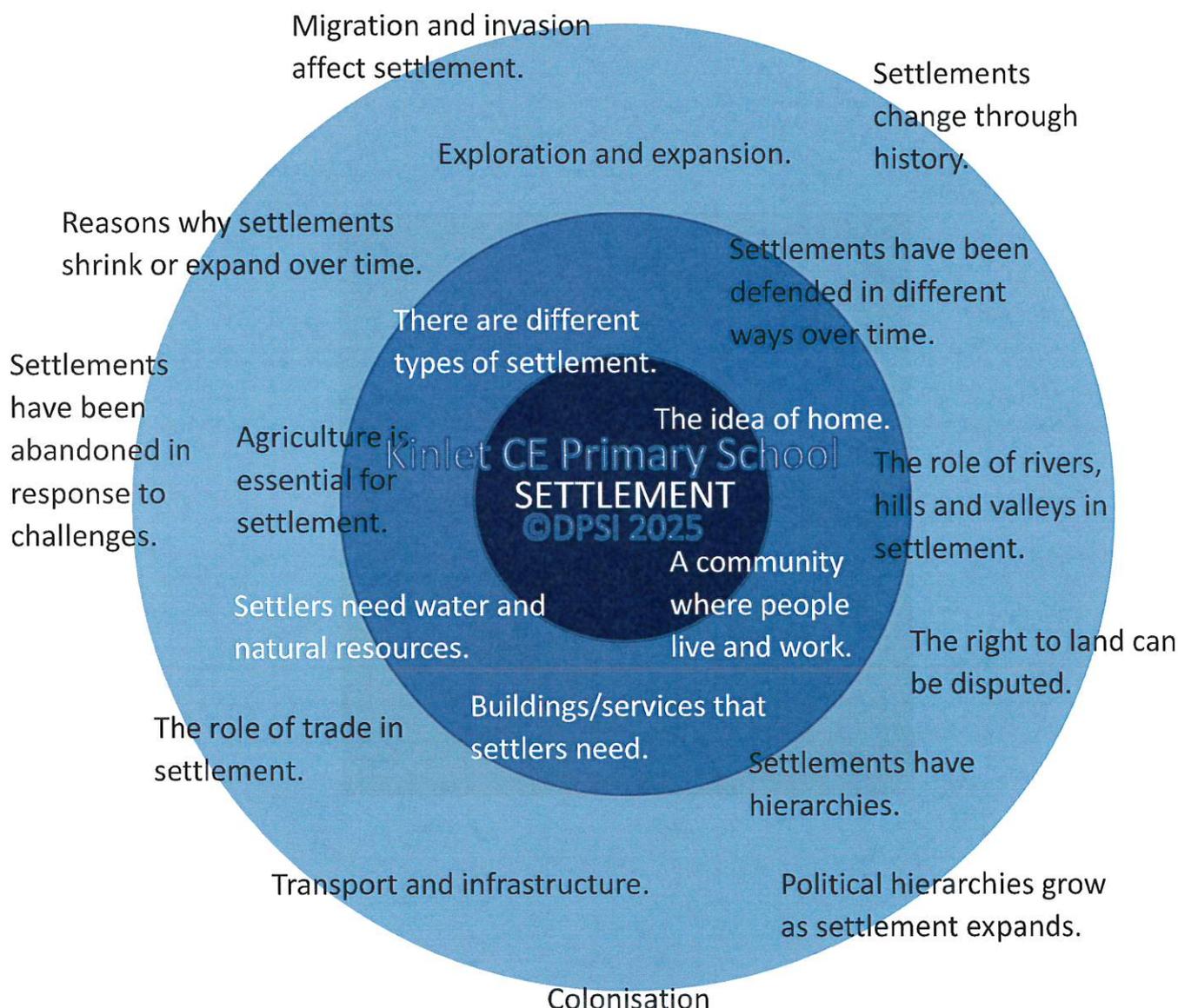
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Building an expanding schema for SETTLEMENT

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