

History Progression of Pitch (EYFS – KS2)

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Big Idea and Key Themes	What makes me, me? Belonging Family Rules and routines	How do we celebrate? Celebrations past and present Family and culture	Who can help us? Community Self care Oral hygiene Safety Seasonal changes (Winter)	Was it a happily ever after? Seasonal changes (Spring) Friendship	From tiny seeds to big adventures Habitats Life cycles Growth and change Local environment planting	Where can we travel? Cultures, climates, travel, ways of life, Seasonal change (Summer) Transition into Year 1
School Core Values	Forgiveness	Safety	Achievement	Friendship	Respect	Trust
Celebrations and experiences	Harvest Visit to St Mary's Autumn Walk	Halloween Diwali Children in Need Bonfire Night Remembrance Day Christmas Production	Chinese New Year Visits from emergency services – police, fire and paramedic Teddy Bears Hospital Visit Winter walk	Pancake Day Comic Relief Visit to 'The Green Moon' Mothers Day World Book Day Spring Walk	Easter Visit to Home Farm – Temple Newsam Caterpillar delivery	Fathers Day Walk to the library Class healthy picnic Sports Day Transition Week Summer Walk
Vocabulary linking to 'Big Idea'	Belong, unique, different, autumn, morning, afternoon, evening	Celebration, festival, believe, season, winter	Emergency, safe, unsafe, address, healthy, danger, diet, exercise	Local, spring, grow, first, next, after that, finally, environment	Habitat, lifecycle, child, adult, elderly, chrysalis	Summer, travel, country, compare, climate, land, ocean, journey, adventure
Enquiry Questions	<ol style="list-style-type: none"> How am I the same and different to my friends? What are rules and how can I follow them? What is autumn and harvest? Where do I live? 	<ol style="list-style-type: none"> How do different people and cultures celebrate? What is a birthday a celebration of? What is Diwali a celebration of? What is Christmas a celebration of? What changes can I see during Winter? 	<ol style="list-style-type: none"> What people help us in our community? What do I do if I feel danger? How can I keep myself safe? How can I make healthy choices? What changes can you notice during Winter? 	<ol style="list-style-type: none"> How can you retell a familiar story? How can you draw information on a simple map? What changes can you see in Spring? Who celebrates Ramadan and Easter? How can I recount a recent event? 	<ol style="list-style-type: none"> What changes can I see throughout the life cycle of animals and creatures? What growth and change can I observe in plants? What changes will I see between Spring and Summer? How does England compare to other countries around the world? 	<ol style="list-style-type: none"> How can you travel around the world? What different climates are there around the world? What changes in the environment can you see in Summer? How can I prepare for my journey into Year 1?

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Year 1	Autumn 2 What did our grandparents enjoy?	Spring 2 Why did the Great Fire of London spread?	Summer 2 How have houses in Leeds changed?
NC link	Changes within living memory	Events beyond living memory	Significant historical events in own locality Changes within and beyond living memory
Substantive Knowledge (Knowledge of the past)	<ul style="list-style-type: none"> Know that I was once a baby. Know that I have changed since I was a baby. Know that I have just moved class (compare Year 1 to Reception). Know how toys looked at different points of time. Know some differences between toys today and toys in the past, e.g. material, battery powered. Know how lifestyles have changed, e.g. games, fashion, music. 	<ul style="list-style-type: none"> Know the fire started in Pudding Lane in a Bakery owned by Thomas Farriner in 1666. Know it spread because of the wind and houses being made from wood and built close together. Know they pulled houses down to stop it. Know that London was rebuilt differently from brick and with spaces between buildings. Know that the fire brigade was developed as a result of the fire. Know that Samuel Pepys kept a diary of the events. 	<ul style="list-style-type: none"> Houses in Leeds are made of Brick. Houses vary in type and size. Houses today have modern technology There are historical buildings in Whitkirk such as the church and Temple Newsam House Temple Newsam House is a significant building in the local area. Temple Newsam House was a home for many historical Kings and Queens.
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Chronology Sequence events in their life. Sequence artefacts (toys) and photographs from different points in history.</p> <p>Continuity and change Describe how toys have changed over time, e.g. materials, technology. Compare own life and interests now with their babyhood, e.g. recalling a significant memory from the past.</p> <p>Sources and evidence Use a source of information to find out about someone's life in the past. Give examples of different sources, e.g. artefacts like old toys.</p>	<p>Chronology Sequence events of a significant event.</p> <p>Cause and consequence Know and recount episodes from stories about the past, saying why it happened, e.g. Great Fire of London.</p> <p>Similarity and difference Compare the houses in the Great Fire of London to houses today.</p> <p>Historical interpretation and significance Describe why an event or individual from the past is important for us to learn about, e.g. Great Fire of London.</p>	<p>Chronology Sequence photographs from different points in history.</p> <p>Similarity and difference Compare the lives of different people within one place or era, e.g. people living in Temple Newsam House.</p> <p>Sources and evidence Ask and respond to simple questions about the past, using sources of information. Use simple source materials, e.g. photographs, to answer questions about an event beyond living memory.</p> <p>Historical interpretation and significance Describe, in simple terms, why a significant individual is important to our locality. Describe, in simple terms, the importance of a local place or landmark.</p>
Black History link	Include comparisons of toys from other countries in Caribbean and Africa.	Who was Frank Bailey? Teach about equality using the story of Frank Bailey, the UK's first black firefighter.	
Vocabulary	long ago, after, before, past, present, younger	change, event, past, present, timeline, time order	manor, chronological order, significant, landmark, source

History Progression of Pitch (EYFS – KS2)

Year 2	Autumn 2 Would I have had fun growing up in Victorian Leeds?	Spring 2 What can we learn from Mary Anning?	Summer 2 What makes Leeds West Indian Carnival so special?
NC link	Changes within and beyond living memory	Lives of significant individuals in the past	Significant historical events in own locality
Substantive Knowledge (Knowledge of the past)	<ul style="list-style-type: none"> Know that Queen Victoria reigned over a hundred years ago. Know she became queen in 1837. Know that children went to school and were separated into girls and boys. Know children wrote on a slate / with a quill. Know children were punished with a cane. Know that poor children worked in the mill. Know the Victorian age saw advances in technology, e.g. light bulb, typewriters, sewing machines and radios. 	<ul style="list-style-type: none"> Know fossils are remains of creatures that lived millions of years ago. Know Mary Anning was an English fossil hunter and studied fossils. Know Mary Anning lived just before and during the Victorian Era. Know she was born to a poor family in 1799. Know she earned her living finding and preparing fossils. Know she was one of the first palaeontologists. Know she helped people understand how the world has changed over time. 	<ul style="list-style-type: none"> Know Leeds West Indian Carnival is the oldest authentic Caribbean carnival in Europe. It began in 1966 led by Arthur France, MBE. Know the founders wanted to share their Jamaican heritage. Know why it is important that the Carnival is celebrated every year. Know there is a strong tradition of dance, music and costumes.
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Chronology Order people and events from different points in history on an unscaled timeline. Use further terms associated with the past, e.g. year, decade and century.</p> <p>Continuity and change Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p> <p>Sources and evidence Build a 'bigger picture' of a historical period, using a range of source material.</p>	<p>Cause and consequence Recognise why people did things and what happened as a result, e.g. Mary Anning discoveries.</p> <p>Historical interpretation and significance Describe the impact of an individual on modern lives in Britain and beyond, e.g. Mary Anning. Describe how an important individual is remembered and why, e.g. Mary Anning.</p> <p>Continuity and change Describe what has changed as a result of an event, e.g. Mary Anning.</p> <p>Sources and evidence Begin to make inferences about the lives of people from the past based on physical evidence, e.g. Mary Anning.</p>	<p>Cause and consequence Recognise why events happened and what happened as a result, e.g. why Leeds West Indian Carnival began.</p> <p>Historical interpretation and significance Describe how an important event or an individual is remembered and why, e.g. Arthur France / Leeds West Indian Carnival.</p> <p>Continuity and change Describe what has changed as a result of an event, e.g. West Indian culture in Leeds.</p>
Black History link	<p>What did Alice Kinloch stand up for? Kinloch was born in today's South Africa in 1863. She came to Britain in the 1890s and fought for the rights of Black people in South Africa. She helped to set up the African Association to give Black people in Britain and elsewhere a stronger voice.</p>		<p>Music scene of Leeds – African drumming What does heritage mean? Explore the traditions, achievements and beliefs of the West Indian people and how these have had an impact on shaping culture in Britain.</p>
Vocabulary	modern, century, past, artefact, chronological order, similarity	century, extinct, important, fossil, future, evidence	Caribbean, heritage, tradition, chronological order, significant

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Year 3	Autumn 2 Who were the first people in Britain?	Spring 2 What was the greatest achievement of Ancient Egypt?	Summer 2 How has transport in Leeds changed?
NC links	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations	A local history study (Yorkshire)
Substantive Knowledge (Knowledge of the past)	<ul style="list-style-type: none"> Know that in the Stone Age people were hunter-gatherers, made clothes from animal skins Know how houses changed from Stone Age to Iron Age (first settlements). Know people discovered different metals. This resulted in the development of tools and weapons. Know that as tools and weapons improved in the Iron Age, people settled down and agriculture began. Know how trade between settlements started during the Neolithic period. Know that in the Bronze and Iron Age, hill forts were built to protect trade routes that spanned into Europe. 	<ul style="list-style-type: none"> Know that Egypt is in Africa. Know that tribes settled around the Nile. Know the Egyptian pharaoh Hatshepsut developed trade routes, leading to a time of prosperity for the Ancient Egyptians. Know they used the sun to separate the year into 12 months. Know they developed a number system. Know they mummified bodies (which meant they learnt about the inside of the body). Know they developed herbal remedies. <p>Know they developed technology to build large pyramids and palaces (used ramps and levers).</p>	<ul style="list-style-type: none"> The introduction of roads and railway tracks have influenced transport in Leeds. Carriages and chariots pulled by animals or people were used before the car was invented. Rail travel was more comfortable, quicker and cheaper. There was an introduction of the Leeds / Liverpool canal. Before roads, people used animals to get around. There are a variety of transportation today including electric cars, lorries, coaches.
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Chronology Order events on a scaled timeline (centuries), including BC / AD</p> <p>Continuity and change Describe some of the main changes in Britain resulting from an event.</p> <p>Cause and consequence Express an opinion on whether a person or event had a positive or negative impact on life in Britain.</p>	<p>Continuity and change Explain how a significant figure of a period influenced change. Compare lives of people from the distant past to our own and explain why there are differences.</p> <p>Historical interpretation and significance Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. Describe links between the Geography of an area and its History and use this to make inferences, e.g. The River Nile.</p>	<p>Chronology Describe how transport has evolved over time.</p> <p>Continuity and change Describe some of the main changes in Britain and how this change may continue into the future.</p>
Black History links	-		
Vocabulary	ancient, archaeologist, Mesolithic, Neolithic, nomad, settler, settlement	artefact, hieroglyphics, mummification, pharaoh, sarcophagus, civilisation	Transport, petrol, motor, railway, continuity

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Year 4	Autumn 2 How did the Romans change Britain?	Spring 2 What is the legacy of the Ancient Greeks?	Summer 2 Did the settlement by the Anglo-Saxons make England a better place to live?
NC links	Roman Empire and its impact on Britain	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Britains settlement by Anglo Saxons and Scots
Substantive Knowledge (Knowledge of the past)	<ul style="list-style-type: none"> Know Rome is in Italy (Europe). Know the Roman Empire began about 2000 years ago. Know the Roman Empire lasted for about 1500 years. Know Julius Caesar / Emperor Claudius were Roman leaders. Know Julius Caesar / Emperor Claudius invaded Britain. Know EC built a huge empire, invading parts of Europe, Asia and North Africa. Know the Romans developed well built roads for transport / trade. Know how trade allowed the Roman Empire to become so wealthy and powerful. Know they invented aqueducts for public toilets, sewers and baths. Know they believed in many gods and built temples. Know, by 391AD, Christianity was the official Roman religion. 	<ul style="list-style-type: none"> Know Greece is in Europe. Know the Ancient Greek civilisation began about 2,500 years ago. Know the civilisation lasted about 600 years. Know they were the first to create a democracy. Important city states were Athens and Sparta. Boys went to school but girls did not. The first recorded Olympic Games was in 776BC in Olympia. Believed in many gods. Believed gods controlled everything. Built temples to different gods. Held festivals to pray to gods. 	<ul style="list-style-type: none"> By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion. The warriors that invaded became known as the first Anglo-Saxons. Most of Britain was divided into seven Anglo-Saxon kingdoms. The Picts and Scots were a constant threat without Roman support. Know The warriors that invaded became known as the first Anglo-Saxons. Know the Anglo Saxons were made up of three tribes: The Angles, Saxons and Jutes. Know they came to Britain across the North Sea in the middle of the 5th Century. Know the Anglo Saxon kings ruled lots of small kingdoms across the land. Know Offa was deemed the most powerful Saxon king. Know the religion of the early Anglo-Saxons was Paganism.
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Chronology Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. Order events on a scaled timeline including BC / AD. Remember key historical facts and some dates from a period studied.</p> <p>Cause and consequence Begin to explain why people did things, e.g. Roman Empire invade Britain.</p>	<p>Historical interpretation and significance Describe links between the Geography of an area and its History. Explain how individual areas / sites can inform our wider understanding, e.g mountainous areas of Greece. Understand how the earliest events in history contributed to the formation of civilisation. Ask and answer more complex questions through independent research.</p> <p>Sources and evidence Explain what is meant by a primary source.</p>	<p>Chronology Explain what happened during the period of Saxon England and place this within context of prior knowledge.</p> <p>Sources of evidence Look at evidence of archaeology and written sources and explain how they inform us about the Saxon period. Explain what archaeology can give us, which written sources may not be able to.</p> <p>Historical interpretation and significance Conduct research to discover why Offa was such a significant figure. Explain his achievements, wars and conflicts.</p>

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	<p>Explain the impact of a significant historical figure / event on life in Britain.</p> <p>Continuity and change Compare lives of people from the distant past to our own and identify differences.</p>	<p>Use a range of sources to find out about a period and the lives of people from the past. Begin to use books / library / internet for research.</p> <p>Similarity and difference Compare two aspects of the Ancient Greeks (Athens and Sparta) and identify similarities and differences between them.</p>	
Black History links	<p>Where did the Ivory Bangle Lady come from? Teach about early migration history using the story of the IBL (the grave of a young woman was discovered in 1901 in York. The shape of her skull suggests that she had North African ancestry. This can be explained using the Roman Empire – - Africans first came to Britain with the Roman Empire (the empire stretched across Europe, North Africa and the Middle East). - Many Roman emperors / governors were from North Africa: Quintus Lollius Urbicus / Emperor Septimus Severus - Aurelian Moors (a unit of soldiers stationed on Hadrian's Wall).</p>	<p>How did ancient Greece treat migrants? In ancient Greece, migration was a common occurrence. They were welcomed as part of their workforce and skilled labour. Historians believe that the ancient Greeks had no concept of racial superiority based on the colour of a person's skin and that consequently, the relationship between ancient Greeks and people of colour, especially in Africa, was one of enduring curiosity, admiration and fascination.</p>	
Vocabulary	aqueduct, conquest, empire, impact, invasion, territory	city state, democracy, empire, legacy, mythology, BC/AD	Invasion, settlement, migration, significance, society, pagan

History Progression of Pitch (EYFS – KS2)

UKS2 Cycle 1	Autumn 2 <i>What was life really like in World War Two?</i>	Spring 2 <i>How has our attitude to crime and punishment changed over the ages?</i>	Summer 2 <i>What did the early Islamic civilisation leave behind?</i>
NC links	British history that extends beyond 1066	British history that extends knowledge beyond 1066	A non-European society that provides contrasts with British history (early Islamic civilisation)
Substantive Knowledge (Knowledge of the past)	<ul style="list-style-type: none"> Know how the Blitz / the Battle of Britain impacted on the day to day life of British citizens, e.g. evacuation, rationing, jobs. Know why the Battle of Britain was a key turning point in British history. Know that it was a world war (but we are focusing on the war in Europe). Know about developments in technology, e.g. radar, computers and penicillin. 	<ul style="list-style-type: none"> Know the Anglo-Saxons carried out capital punishment for crimes against the king. Know the Anglo-Saxons also administered fines, mutilation and public humiliation. Know in Tudor times, crime rates were high due to the gap between rich and poor and no official police force. Know they used severe punishments (beheadings / burnings) to put others off. Know Victorians introduced court rooms. Know the police force were introduced in 1749. Know that in modern times, technology has improved convictions of criminals, e.g. DNA. Know crime now includes digital, e.g. fraud 	<ul style="list-style-type: none"> Know the chronology of the time periods studied in school: Stone Age, Iron Age, Roman Empire, Anglo-Saxon and Scots Invasions, Vikings. Know Islamic artists used geometric patterns (tessellation), artistic writing (calligraphy) and intricate patterns (arabesque). Know artists felt that using figures of animals and people could result in idolatry (the worship of idols) instead of Allah. Know about the continuing influences of early Islam. Know about the life and death of Muhammad and summarise the early Islamic conquests. Other forms of Islamic art include: carvings, miniature painting, ceramics and carpets. <p>Know about the Silk Road and spice routes and the goods which were carried along them.</p>
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Cause and consequence Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.</p> <p>Historical interpretation and significance Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.</p>	<p>Continuity and change Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.</p> <p>Chronology Create from memory a timeline from dates, details, eras showing knowledge of how to check for accuracy. Order events on a scaled timeline, including BC / AD and BCE / CE (in particular overlapping points in History).</p> <p>Cause and consequence Develop an awareness of how the same event could impact different groups in different ways, e.g. how changes in attitudes towards crime and punishment affected different periods.</p> <p>Sources and evidence Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose. Evaluate similarities and differences between studied civilisations and our own.</p>	<p>Cause and consequence Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Historical interpretation and significance Independently investigate a complex historical research question.</p> <p>Sources and evidence Recognise primary and secondary sources and explain the importance of using a variety of sources to make a judgement about the past.</p>

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		Describe similarities and differences between concurrent civilisations and begin to give reasons for the differences.	
Black History links	<p>Why did Britain ask men and women to come to Britain?</p> <p>Teach about migrants coming to Britain during WW2.</p> <p>Around 372,000 Africans served in the British forces during the war.</p> <p>More than 16,000 West Indians served in the British forces.</p> <p>Other West Indians came to Britain to do war work, e.g. lumberjacks, electricians and engineers.</p>	<p>Does discrimination still exist in Britain?ake links to racist crimes in more recent years, e.g. the Windrush Scandall is uncovered in 2018. Thousands of people from the West Indies who came to the UK mostly in the 1960s and 70s have had their British citizenship taken away. Some have been sent 'back' to countries they have not visited since they were children.</p>	<p>How did Islam influence African societies?</p> <p>According to Arab oral tradition, Islam first came to Africa with Muslim refuges fleeing persecution in the Arab peninsula.</p>
Vocabulary	short and long term timescales, analyse, refugees, power, Blitz, evacuate	interpretation, influence, justice system, cultural context, primary / secondary evidence	Islamic, idolatry, influence, arabesque

History Progression of Pitch (EYFS – KS2)

UKS2 Cycle 2	Autumn 2 What did the Anglo-Saxons and Vikings leave behind?	Spring 2 How did the Industrial Revolution change Leeds?	Summer 2 How has equality changed in the last 100 years?
NC links	Britain's Settlement by the Anglo Saxons and Scots Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor	A local history study	British history that extends knowledge beyond 1066
Substantive Knowledge (Knowledge of the past)	<p>Know the Anglo-Saxon period was between 449-1066.</p> <ul style="list-style-type: none"> Know why they left their old settlements to set up new ones in Britain. Know that they were Pagans and Christianity was emerging, including Whitby Abbey being built. Know that hill forts were strategically built. Know the Vikings invaded in the 8th Century. Know they eventually drove the Anglo-Saxons out of part of Britain. Know the Vikings came from Scandinavia on wood boats. Know the Vikings settled in Northern England and Scotland. Know the reasons for their invasions (gold, land, weather). Know they lived in small settlements with timber, buildings and farmed animals / crops. 	<ul style="list-style-type: none"> Know, during the Industrial Revolution, Leeds became an important centre for business and industry. Know the Industrial Revolution was the transformation in the 18th and 19th centuries of Britain and other countries. Know it marked the beginning of modern Britain. Know people were left out of work as new machines were invented. Know many people lived in poor conditions (no running water, no toilets, dirty streets). Know many people came to Leeds looking for work. Know factory owners put profit above health and safety. Queen Victoria improved the education system (there was a cost to attend). Poor families needed children to work in the factories (not go to school). 	<ul style="list-style-type: none"> Know Leonora Cohen was a suffragette. Know she was involved in the fight for women to have the right to vote in elections. Know, in 1900, women had fewer rights, e.g. women were not allowed to own their own property, be properly educated, vote or get a divorce. Know Emmeline Pankhurst founded the Women's Social and Political Union in 1903. Know they protested peacefully. Know, in 1928, women were given the same rights as men, with all over 21 year olds allowed to vote. Know Martin Luther King changed history for millions of African-American people during the Civil Rights Movement. Know he peacefully protested for equal rights (black people and white people live together in harmony).
Disciplinary Knowledge (How that knowledge is acquired and used to shape arguments)	<p>Chronology Independently place historical events or change on a timeline, remembering key facts from a period of history studied.</p> <p>Cause and consequence Explain why people acted as they did, e.g. why did the Vikings invade Britain?</p> <p>Sources and evidence Select, organise and record relevant information from a range of sources to produce well-structured narratives, descriptions and explanations.</p>	<p>Historical interpretation and significance Make connections between two periods of history to begin to develop historical perspective.</p> <p>Cause and consequence Describe how the Industrial Revolution has influenced UK people and society.</p> <p>Sources and evidence Use a range of local history resources to describe how the Industrial Revolution affected our local area. Describe how different types of evidence tell us different things about the past, e.g. portraits versus descriptions, and understand why contrasting arguments and interpretations occur.</p>	<p>Chronology Order events on a scaled timeline (created by pupils), including BC / AD and BCE / CE.</p> <p>Continuity and change Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p> <p>Historical interpretation and significance Follow independent lines of enquiry and make informed responses based on this. Explain how individuals contributed to national or worldwide change.</p> <p>Sources and evidence</p>

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		Continuity and change Compare lives of local people from the past to our own, giving reasons for the differences based on my understanding of the Industrial Revolution.	Begin to identify primary and secondary sources and select relevant evidence to present a picture of an aspect of life in the past / a past event. Use the library and internet for research with increasing confidence.
Black History links		Migrants looking for work Discussion statement: Slavery powered the Industrial Revolution. Even though the Victorians were proud that Britain had abolished slavery, British businesses still relied on cotton grown by enslaved people. Most of the cotton worked in British mills came from the southern states of the USA, where the climate was right for the cotton plant. It was grown and picked by enslaved people.	Why was the arrival of the Empire Windrush such an important story? The Empire Windrush was a ship which became famous for bringing hundreds of passengers from the West Indies to Britain in 1948. Use this story to discuss equality / discrimination – - In 1948 a law called the British Nationality Act gave people from the British Empire the right to come to Britain to live. - Since the arrival of the Windrush, Black British people have played a huge part in shaping British culture.
Vocabulary	continuity, industrial, innovation, revolution, culture, monarch	boycott, non-violence, equality, segregation	Pagan, trade, treaty, settlement, monastery, Valhalla