

Amble Links Primary School – History Curriculum Overview

What we know → Substantive knowledge

How we investigate → Disciplinary knowledge

The ideas we use → Disciplinary concepts

History Curriculum Overview and Aims

The study of History enables pupils to investigate questions about people, events and societies in the past, helping them to develop a deeper understanding of the world in which they live. Through studying a broad range of historical periods, pupils develop a secure chronological understanding and learn to make connections between the past and the present. Our History curriculum, supported by the **Grammarsaurus framework**, aims to develop both pupils' historical knowledge and their ability to think and work like historians.

Through carefully sequenced enquiries, pupils develop a growing understanding of key historical concepts, including **chronology, change and continuity, cause and consequence, similarity and difference, significance, and evidence and interpretation**. They are encouraged to ask questions, examine evidence, consider different interpretations and use their knowledge to explain and reach conclusions about the past.

Our History curriculum is:

Aspirational: Providing all pupils with opportunities to develop a rich and lasting body of historical knowledge alongside increasingly secure and sophisticated historical skills.

Broad and balanced: Providing pupils with a wide range of historical experiences, including British, local and world history, in line with the expectations of the National Curriculum.

Chronologically sequenced: Building pupils' knowledge over time so that they can place significant events, people and periods within a clear chronological framework and recognise patterns of change and continuity.

Progressively challenging: Developing both substantive historical knowledge and disciplinary knowledge as pupils move through the school, with enquiries becoming increasingly complex and requiring pupils to use evidence, make connections and explain their thinking.

Enquiry-led: Encouraging pupils to investigate meaningful historical questions, use evidence and develop their own understanding of the past rather than simply recalling isolated facts.

Relevant: Helping pupils understand how the past has shaped the world around them, with opportunities to explore local, national and global history and make connections with their own lives and experiences.

Inclusive: Ensuring that History is accessible to all pupils, with appropriate support, adaptations and challenges so that every child can participate in and make progress through the same ambitious curriculum.

Connected: Building on children's early understanding of the past from the **EYFS, particularly the 'Past and Present' area of learning**, and developing this into a progressively deeper understanding of historical knowledge and enquiry throughout Key Stages 1 and 2.

Developing informed thinkers: Supporting pupils to understand that our knowledge of the past is based on evidence and that historians may interpret the same evidence in different ways. Pupils are therefore encouraged to consider evidence carefully, distinguish between evidence and interpretation, and explain their conclusions using their developing historical knowledge.

EYFS	Understanding the world - Talk about the lives of people around them and their role in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books and storytelling.					
KS1	Year 1			Year 2		
Enquiry	How have children’s toys changed since our older relatives were little? <i>Substantive knowledge:</i> trade Civilisation industry	Where have humans explored? <i>Substantive knowledge:</i> Exploration trade	Where did kings and queens live through time? <i>Substantive knowledge:</i> empire monarchy	How has technology changed our lives over the last 60 years? <i>Substantive knowledge:</i> trade industry civilisation	Which pioneering women have shaped healthcare and medical science? <i>Substantive knowledge:</i> empire industry civilisation	How did the Great Fire change London? <i>Substantive knowledge:</i> monarchy civilisation

Disciplinary Concept- Chronology	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can place events and artefacts on a timeline.	I can place events and some artefacts on a timeline.	I can place exploration events on a timeline.	I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate.	I can place events and historical figures on a timeline. I can use dates where appropriate to explain how the Great Fire of London spread
Disciplinary Concept- Evidence and Interpretation	I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”	With support, I can use evidence of explorers' lives to ask questions about the past. I	With support, I can study images to ask and answer questions about the past.	can observe or handle some evidence to ask questions and find answers to questions.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).
Disciplinary Concept- Cause and Consequence	I can discuss causes that lead to toys changing.	I can discuss the causes of exploring and what we found out from exploration and why people explore.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can find out and explain how the invention of various technology has changed our lives.	I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.	I can explain the causes of the Great Fire of London and what the consequences were.
Disciplinary Concept- Change and Continuity	I can say which toys have stayed the same and which toys have changed over time.	I understand and can explain what has changed and what has stayed the same with explorations from the past, present and future.	I can consider the change and continuity of monarchs and where they live over time.	I can describe how the way we communicate has changed and how it has continued over time with the introduction of new technology.	I can describe changes and the historical events they led to.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century
Disciplinary Concept- Similarity and Difference	I can compare toys using pictures from the past and present.	I can explain some similarities and differences about explorers from the past.	I can compare the similarities and differences between different castles and monarchs.	I can use pictures and film footage to find out about technology in the past compared to now.	I can use pictures, stories and film footage to find out about the past. I can identify some of the different ways the past has been represented.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.
Disciplinary Concept- Historical Significance	I can name a significant toy from the past.	I can name significant explorers from the past.	I can begin to talk about key events of a significant king/queen or castle.	I can describe and begin to talk about key events technological change such as how we write.	I can describe significant people and events from the past and explain why they are important.	I can describe significant people from the past and explain why they are important. I can name a monarch.
Key Vocabulary	Kings, Queens & Castles King- A king is a male ruler of a country. Queen- A queen is a female ruler of a country. Reign- A reign is the time when a king or queen rules. Monarch- A monarch is a king or queen who rules a country. Coronation- A coronation is a ceremony when a king or queen is officially crowned. Moat- A moat is a ditch around a castle. Drawbridge- A drawbridge is a bridge that can be lifted up or lowered down. Battlements- Battlements are the high, notched parts at the top of a castle wall. Attack- Attack means to try to hurt or take something by force. Defend- Defend means to keep something safe from harm or attack. Protect- Protect means to keep someone or something safe. Buckingham Palace- Buckingham Palace is the king or queen’s home in London. Windsor Castle- Windsor Castle is a royal castle in England. Balmoral Castle- Balmoral Castle is a royal castle in Scotland. Queen Elizabeth II- Queen Elizabeth II was the queen of the United Kingdom from 1952 to 2022. Sceptre- A sceptre is a special stick used by a king or queen. Regal- Regal means royal or like a king or queen. Battle of Hastings- The Battle of Hastings was a famous battle in 1066. William the Conqueror- William the Conqueror was the Norman king who won the Battle of Hastings. Famous Explorers Explore- Explore means to travel somewhere to find out more about it. Explorer- An explorer is a person who travels to discover or learn about places. Exploration- Exploration is the act of travelling to discover or learn about places. Astronaut- An astronaut is a person who travels into space. Oceanographer- An oceanographer is a person who studies the oceans. Mountaineer- A mountaineer is a person who climbs mountains.			Changes in Technology Technology- Technology means tools, machines and inventions that help people do things. Hospitals & Healthcare Pioneer- A pioneer is a person who is one of the first to develop a new idea or way of doing something. Discrimination- Discrimination means treating someone unfairly because of who they are. Great Fire of London Lord Mayor- The Lord Mayor is the elected leader of the City of London. Fire hook- A fire hook is a long pole with a hook used to pull down burning buildings. Diary- A diary is a book where someone writes about their experiences. Samuel Pepys- Samuel Pepys was a man who wrote a famous diary about the Great Fire of London. Christopher Wren- Christopher Wren was an architect who helped rebuild London after the Great Fire. St Paul’s Cathedral- St Paul’s Cathedral is a famous cathedral in London that was rebuilt by Christopher Wren after the Great Fire.		

	Changes in Toys Favourite- Favourite means the one you like the most.	
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KS2	Year 3		Year 4	
Enquiry	Enquiry Question: How did daily life change from the Stone Age to the Iron Age? <i>Substantive knowledge:</i> <i>migration</i> <i>settlement</i> <i>trade</i> <i>civilisation</i> <i>industry</i>	What were the greatest achievements of Ancient Egypt? <i>Substantive knowledge:</i> <i>civilisation</i> <i>trade</i> <i>settlement</i> <i>Empire</i> <i>monarchy</i> <i>rebellion</i>	Enquiry Question: How did the Roman Empire impact Britain? <i>Substantive knowledge:</i> <i>civilisation</i> <i>trade</i> <i>settlement</i> <i>empire</i> <i>monarchy</i>	Enquiry Question: What were the greatest achievements of the Ancient Greeks? <i>Substantive knowledge:</i> <i>civilisation</i> <i>trade</i> <i>settlement</i> <i>empire</i> <i>monarchy</i> <i>rebellion</i>
Disciplinary Concept- Chronology	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE)	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.
Disciplinary Concept- Evidence and Interpretation	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest more than one suitable source for historical enquiry I can begin to discuss the reliability of sources.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.
Disciplinary Concept- Cause and Consequence	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.
Disciplinary Concept- Change and Continuity	With support, I can begin to explain the concept of change over a long period of history	I can begin to explain the concept of change over a long period of history	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can explain the concept of change over time and represent this with evidence.
Disciplinary Concept- Similarity and Difference	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can describe the social, ethnic, cultural and religious diversity of the past.
Disciplinary Concept- Historical Significance	I can suggest suitable sources of evidence to find out about significant people/events.	I can suggest suitable sources of evidence for historical enquiries# I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
Key Vocabulary	General Vocabulary		Ancient Greece Civilisations- Civilisations are organised societies with their own cultures, governments and ways of life. Ceramics- Ceramics are objects made from clay that have been hardened, usually by heat. Excavate- Excavate means to carefully dig in the ground to find things from the past. Crete- Crete is a large island in the Mediterranean Sea.	

	Archaeologist- An archaeologist is a person who studies the past by examining objects and remains. Artefacts- Artefacts are objects made or used by people in the past. Continuity- Continuity means something that stays the same over time. Significant- Significant means important or worth remembering. Chronology- Chronology means putting events in the order they happened. Stone Age Agriculture- Agriculture is the growing of crops and keeping of animals for food. Alloy- An alloy is a metal made by mixing two or more metals together. Beaker- A beaker is a cup or container used by people in the past. Burial- Burial means placing a dead person in the ground. Construct- Construct means to build something. Ditch- A ditch is a long, narrow hole dug in the ground. Domestication- Domestication is when people tame animals and keep them for their use. Excavation- An excavation is when archaeologists carefully dig to find things from the past. Granary- A granary is a building used to store grain. Migrate- Migrate means to move from one place to another to live. Mine- A mine is a place where people dig into the ground to find valuable materials. Ore- Ore is rock that contains a useful metal. Palisade- A palisade is a strong fence made from wooden posts. Preserve- Preserve means to protect something so it does not get damaged or destroyed. Remains- Remains are things left behind from people, animals or buildings from the past. Settlement- A settlement is a place where people live. Ancient Egypt Archer- An archer is a person who uses a bow and arrows. Bronze- Bronze is a strong metal made by mixing copper and tin. Chamber- A chamber is a large room inside a building or tomb. Chariot- A chariot is a light vehicle pulled by horses. Egyptologist- An Egyptologist is a person who studies Ancient Egypt. Empire- An empire is a group of countries or lands ruled by one powerful ruler or government. Era- An era is a long period of time in history. Expand- Expand means to become larger by gaining more land or people. Hieroglyphs- Hieroglyphs are pictures and symbols used as writing by the Ancient Egyptians. Invade- Invade means to enter another country with an army to take control. Monarchy- A monarchy is a country ruled by a king or queen. Navy- A navy is a country’s military force that fights at sea. Obelisk- An obelisk is a tall, stone monument with four sides and a pointed top. Polytheistic- Polytheistic means believing in many gods. Prepare- Prepare means to get something ready. Preserve- Preserve means to protect something so it lasts for a long time. Pyramid- A pyramid is a large stone structure built by the Ancient Egyptians, often as a tomb. Scribe- A scribe is a person whose job was to write and record information. Temple- A temple is a building used for worship. Trade- Trade means buying, selling or exchanging goods.	Trade- Trade means buying, selling or exchanging goods. Complex- Complex means made up of many different parts and not simple. Export- Export means to send goods to another country to sell them. Bronze- Bronze is a strong metal made by mixing copper and tin. Import- Import means to bring goods into a country from another country. Oligarchy- An oligarchy is a government ruled by a small group of people. City-state- A city-state is a city and the land around it that has its own government. Outnumber- Outnumber means to have more people or soldiers than another group. Invasion- An invasion is when an army enters another country or land to take control. Empire- An empire is a group of countries or lands ruled by one powerful ruler or government. Retreat- Retreat means to move away from an enemy or dangerous situation. Revolt- A revolt is when people fight against the people who are ruling them. Unified- Unified means joined together as one group. Militaristic policy- A militaristic policy is a plan that gives great importance to having a strong army and using military power. Tyrant- A tyrant is a ruler who has complete power and treats people unfairly. Victorious- Victorious means having won a battle, war or competition. The Romans Archer- An archer is a person who uses a bow and arrows. Annexe- Annexe means to take control of another area of land and make it part of your country. Civil war- A civil war is a war between groups of people within the same country. Conquer- Conquer means to defeat another country or group and take control of it. Defences- Defences are things built or used to protect a place from attack. Emperor- An emperor is the male ruler of an empire. Empire- An empire is a group of countries or lands ruled by one powerful ruler or government. Fleet- A fleet is a group of ships that belong to a navy or military. Fort- A fort is a strong building used by soldiers for protection. Governor- A governor is a person who rules an area on behalf of a king or emperor. Infantry- Infantry are soldiers who fight on foot. Kingdom- A kingdom is a country ruled by a king or queen. Legion- A legion was a large group of Roman soldiers. Military alliance- A military alliance is an agreement between countries or groups to help each other in war. Occupation- Occupation is when an army takes control of a place and stays there. Outnumber- Outnumber means to have more people or soldiers than another group. Peninsula- A peninsula is a piece of land surrounded by water on three sides. Pillage- Pillage means to steal goods from a place, usually during or after an attack. Revolt- A revolt is when people fight against the people who are ruling them. Settlement- A settlement is a place where people live. Tactic- A tactic is a plan used to achieve something, especially in a battle.
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Enquiry	Enquiry Question: How did England change during the settlement of the Anglo-Saxons and Vikings? <i>Substantive knowledge:</i> migration trade monarchy settlement rebellion	Enquiry Question: What similarities and differences are there between the Maya civilisation and England from the 8th to the 10th century? <i>Substantive knowledge:</i> Civilisation trade settlement empire monarchy	Enquiry Question:Why was the mining industry so important to the North-East of England?	What role did Britain play in World War Two, and how did this impact the outcome of the War? <i>Substantive knowledge:</i> empire monarchy civilisation rebellion	How has crime and punishment changed over time in Britain? <i>Substantive knowledge:</i> empire monarchy civilisation rebellion
Disciplinary Concept- Chronology	I can use dates accurately in describing events and people.	I can use dates and terms accurately in describing events and people.		I can use dates and terms accurately in describing events . I can describe the main changes in a period of history	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Disciplinary Concept- Evidence and Interpretation	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.		I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.
Disciplinary Concept- Cause and Consequence	I can describe the causes of invasion in Britain and what the consequences were.	I can describe the causes of events and their consequences in Ancient Maya.		I can describe some of the causes and consequences of World War 2.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.
Disciplinary Concept- Change and Continuity	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the AngloSaxons and Vikings settled in Britain.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.		I can identify periods of rapid change in history and contrast them with times of relatively little change.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.
Disciplinary Concept- Similarity and Difference	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can compare the similarities and differences between civilisations and cultures.		I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day
Disciplinary Concept- Historical Significance	I can describe the social and cultural significance of a past society.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past, including ideas and beliefs.		I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Key Vocabulary	Anglo-Saxons & Vikings			World War II	

	Aristocracy- The aristocracy is the highest social class, including powerful and wealthy families. Barbarian- Barbarian was a word used by the Romans for people who lived outside the Roman Empire. Capital- A capital is the main city of a country or kingdom. Emperor- An emperor is the ruler of an empire. Empire- An empire is a group of countries or lands ruled by one powerful ruler or government. Hostile- Hostile means unfriendly or ready to fight. Idol- An idol is an object that is worshipped as a god. Invasion- An invasion is when an army enters another country or land to take control. Kingdom- A kingdom is a country ruled by a king or queen. Legion- A legion was a large group of Roman soldiers. Migration- Migration is the movement of people from one place to another to live. Monk- A monk is a man who lives a religious life, often in a monastery. Native- Native means someone or something that originally comes from a particular place. Pagan- Pagan describes a person who followed a religion that did not believe in Christianity. Pillage- Pillage means to steal goods from a place, usually during or after an attack. Priory- A priory is a religious building where monks or nuns lived and worshipped. Raid- A raid is a sudden attack to steal goods or cause damage. Rebellion- A rebellion is an attempt by people to fight against their ruler or government. Rebel- A rebel is a person who fights against their ruler or government. Scandinavia- Scandinavia is a region in northern Europe that includes Denmark, Norway and Sweden. Settlement- A settlement is a place where people live. Status- Status means a person's position or importance in society. Tribe- A tribe is a group of people who share the same culture, language or way of life. Ancient Maya Historian- A historian is a person who studies and writes about the past. Archaeologist- An archaeologist is a person who studies the past by examining objects and remains. Artefacts- Artefacts are objects made or used by people in the past. Region- A region is an area of land that has something in common. Drought- A drought is a long period with very little or no rain. Irrigate- Irrigate means to provide water to crops. Crops- Crops are plants grown by people for food or other uses. Porous- Porous means having tiny holes that allow water or air to pass through. Limestone- Limestone is a type of rock often used for building. Jadeite- Jadeite is a hard, valuable green stone. Settlement- A settlement is a place where people live. Ravine- A ravine is a deep, narrow valley with steep sides. Ajaw- An ajaw was a Maya ruler or leader. Comparing- Comparing means looking at two or more things to see how they are alike or different. Kingdom- A kingdom is a country or area ruled by a king or ruler. Abandoned- Abandoned means left behind by the people who once lived there. Obsidian- Obsidian is a hard, dark volcanic rock that can be made into sharp tools. Annexe- Annexe means to take control of another area of land and make it part of your country. Hostile- Hostile means unfriendly or ready to fight. Invade- Invade means to enter another country or land with an army to take control. Trade- Trade means buying, selling or exchanging goods. Port- A port is a place on the coast where ships load and unload goods and people.	Republic- A republic is a country where people choose their leaders. Citizen- A citizen is a person who legally belongs to a country. State- A state is an organised area of land with its own government. Overthrow- Overthrow means to remove a leader or government from power. Occupation- Occupation is when an army takes control of a place and stays there. Anti-Semitism- Anti-Semitism means unfair hatred or discrimination against Jewish people. Unemployment- Unemployment is when people who want to work cannot find a job. Debt- Debt is money that is owed to another person or organisation. Dictator- A dictator is a ruler who has complete power over a country. Fascism- Fascism is a political system that gives great power to one strong leader and puts the country above individual freedoms. Nationalism- Nationalism is a strong belief in the importance of your own nation. Authoritarian government- An authoritarian government is a government where one leader or group has a lot of power and people have limited freedom. Annexed- Annexed means that an area of land was taken and made part of another country. Territory- Territory is an area of land controlled by a country or ruler. Appeasement- Appeasement was a policy of giving in to some demands to try to avoid conflict. Pact- A pact is a formal agreement between countries or groups. Natural resources- Natural resources are materials from nature that people use, such as coal, oil and water. Invasion- An invasion is when an army enters another country or land to take control. Air raid- An air raid is an attack by enemy aircraft. Evacuee- An evacuee is a person moved to a safer place because of danger. Ration- A ration is a limited amount of food or other goods that each person is allowed to have. Air force- An air force is a country's military force that uses aircraft. Interception- Interception means stopping or catching something before it reaches its destination. Radar- Radar is a system that uses radio waves to detect and track objects, such as aircraft. Payload- A payload is what an aircraft carries, such as bombs or equipment. Mobilisation- Mobilisation means preparing people and resources for war. Squadron- A squadron is a group of military aircraft or ships. Crime & Punishment Crime- A crime is an action that breaks the law. Period- A period is a length of time in history. Chronology- Chronology means putting events in the order they happened. Deter- Deter means to try to stop someone from doing something by making them afraid of the consequences. Severe- Severe means very serious or harsh. Court- A court is a place where legal cases are heard and decisions are made. Tithing- A tithing was a group of people who were responsible for keeping the peace in their community. Wergild- Wergild was money paid to the family of someone who had been killed or injured. Ordeal- An ordeal was a difficult test used in the past to decide whether someone was guilty or innocent. Jury- A jury is a group of people who listen to evidence and help decide if someone is guilty. Treason- Treason is a serious crime against your country or ruler. Abolish- Abolish means to officially end something, such as a law or punishment. Custody- Custody means keeping someone under the control of the police or authorities. Incriminate- Incriminate means to make someone appear guilty of a crime. Pact- A pact is a formal agreement between people or groups. Jailer- A jailer is a person whose job is to look after people in prison. Oakum- Oakum is a material made from old rope that prisoners were sometimes made to pull apart as a punishment. Industrial- Industrial means connected with factories, manufacturing or industry. Promotion- Promotion means moving to a higher position or job. Unarmed- Unarmed means not carrying a weapon. Detective- A detective is a person whose job is to investigate crimes. Prevention- Prevention means stopping something from happening. Detection- Detection means discovering or finding something, such as a crime. Rehabilitation- Rehabilitation means helping someone change their behaviour so they can return to society.
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