

West Park Church of England Primary School
History Curriculum Overview - 2024-25

Our Ultimate End Goal:

What will our historians be able to do when they leave us?

By the end of their time at West Park C of E Primary School our Year 6 historians will have developed a deep and broad knowledge of local, British and world history. The children will be equipped with the skills that will enable them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. They will understand the historical concepts of chronology, change, cause and consequence, similarity, difference and the significance of events and their impact on the future. They will use historical terms and vocabulary accurately and effectively. They will know how to use a wide range of historical sources to enable them to research their own lines of enquiry. Historical learning experiences at West Park School will inspire our children's curiosity to know more about the past and instill in them a positive attitude to learning. They will take away with them a respect for diversity, social responsibility and a sense of how events from the past have shaped their future.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum? Local history will be inter-woven where relevant through Learning Experiences.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Emerging (3 and 4 year olds) Begin to make sense of their own life-story and family's history. Compare and contrast characters from stories, including figures from the past.</p> <p>Early learning Goal</p> <p>Talk about the lives of people around them and their roles 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.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</p> <p>Toys</p> <p>Significant historical events, people and places in their own locality Arundel Castle</p> <p>Topics</p> <p>Toys Castles</p>	<p>Events beyond living memory that are significant nationally or globally The Great Fire of London.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Rosa Parkes 1913-2005) Emily Davison 1872-1913) Mary Seacole (1805-1881) Florence Nightingale (1820-1910) Edith Cavell (1865-1915)</p> <p>Topics</p> <p>The Great Fire of London</p> <p>Amazing Women who changed the world</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Stone Age/Skara Brae)</p> <p>The achievements of the earliest civilizations - Ancient Egypt.</p> <p>Topics</p> <p>Swords and Stones</p> <p>The Egyptians</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The Roman Empire and its impact on Britain (Iron Age)</p> <p>Topics</p> <p>Raiders and Invaders</p> <p>Roaming Romans</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>A local history study Ellen Chapman (Worthing)</p> <p>Topics</p> <p>Groovy Greeks Votes for Women!</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians and WW2)</p> <p>A non-European society that provides contrasts with British history -Mayan civilization c. AD</p> <p>Topics</p> <p>Maya Civilisation</p> <p>Bullets Bombs and Bunting</p> <p>All the worlds a stage</p>

<p>Topics</p> <p>Who are my family? Ready, steady celebrate! Traditional Tales Animals around us Buckets and spades</p>						
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PROCEDURAL KNOWLEDGE - What skills do we want our historians to have? Analyse, evaluate and solve problems

How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Beginning to:-</p> <ul style="list-style-type: none"> develop a chronological understanding. (long ago and now) understand that things change over time look at differences between objects from the past and now show an interest in the past use common words and phrases related to the passing of time 	<p>Continue to:-Year 1</p> <ul style="list-style-type: none"> Sequence events in their life Describe memories of key events in their lives Sequence photographs etc. from different periods of their life Match objects to people of different ages Recognise the difference between past and present in their own and others lives Compare adults talking about the past - how reliable are their memories? Know and recount episodes from stories about the past Use stories to distinguish between fact and fiction Find answers to simple questions about the past from sources of information e.g. artefacts Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking. Sequence 3 or 4 artefacts from distinctly different periods of time Understand how people and events fit on a chronological timeline <p>Year 2</p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past. Sequence photographs from different time periods Find answers to simple questions about the past from sources of information eg artefacts Discuss reliability of photos/accounts/stories Understand how people and events fit on a chronological timeline 		<p>Have developed/developing:-</p> <p>Year 3</p> <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research <p>Year 4</p> <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge Use evidence to build up a picture of a past event 		<p>Year 5</p> <p>Know and sequence key events of time studied</p> <ul style="list-style-type: none"> Use relevant terms and period labels Make comparisons between different times in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly. <p>Year 6</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at 	

- Choose relevant material to present a picture of one aspect of life in time past
- Ask a variety of questions
- Use the library and internet for research
- Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.
- Use dates and subject specific words such as monarch, settlement, invader accurately.

- Consider ways of checking the accuracy of interpretations - fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
- Confidently use the library and internet for research
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Suggest omissions and the means of finding out
- Bring knowledge gathered from several sources together in a fluent account
- Present information in an
- organised and clearly
- structured way and in the most
- effective/appropriate manner
- (eg written explanation, tables and charts, labelled diagram).
- Recording reflects the skill being taught.
- Makes accurate
- use of specific dates and terms.

PROPOSITIONAL KNOWLEDGE - What key knowledge will our historians have?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Autumn 1</u> Who are my family? Emerging <i>(3 and 4 year olds)</i> <i>Begin to make sense of their own life-story and family's history.</i> ELG <i>Talk about the lives of people around them and their roles 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.</i></p> <p>Focus preserving memories about the past using photos, Using photographs, to comparing differences and similarities of themselves as baby to current day.</p> <p><u>Autumn 2</u> Ready, steady celebrate! Emerging <i>(3 and 4 year olds)</i> <i>Comment on images of familiar situations in the past</i> ELG <i>Know some similarities and differences between things in the past and now, drawing on their experiences</i> Remembrance (CBeebies Remembers and talks about significant events in their own experience eg weddings, birthdays.</p>	<p>Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</p> <p>History of Toys Toy Museum Workshop from Worthing Museum</p> <p>*Lost in the Toy Museum (book). Understand that toys were different in the past and have evolved overtime. *Changes in toys over time compare to parents, grandparents. *Link to West Park School toys played with in playground 70 years ago. Chronological order (timeline)</p> <p>Significant historical events, people and places in their own locality- Arundel Castle</p> <p>*Arundel Castle was built at the end of the 11th century by Roger de Montgomery, Earl of Arundel. *Castles have important features for defense *There were many job roles within the castle: *Knights had special armour and weapons. Role of Duke of Norfolk Timeline</p>	<p>Events beyond living memory that are significant nationally or globally - The Great Fire of London. *The Great Fire of London started on the 2nd September 1666 *The fire of London started in the Bakery in Pudding Lane *Houses in London were built of wood and were very close together so the fire spread rapidly *Samuel Pepys wrote a famous diary and it records events of the time Sir Christopher Wren designed the monument which commemorates the Fire of London.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Rosa Parkes 1913 /Emily Davison 1872) English focus</p> <p>*Rosa Parkes 1913-2005 *On December 1st 1955 Rosa was told to give up her seat for a white person but refused. She was arrested. *The bus boycott lasted</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Stone Age - Palaeolithic to 10,000BC/BCE Mesolithic to 4000BC/BCE Neolithic to 2300BC/BCE Bronze Age 2300to 800BC Iron Age 800BC to 43AD *Early Stone Age Man lived in small nomadic family groups and were hunter gatherers *During the Neolithic period became farmers *3000Bc Stonehenge was built *Stone age man used tools *Stone Age man lived in houses</p> <p>The achievements of the earliest civilisations - an overview of where and when the first civilisations and an in depth study of Egypt. *The four early civilisations - Ancient Egypt, Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China. *3150BC Recognised beginning of Ancient Egypt as a civilisation *Ancient Egyptian civilisation grew up around the Nile*2686 -2181 BC The Pyramidbuilders *Ancient Egyptian writing - hieroglyph</p>	<p>The Roman Empire and its impact on Britain - *Roman Britain was just part of the Roman Empire *55 and 54BC Julius Caesar lands and leaves Britain *60-61 AD Boudicca rebellion</p> <p>*Chichester was a Roman town Fishbourne Roman Palace (visit) *430AD The Romans leave Britain</p> <p>Britain's Settlement by the Anglo-Saxons and Scots *450 AD Anglo Saxon migration - Jutes, Angles and Saxons came from Denmark, Germany and the Netherlands *The 7 kingdoms were Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent *The Scots came from Ireland and migrated to what is now called Scotland</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. *793AD Vikings raid Lindisfarne *King Alfred of Wessex from 871-889AD *Athelstan is the first King to unite the English Kingdoms 927AD</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western World. *1200BC The Trojan War begins *776BC The First Olympic Games *500BC Democracy is founded in Athens *480BC The Golden or Classical age of Greece begins *146BC Rome Conquers Greece</p> <p>Significant historical events, people and places in their own locality - Suffragettes A local study of Worthing..</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Wars</p> <p>WW2 *1066AD The Battle of Hastings was fought on 14 October between the Norman-French army of William, the Duke of Normandy, and an English army under the Anglo-Saxon King Harold Godwinson, beginning the Norman conquest of England *1642-1651 English Civil War *WW1 or the Great War 1914-1918 *WW2 - 1939- 1945, a global war</p> <p>A non-European society that provides contrasts with British history - early Islamic civilization, including Baghdad c.AD900 Maya Civilization *637 Islam spreads to Persia, Palestine, Syria, Lebanon, Iraq and Egypt *786 Caliph Harun al-Rashid establishes the House of Wisdom in Baghdad *864 Al-Razi is born. He is considered to be the father of clinical and experimental medicine*973 Al-Biruni is born went on to measure the</p>

<p>Spring 2</p> <p>Traditional Tales</p> <p>Emerging</p> <p><i>(Children in Reception)</i> Compare and contrast characters from stories, including figures from the past</p> <p>(ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling Use fairytales eg Cinderella to compare kitchens in past to modern day. Discuss role of monarchy.</p> <p>Animals Around Us</p> <p>ELG</p> <p>Know some similarities and differences between things in the past and now, Comparing farm machines then and now use of animals and technology used now.</p> <p>Buckets and Spades</p> <p>ELG</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Queen Victoria's Bathing machine (book). Worthing Museum loan of seaside box Understand that Worthing seaside has changed over time. Know that Queen Victoria was an important person who changed History.</p>		<p>for 381 days.</p> <p><u>Emily Davison (1872-1913)</u> She thought that it was unfair that women could not vote. She joined the suffragettes She died by walking onto a racecourse in front of the kings horse.</p> <p><u>Edith Cavell (1865-1919)</u> Trained nurse who worked in WW1 Treated wounded soldiers Arrested and shot</p> <p><u>Florence Nightingale (1820-1910)</u> Nurse Crimea War 'Lady with lamp' Started first nurse training in world</p> <p><u>Mary Seacole (1805-1881)</u> British Jamaican Travelled to many countries to nurse wounded soldiers</p>	<p>*The rulers of Egypt were called Pharaohs *1336BC Tutankhamen becomes Pharaoh</p>	<p>*King Cnut is King of England, Denmark and Norway between 1028-1035 *Edward the Confessor becomes king in 1042 AD and dies in 1066AD</p>		<p>circumference of the world *1099 Al-Idrisi is born. Wenton to produce a world map for the Norman King Roger " of Sicily</p>
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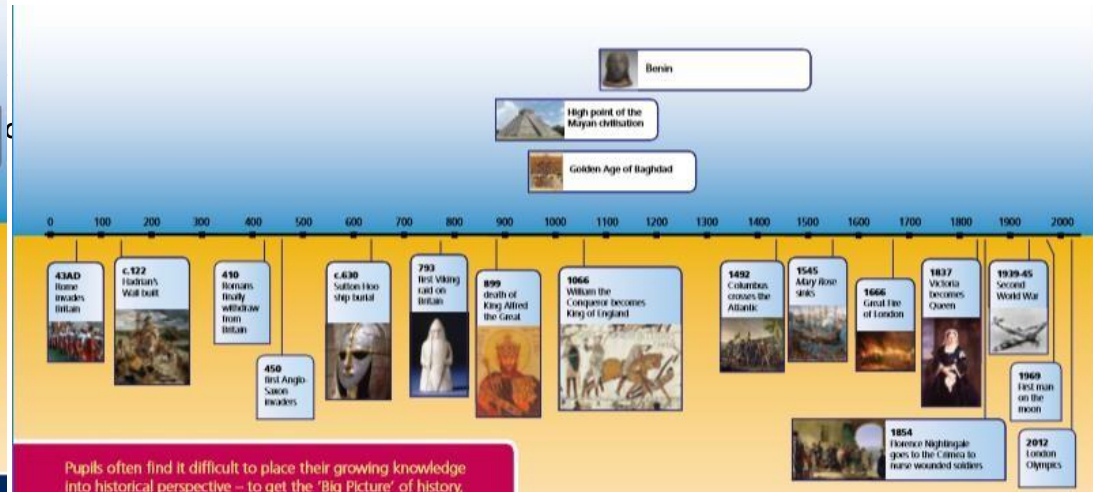
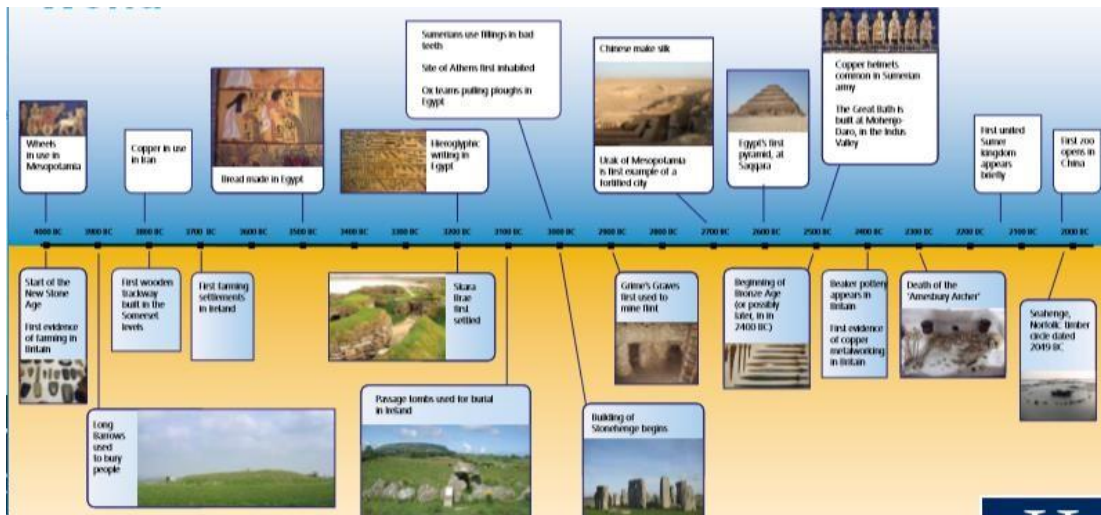
They will know what is happening in different parts of the world at similar times to what is happening in Britain.
They will understand how events are linked to one another both historically and geographically.
They will question the validity of historical resources and white Eurocentric accounts.

What key vocabulary will our historians need? *Vocabulary is important because it embodies and communicates concepts. It will be continually revisited throughout all year groups.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Key history Vocab</u> - A long time ago, same, different, change people, lives <u>Content specific vocab-</u> Past/now/today, modern, old, new, yesterday, about meet, memory, grandparent <u>Historical skills Vocab</u> = The senses - touch smell, see, hear Discuss, question, find out, the same as, differences, compare, change <u>General -</u> Order, compare</p>	<p><u>Key history Vocab</u> - History, significant, timeline, order, classify, compare, similar/different, fact/opinion, artefact, event, source, evidence, changes, invention, question, cause, consequence, reason, connections, century/decade, within living memory, beyond living memory, different time periods, sequence of events, chronological, artefacts, diary, timeline, continuity, change</p> <p>Tier 2 Vocabulary: Y1: Topic, issue, assess, Y2: vary, assume, concept, revolution, category (Source: Towngate Primary Academy)</p>	<p><u>Key history Vocab</u> - Chronological, millennium, century/ decade BC/ BCE AD/ CE, era, time period, similarities differences Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, influence, significant, impact. Words linked to the local area: Roman roads - names</p> <p>Tier 2 Vocabulary: Y3: Transport, distribute, abandon, establish, accompany Y4: reside, concept, relevant, crucial, bias, hierarchy, exceed, mutual, ethic, violate, temporary, ignorance, (Source: Towngate Primary Academy)</p>	<p><u>Key history Vocab</u> - Cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws.</p> <p>Tier 2 Vocabulary: Y5: military, federal, priority, commence, controversy Y6: denote, liberal, discriminate, subsequent, prohibit, integrity, preliminary (Source: Towngate Primary Academy)</p>			
<p><u>Content Topic specific vocab-</u> <u>Who are my family?</u> My life story, memory, family tree <u>Ready, steady celebrate!</u> Remembrance <u>Traditional Tales</u> <u>Buckets and Spades</u> Bathing machines</p>	<p><u>Content specific vocab-</u> <u>Changes within living memory - change in</u> national life, parents grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure, houses homes, consequence, sequence of events, timeline, artefacts, order, compare</p> <p><u>Content specific vocab-</u> <u>Changes beyond living memory</u> Consequence, timeline, artefacts, sequence of events, effect, significant, fact,</p>	<p><u>Content Topic specific vocab-</u> <u>Toys through the ages</u> : diablo, whip and top, croquet, skipping rope, skittles, Jacob's ladder, marble, hopscotch, blow football, similar, different, change, continuity, decade, material, artefact <u>Castles:</u> Moat, Battlements, Keep, Drawbridge, Portcullis, Outer/inner defences, Turrets, Towers (inner and outer), Gatehouses and barbicans, Baileys or wards. Armour-helmet, chain mail, lance, sword, siege, Servant, Knight, Cook, Priest, Soldier, Gong farmer Arrow slit</p>	<p><u>Content specific vocab-</u> <u>Changes from the Stone Age to Iron Age</u> Britain Stone Age, Bronze Age, Iron Age, Settlement, temporary, permanent, Palaeolithic hunter- gatherer, Mesolithic, Neolithic - early farmers / farming, Skara Brae, Stonehenge, hill forts tribal kingdoms, tools,</p>	<p><u>Content specific vocab-</u> <u>Roman Empire and impact on Britain</u> Roman Empire invasion, conquest, chariots, weapons, shields, gladiator, slave, citizen, soldier, emperor, coliseum, amphitheatre, villa, baths, settlements, toga, mosaic, myths, gods, culture, Fishbourne Roman Palace, Boudicca, rebellion</p>	<p><u>Content specific vocab</u> <u>-Ancient Greece</u> Greece, Europe, ancient, modern, civilisations, pre- Christianity / Pagan, western world, Democracy, forum, legacy, philosophy, culture, wax tablet, stylus, forum, Olympic games, Athens, Parthenon, Acropolis, Sparta, city states, myth, mythical creatures, gods, goddesses, warrior, Mount Olympus, Aegean Sea,</p>	<p><u>A non-European society that provides contrasts with British history -</u> <u>Context specific vocab- Maya civilization:</u> Civilisation, Mesoamerica, Maya, artefact, temple, cacao, maize, Pok-a- tok, culture, gods, Tikal, ruins, observatory, jaguar, codex, trade, agriculture, crops, raw materials, jade, hierarchy, society, culture, architecture, scribes, labourers</p>

	<p>opinion, century, decade</p>	<p><u>Great Fire of London:</u> London, Pudding lane, Bakery, River Thames, Samuel Pepys, Fireman, King Charles, The monument, Diary, The Tower of London, Fire hook, Fire bucket, fire person, damage, action, cause, similar/different, <u>Amazing women who changed the world</u> Rosa Parkes, Bus boycott, Arrested, Sit in, Segregation, Racism, Equality, Diversity, Suffragates, Vote, Edith Cavell, soldiers, wounded, World War 1, nationalities, treason, captured, memorial, hero Florence Nightingale, Crimean nurse, lady with lamp, medicine, disease, training school Mary Seacole, British troops, government, battlefield, West Indies.</p>	<p><u>Context specific vocab -Egyptians</u> Egypt, ancient, civilization, Pharaoh, mummification, pyramid, artefacts, tomb, Valley of the Kings, Tutankhamun, gods,</p>	<p><u>Content specific vocab-Viking and Anglo-Saxon struggle for the Kingdom of England -</u> Angles, Saxons, Jutes, Scandinavia, raids, raiders, invasion, resistance, kingdoms, Anglo-Saxons, unified, resources, jewellery, shields, culture, settlements, to Viking (verb), Vikings (noun), politics, community, Lindisfarne, Sutton Hoo,</p>	<p><u>Context specific vocab -Suffragettes</u> suffrage, suffragist, suffragette, movement, campaign, Women's Social and Political Union (WSPU), equality, equal rights, votes, parliament, peaceful protest, direct action, protest, drastic action, discrimination, prejudice, Emmeline Pankhurst, Emily Davison, Millie Fawcett, Ellen Chapman</p>	<p>Chichen Itza, sacrifice, headdress</p> <p><u>Content specific vocab- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><u>WW2:</u> Allies, Axis Powers, Spitfire, Anderson shelter, propaganda, evacuation, evacuees, bomb, Germany, pillbox, Billeting Officer, Neville Chamberlain, VE Day, The Blitz, Adolf Hitler, gas mask, Winston Churchill, rationing, ration book,</p>
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What experiences will our historians have had?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Lines of enquiry</u> <u>Who are my family?</u> 'How have I changed since I was a baby?' <u>Ready, steady celebrate!</u> 'What can I remember about special events in my life?'</p> <p><u>Traditional Tales</u> 'Who was important in the past? How have homes changed?'</p> <p><u>Animals around us</u> 'How have farm machines changed?'</p> <p><u>Buckets and spades</u> 'How has Worthing beach changed?'</p> <p>Project Loan books Role play and class debates/discussions</p>	<p><u>Experiences-</u> Worthing museum toy workshop Arundel Castle Visit Library Loan Project Loan books Role play and class debates</p> <p><u>Toys through the ages.</u> <u>How have toys changed?</u> <u>Lines of enquiry -</u> 'What is your favourite toy?' 'What did your parents/grandparents play with when they were young?' 'What are toys made of?'</p> <p><u>Experiences -</u> * Worthing museum Toy workshop/loan box * Book-Lost in the Toy Musuem * Animations- Bgapuss., Old Bear stories. * Project Library loan</p>	<p><u>Experiences -</u> West Sussex fire rescue service visit *The museum of London exhibit and online resources *Drama workshop & GFOL experience day</p> <p>Project Loan books Role play and class debates</p> <p><u>Events beyond living memory - The Great Fire of London.</u> <u>How did the Great Fire of London change London?</u> <u>Lines of enquiry -</u> 'What happened on the night of the 2nd September 1666?' 'Was it a mistake that started the Fire of London?' 'Why did the Fire of London spread so quickly?'</p>	<p><u>Experiences -</u> Butser Farm *Portals to the Past - Egyptian workshop Project Loan books Role play and class debates</p> <p><u>Lines of enquiry -</u> 'What was new about the new Stone Age?' 'Did Stone Age Man wear animal furs and carry a club?' 'Which is better bronze or iron?' 'When do you think it was better to live, the Stone Age, Bronze Age or Iron Age?'</p>	<p><u>Experiences -</u> *Fishbourne Roman Palace Project Loan books Role play and class debates</p> <p><u>Lines of enquiry -</u> 'If you were Julius Ceasar would you have invaded Britain?' 'Why do we remember Boudicca?' 'What was life like for a Roman in Britain?' 'What was life like for the Romans in Chichester and X?' 'What did the Romans leave us?'</p>	<p><u>Experiences -</u> Sarah Nathaniel Commonwealth War Graves Commission (Suffragette workshop)</p>	<p><u>Experiences -</u> *Museum Trip- Canadian war memorial Ferring Pill box WW2 Evacuation day Project Loan books Role play and class debates</p> <p><u>Lines of enquiry -</u> 'Has it ever been right to fight?' 'How have wars changed over time?' 'Which wars have affected Britain?' 'What was the impact of some of Britain's wars on our local area?'</p>
	<p><u>Significant historical events, people and places in their own locality- Arundel Castle</u> <u>What makes Arundel Castle an important place?</u> 'What is a castle?' 'Have you ever visited one?' 'Do we have any castles nearby?' 'What features does a castle have?' 'Who lived and/or worked in a castle?' 'What was life like for different people in the castle?' 'Why is Duke of Norfolk an important person?'</p>	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements</u> 'How did change the world?' 'What makes a person significant?' 'Were the achievements national or international?'</p>	<p><u>Achievements of the earliest civilizations and in depth Egypt</u> <u>Lines of enquiry -</u> 'What were the earliest civilization?' 'What can we find out about the Ancient world?' 'Was everyone an Ancient Egyptian?' 'Why build the pyramids?' 'What did the Ancient Egyptians believe in?' 'Is the Egyptian creation story the same as ours?'</p> <p><u>Experiences -</u> *Goodwood House- Awesome Egyptians(KS1 and 2), Egyptian dining room *The History Man * The British Museum</p>	<p><u>Britain's settlement by Anglo-Saxons and Scots -</u> <u>Lines of enquiry -</u> Portals to the Past 'Who were the Anglo-Saxons?' 'Why did they come to Britain? Why leave where they were born?' 'What challenges faced the Anglo-Saxons and Scot when they settled in Britain?' 'Did the Saxons only want to destroy everything?' 'Was Saxon Britain the same at the end of 600 years as at the beginning?'</p>	<p><u>Ancient Greece - a study of Greek life and achievements and their influence on the western World.</u> Conflux Theatre Ancient Greekl Workshop <u>Lines of enquiry -</u> 'Who were the Ancient Greeks?' 'Can we learn anything from Greek myths and legends?' 'Can we thank the Ancient Greeks for anything in our lives today?'</p>	<p><u>Maya civilization</u> <u>Lines of enquiry -</u> Portals to the past 'How different was Baghdad to London around 900AD?' 'What was the House of Wisdom?' 'What could we learn from Muslim medicine?' 'What did early Islamic Civilisation leave behind?'</p>



Pupils often find it difficult to place their growing knowledge into historical perspective – to get the 'Big Picture' of history.

