

# Summerfields Primary School

## History Curriculum Overview

### Our Ultimate End Goal:

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

By the end of their time at Summerfields 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 question their understanding of the past, think critically about sources of evidence and consider how things have changed over time. 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 range of historical sources to enable them to research their own lines of enquiry. Historical learning experiences at Summerfields School will be inspire the children’s curiosity to know more about the past and instil 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?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Early learning Goal</u> Children talk about the <b>past and present events</b> in their <b>own lives and in the lives of family members</b>. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about the</p>	<p><b>Changes within living memory</b> – How have toys changed over time?</p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements/</b></p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/ significant historical events, people and places in their own locality</b> – How has the seaside changed over</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> (Stone Age taught as one topic, then Bronze Age and Iron Age as another topic)</p> <p><b>The lives of significant individuals in the past who have contributed to</b></p>	<p><b>The Roman Empire and its impact on Britain.</b></p> <p><b>Britain’s settlement by Anglo-Saxons and Scots.</b></p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>The achievements of the earliest civilisations – an overview of where and when the first</b></p>	<p><b>A non-European society that provides contrasts with British history – early Islamic civilization, including Baghdad c.AD900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b></p> <p>The Maya</p>

<p><b>similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p>RECENT PAST          Pictures of us as babies – changes          Sea sides – changes          What we did at the weekend – now, then, next,          Our parents &amp; grandparents – in the past          Guy Fawkes          Stories – Christmas, Easter – changes.</p>	<p><b>significant historical events, people and places in their own locality</b> – Christopher Cockerell – Inventor of the Hovercraft.</p>	<p>time on the Isle of Wight from the Victorian Period to now.</p> <p><b>Events beyond living memory/ The lives of significant individuals in the past who have contributed to national and international achievements</b> – The Great Fire of London          Samuel Pepys</p>	<p><b>national and international achievements</b> – King Charles 1<sup>st</sup>/Carisbrooke Castle</p>		<p><b>civilisations and an in depth study of Indus Valley</b></p> <p><b>A local history study</b>          The Victorian influence on the Isle of Wight.  <b>Significant historical events, people and places in their own locality</b> – Queen Victoria (Osborne House)          Valentine Grey</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western World.</b>          The legacy of the Ancient Greeks</p> <p><b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. i.e. – Wars, the changing power of the monarchs, development of transport (local history)</b>          Crime and Punishment          Parkhurst Prison</p>
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Procedural Knowledge – What skills do we want our pupils to have to support [subject]?						
<i>How will these skills build on what went before and help prepare our children for what is coming next?</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Beginning to:-</p> <ul style="list-style-type: none"> <li>develop a chronological understanding. (long ago and now)</li> <li>understand that things change over time</li> <li>look at</li> </ul>	<p>Continue to:-</p> <ul style="list-style-type: none"> <li>Chronology - develop a secure chronological understanding of people and events studied and how they fit on a timeline</li> <li>Concepts - identify similarities and differences between different periods of time</li> <li>Interpretation - develop an awareness of the past and begin to comment on how they found</li> </ul>		<p>Have developed/developing:-</p> <ul style="list-style-type: none"> <li>Chronology – an understanding that the past is divided into different time periods and can order events and people on a timeline</li> <li>Concepts – can find similarities and differences between different time periods covered, begin to make connections and contrasts between change, cause and</li> </ul>		<p>Can/have/know:-</p> <ul style="list-style-type: none"> <li>Chronology – a chronically secure knowledge and understanding of local, national and global history</li> <li>Concepts – devise questions about change, cause, similarity, difference and significance of people and events in a wider context</li> <li>Interpretation – there are different views</li> </ul>	

<p>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>	<p>things out</p> <ul style="list-style-type: none"> <li>• Enquiry – develop the skills to study history by asking and answering questions and using historical artefacts and other sources</li> <li>• Communication – use a wide range of vocabulary and historical terms through recounts, oral and written</li> </ul>	<p>significance</p> <ul style="list-style-type: none"> <li>• Interpretation – an understanding of how the past can be represented and/or interpreted in different ways</li> <li>• Enquiry – can answer and devise historically valid questions and use sources to help answer question about the past</li> <li>• Communication – use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives</li> </ul>	<p>about people and events and are beginning to evaluate and carefully select a range of historical sources to gather information</p> <ul style="list-style-type: none"> <li>• Enquiry – can answer and devise historically valid questions. Know how our knowledge of the past is gathered from a range of historical sources and can organise relevant historical information using the sources</li> <li>• Communication – use key historical terms confidently and accurately to construct informed responses, including written narratives and analyse</li> </ul>
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Propositional Knowledge – What key concepts or knowledge will we need? <i>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?</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children in EYFS will develop an awareness of the changes in the world around them and will know about changes in daily routines, the seasons and how they change as they get older.</p>	<p><b>Changes within living memory</b> – How have toys changed over time? -Victorians – clockwork toys (expensive) home-made toys (wood, metal, knitted, sewn) -1902 – First teddy bears produced in America (named after the president Theodore ‘Teddy’ Roosevelt -1920 – First Hornby/Meccano clockwork trains -1970 – era of plastic</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/</b> – How has the seaside changed over time on the Isle of Wight from the Victorian Period to now?  -1871 Bank Holidays Act -19<sup>th</sup> century improvements in railway transport -Victorian times –</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> Stone Age -Palaeolithic to 10,000BCE -Mesolithic to 4000BCE -Neolithic to 2300BCE -Earliest evidence of humans in Britain – Norfolk 800,000 years ago -Britain was connected to mainland Europe until the Mesolithic period -Human occupation on the IOW may date from 500,000 years</p>	<p><b>The Roman Empire and its impact on Britain.</b> -Roman Britain was just part of the Roman Empire -55 and 54BCE Julius Caesar lands and leaves Britain -60-61 CE Boudicca rebellion -Brading Roman Villa South Range built 100ACE, North Range built 200 CE, West Range (largest and grandest) is preserved and was built around 300CE</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b> -793CE Vikings raid Lindisfarne -King Alfred of Wessex from 871-889CE -Athelstan is the first King to unite the English Kingdoms 927CE -King Cnut is King of England, Denmark and Norway between 1028-1035 Edward the Confessor</p>	<p><b>A non-European society that provides contrasts with British history – early Islamic civilization, including Baghdad c.AD900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</b>  The Maya - The Maya civilization was one of the most dominant Indigenous societies of Mesoamerica (a term used to describe Mexico and Central America before the</p>

	<p>-1990 – era of video/electronic games</p>	<p>Punch &amp; Judy shows, deck chairs for hire, it was fashionable to be seen on the pier, fish and chips, bathing machines to protect modesty, donkey rides</p>	<p>ago          -Early Stone Age Man lived in small nomadic family groups and were hunter gatherers          -During the Neolithic period became farmers          -3000BCE Stonehenge was built – Stone age man used tools          -Stone Age man lived in house          -Bronze Age 2300to 800BCE          - there are over 200 Bronze Age barrows on the IOW          -Iron Age 800BCE to 43CE          -Hillforts first appeared in the late Bronze Age</p>	<p>-430CE the Roman army leave Britain (many Romans stayed)</p>	<p>becomes king in 1042 and dies in 1066          -Evidence of Viking raids on the IOW – 975-1014 – IOW often used as a temporary base</p>	<p>16th century Spanish conquest).          - Early Maya, 1800 BCE to CE 250          - Mayan Pyramids of the Classic Maya, CE 250-900          - From the late eighth through the end of the ninth century, something unknown happened to shake the Maya civilization to its foundations. One by one, the Classic cities in the southern lowlands were abandoned, and by CE 900, Mayan civilization in that region had collapsed.          - Descendants of the Maya still live in Central America in modern-day Belize, Guatemala, Honduras, El Salvador and parts of Mexico.</p>
	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/significant historical</b></p>	<p><b>Events beyond living memory – The Great Fire of London.</b>          -The Great Fire of London started on the 2nd September 1666 -          -The fire of London</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/a local history study –</b></p>	<p><b>Britain’s settlement by Anglo-Saxons and Scots.</b>          -450 AD/CE Anglo Saxon migration – Jutes, Angles and Saxons came from Denmark, Germany</p>	<p><b>The achievements of the earliest civilisations – an overview of where and when the first civilisations and an in depth study of Indus Valley</b></p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western World.</b>          The legacy of the Ancient Greeks</p>

	<p><b>events, people and places in their own locality</b> – Christopher Cockerell – Inventor of the Hovercraft.</p> <p>-Sir Christopher Cockerell was born on 4<sup>th</sup> June 1910</p> <p>-He was one of the most amazing inventors of the 20<sup>th</sup> Century</p> <p>-1950s – Cockerell invented the hovercraft</p> <p>-1959 – the first commercial hovercraft crossed the channel</p> <p>-Hovercrafts are now used all over the world, including the IOW</p> <p>-Cockerell died on the 40<sup>th</sup> anniversary of the launch of the hovercraft – 1<sup>st</sup> June 1999</p>	<p>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</p> <p>-Sir Christopher Wren designed the monument which commemorates the Fire of London</p>	<p>King Charles 1<sup>st</sup>/Carisbrooke Castle</p> <p>-Charles 1<sup>st</sup> was the King of England, Scotland and Ireland 1625-1649</p> <p>-Charles believed in the 'Divine right of Kings</p> <p>-In 1629, he shut down parliament for 11 years</p> <p>-His reign was turbulent and civil war broke out in 1642</p> <p>-In 1647, Charles fled to the IOW (he was under house arrest at Hampton Court) where he was imprisoned at Carisbrooke Castle</p> <p>-He tried to escape from Carisbrooke Castle twice but was unsuccessful</p> <p>-In January 1649, Charles was charged with high treason and hanged</p> <p>-The position of king was abolished and England became a republic for a time – a country without a king or a queen</p>	<p>and the Netherlands - The 7 kingdoms were Northumbria, Mercia, East Anglia, Wessex, Essex, Sussex and Kent</p> <p>-685-686 the IOW was considered part of Wessex</p> <p>-Evidence of Anglo-Saxons on IOW – Bede's Anglo-Saxon Chronicles</p> <p>-Evidence of late Anglo-Saxon construction – Saint George's Church, Arretton and All Saints' Church, Freshwater</p> <p>-Several Anglo Saxon burial sites discovered on IOW</p> <p>-900 the kingdom was divided in to shires and IOW became part of Hampshire</p> <p>-The Scots came from Ireland and migrated to what is now called Scotland</p>	<p>Civilisation meaning – a highly developed culture including: social organisation, government, laws and arts</p> <p>Civilizations first emerged—in modern-day Iraq, Egypt, India, China beginning between approximately 4000 and 3000 BCE.</p> <p>These ancient complex societies, starting with Mesopotamia, formed cultural and technological advances, several of which are still present today.</p> <p>The four early civilisations</p> <p>-Ancient Sumer 4000-3500BCE</p> <p>-Ancient Egypt 3150BCE recognised beginning of Ancient Egypt as a civilisation</p> <p>-The Indus Valley 3300BCE</p> <p>-The Shang Dynasty of Ancient China 2000BCE</p>	<p>-1200BCE The Trojan War begins</p> <p>-776BCE The First Olympic Games</p> <p>-500BC Democracy is founded in Athens</p> <p>-480BCE The Golden or Classical age of Greece begins</p> <p>-146BCE Rome conquers Greece</p> <p>- The Ancient Greeks may have lived nearly 3000 years ago, but they left a lasting legacy that still affects Western culture and way of life.</p>
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			-England became a monarchy again in 1660		<p>All these civilizations had certain features in common. They built cities and invented forms of writing. They learned to make pottery and use metals. They had access to fresh water and fertile land, they domesticated animals, and they created fairly complex social structures with class systems.</p> <p>Focus on Indus Valley as in depth study.</p>	
					<p><b>A local history study</b> The Victorian influence on the Isle of Wight. <b>Significant historical events, people and places in their own locality –</b> Queen Victoria (Osborne House) Valentine Gray</p> <p>-Queen Victoria 1837-1901 -Victoria and Albert bought the Osbourne Estate 1845</p>	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. changes in an aspect of social history, such as crime and punishment</b> Crime and Punishment Parkhurst Prison</p> <p>Focus on changes in crime and punishment – Victorian times to</p>

					<ul style="list-style-type: none"> <li>-Focus on Victoria's link to IOW</li> <li>-Daily life for Victorian children – rich vs poor.</li> <li>-Valentine Gray – died aged 10 (1822)</li> <li>-Changes in the law – the 'climbing boys acts'</li> </ul>	<p>present day (link with Parkhurst)</p> <ul style="list-style-type: none"> <li>-In Victorian times, children received the same punishment as adults for any crimes committed</li> <li>-Punishment in Victorian times was much harsher than it is today</li> <li>-1829 Sir Robert Peel introduced the first police force in London</li> <li>-1854 special youth prisons (Reformatory Schools) were introduced</li> <li>-Parkhurst prison began in 1778 by 1838 it was a prison for children</li> </ul>
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<p>What key vocabulary will our (designers/sportsmen/ need? <i>Vocabulary is important because it embodies and communicates concepts.</i></p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p><b>Key history Vocabulary:</b> a long time ago, same, different, change people, lives</p> <p><b>Content specific vocab:</b> past/now, modern, old, new, yesterday, about</p> <p><b>Historical skills Vocabulary:</b> the senses – touch smell, see, hear discuss, question, find out</p> <p><b>General:</b> order, compare</p>	<p><b>Key History Vocabulary:</b> history, significant, timeline, order, compare, similar/different, fact/opinion, artefact, event, source, evidence, changes, invention, question, cause, consequence, reason, connections, century/decade, living memory, different time periods</p> <p><b>Historical skills Vocabulary:</b> observation, sequence, contrast, research, sources, timeline, research, question, discuss, compare and contrast, similarities and difference, connections, conclusions</p> <p><b>Changes within living memory:</b> change in national life, parents/grandparents, great grandparents, lifetimes, way of life, home life, transport, materials, leisure</p>	<p><b>Key History Vocabulary:</b> history, significant, timeline, order, compare, similar/different, fact/opinion, artefact, event, source, evidence, changes, invention, question, cause, consequence, reason, connections, century/decade, living memory, different time periods</p> <p><b>Historical skills Vocabulary:</b> observation, sequence, contrast, research, sources, timeline, research, question, discuss, compare and contrast, similarities and difference, connections, conclusions</p> <p><b>Events beyond living memory:</b> significant, nationally, globally, Great fire of London, key features of the event, commemorate, anniversaries, remembrance</p>	<p><b>Key history Vocabulary:</b> chronological, millennium, century/decade BC/ BCE AD/ CE, era, time period, similarities differences</p> <p>Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts trends over time influence, significant, impact.</p> <p><b>Historical skills Vocabulary:</b> deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, investigate, forming conclusions, making links.</p> <p><b>Changes in Britain from the Stone Age to the Iron Age:</b> Chronological, millennium, century/decade BC/ BCE AD/</p>	<p><b>Key history Vocabulary:</b> chronological, millennium, century/decade BC/ BCE AD/ CE, era, time period, similarities differences</p> <p>Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts trends over time influence, significant, impact.</p> <p><b>Historical skills Vocabulary:</b> deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, investigate, forming conclusions, making links.</p> <p><b>Roman Empire and impact on Britain</b> Julius Caesar, Claudius, invasion, conquest, resistance Boudica,</p>	<p><b>Key history Vocabulary:</b> cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws</p> <p><b>Historical skills Vocabulary:</b> deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, investigate, forming conclusions making links, historical perspective judgement contrasting arguments and interpretations.</p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England:</b> raids, resistance,</p>	<p><b>Key history Vocabulary:</b> cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws</p> <p><b>Historical skills Vocabulary:</b> deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, questioning – historically valid, investigate, forming conclusions making links, historical perspective judgement contrasting arguments and interpretations.</p> <p><b>Ancient Greek Legacy:</b> Cause and effect, propaganda, bias, society, empire, point</p>
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			<p>CE, era, time period, similarities differences</p> <p>Prehistoric evidence, primary/secondary sources, ancient, modern, archaeology, archaeologist, contrasts, trends over time, influence, significant, impact, Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming</p> <p>Deforestation, Skara Brae, Bronze Age, Stonehenge, Iron Age, hill forts, tribal kingdoms</p>	<p>Romanisation hypocaust, viaduct /aqueduct, gladiator coliseum, amphitheatre Hadrian's wall, settlements, empire, diversity, societies, slave citizen, dynasties, senate.</p> <p><b>Anglo Saxons:</b> Chronological, century/ decade BC/ BCE AD/ CE, era, time period, similarities differences, primary/secondary sources, ancient, modern, influence, significant, impact, Angles, Saxons, Picts, Scots, invaders, kingdom, pagan, Dark ages Christian conversion Canterbury, Iona and Lindisfarne, Sutton Hoo</p>	<p>Danegeld, Alfred the Great, Althelstan, Edward the Confessor</p> <p><b>Achievements of the earliest civilizations:</b> civilizations Ancient Sumer, Indus Valley, The Shang Dynasty Ancient China Ancient Egypt; mummification, pyramid, irrigation</p>	<p>of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws, western world, Democracy, philosophy, Olympic games, Athens, Parthenon, Acropolis, city states, civilisation, myth, influence, ancient</p>
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<p>What experience do we want our students to have had?          What other opportunities will our students have had in.....?</p>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	<p><b>Changes within living memory</b> – How have toys changed over time?  <u>Lines of enquiry:</u>  How have toys changed over time?  What is the same and what is different?  How can we tell if a toy is old or new?</p> <p><u>Experiences:</u>  Visit to Toy Museum. Parents/grandparents bring toys in to show/talk about</p> <p><b>The lives of significant individuals in the past who have contributed to national and international achievements/significant historical events, people and places in their own locality</b> – Christopher Cockerell – Inventor of the Hovercraft.  <u>Lines of enquiry:</u>  Why is Christopher Cockerell famous?  What is so special</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/</b>  – How has the seaside changed over time on the Isle of Wight from the Victorian Period to now?  <u>Lines of enquiry:</u>  How do we know about the past?  Sources of evidence – primary/secondary?  How has the seaside changed?</p> <p><u>Experiences:</u>  Visit to seaside – compare to pictures?  Visit Ryde or Sandown Pier</p> <p><b>Events beyond living memory</b> – The Great Fire of London.  <u>Lines of enquiry:</u>  Why did the fire spread so quickly?  What changed after</p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b>  <u>Lines of enquiry:</u>  How do we know about the Stone Age?  Sources of Evidence – link to IOW and recent discoveries.  Sources of evidence – why are archaeologists still finding evidence?  How do we know about the Iron Age/Bronze Age?  Evidence on the IOW. What are the main changes Stone Age to Iron Age? What was happening elsewhere in the world? Trade links.  How did defences improve throughout this period? Hillforts.</p> <p><u>Experiences:</u>  Explore evidence of early humans on IOW as well as Bronze Age and Iron Age evidence  British Museum exhibition  Virtual Tour Skara Brae</p>	<p><b>The Roman Empire and its impact on Britain.</b>  <u>Lines of enquiry:</u>  Why did the Romans invade Britain? Why were they so successful?  How do we know about the Romans/What evidence is there of Romans on the IOW?  What impact did the Romans have on modern life?  What was happening elsewhere? Picts and Scots</p> <p><u>Experiences:</u>  Visit to Roman Villa (Brading)  Roman artefact box – Resource Centre</p> <p><b>Britain’s settlement by Anglo-Saxons and Scots.</b>  <u>Lines of enquiry:</u>  Why did the Roman Army leave Britain?  Where did the Anglo Saxons come from and why did they invade?</p>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b>  <u>Lines of Enquiry:</u>  Why did the Vikings come to Britain?  Was Alfred the Great really Great?  How do we know about the Vikings? – sources of evidence/consider contrasting arguments and interpretations of the past</p> <p><u>Experiences:</u>  Explore evidence of Vikings on IOW - where did they land  British Museum exhibition</p> <p><b>The achievements of the earliest civilisations – an overview of where and when the first civilisations and an in depth study of Indus Valley</b>  <u>Lines of Enquiry:</u></p>	<p><b>A non-European society that provides contrasts with British history – early Islamic civilization, Mayan civilization c. CE 900</b>  <u>Lines of Enquiry:</u>  How do we know about the Maya?  Sources of evidence. What happened to the Maya?</p> <p><u>Experiences:</u>  Mayan artefact box</p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western World.</b>  <u>Lines of Enquiry:</u>  Can we thank the Ancient Greeks for anything in our lives today? What evidence is there locally (architecture – Newport Town Hall)? – Link to Roman legacy.  Importance of democracy and</p>
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	<p>about the hovercraft? What is the same and what is different to other forms of travel by sea? Where can we see a hovercraft?</p> <p><u>Experiences:</u> Visit to Hovercraft in Ryde</p>	<p>the Great Fire of London? How do we know so much about it? Sources of evidence – eye witness accounts and reliability</p> <p><u>Experiences:</u> Museum of London online resources TV programmes – Magic Grandad</p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements/a local history study –</b> King Charles 1<sup>st</sup>/Carisbrooke Castle</p> <p><u>Line of Enquiry:</u> What is the significance of Carisbrooke Castle? What is the link between Charles 1<sup>st</sup> and Carisbrooke Castle? What is the monarchy? Why was the monarchy abolished for a time after the death of Charles 1<sup>st</sup>?</p> <p><u>Experiences:</u> Visit to Carisbrooke Castle/Virtual Tour</p>	<p>How do we know about the Anglo Saxons/What evidence is there of Anglo Saxons on the IOW? Link to Y3 topic on Carisbrooke Castle – compare it's use since Charles 1<sup>st</sup>.</p> <p><u>Experiences:</u> Isle of Wight Museums &amp; Schools project – Anglo Saxon workshop Sutton Hoo - investigate Investigate meaning of Anglo Saxon place names</p>	<p>What did the earliest civilisations have in common? What can we learn from Indus Valley artefacts? What was happening in Britain during the Indus Valley period?</p> <p><u>Experiences:</u> Indus Valley box – Resource Centre British Museum website</p> <p><b>A local history study</b> The Victorian influence on the Isle of Wight.</p> <p><b>Significant historical events, people and places in their own locality –</b> Queen Victoria (Osborne House) Valentine Gray</p> <p><u>Lines of Enquiry:</u> What was life like for children in Victorian times? Who was Valentine Gray and what impact did his death have? What was Queen</p>	<p>parliament – link to Year 3 topic – Charles 1<sup>st</sup> shutting down parliament. What was happening in Britain during the Ancient Greek period? Olympic Games then and Now – Olympics 2024</p> <p><u>Experiences:</u> School Council (PSHE links and British Values) UK Parliament Week Visit to Local Council Greek artefact box – Resource Centre</p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. changes in an aspect of social history, such as crime and punishment</b></p> <p><u>Lines of Enquiry:</u> Similarities and differences of crime/punishment from the past and now and how changes</p>
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					<p>Victoria's connection to the IOW?</p> <p><u>Experiences:</u> Visit to Newport to see memorial for Valentine Gray Visit or Virtual tour of Osbourne House</p>	<p>in the Law have impacted our lives today Link to Y5 local history study – lives of children in Victorian times</p> <p><u>Experiences:</u> Abandoned IOW – video exploring inside HMP Camp Hill IOW</p>
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