KS1	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4
Florence Nightingale/Mary Seacole	**Why is Florence Nightingale remembered today and what did she do in her life?**	**Why do you think Florence took the brave steps to go to the Crimea and who influenced her?**	**What did Florence do to help the soldiers and did everyone have the same opinion of her?**	**Why have we learnt so much about Florence and so little about Mary Seacole?**
Key Knowledge	• Children know that Florence Nightingale is remembered as a nurse, a long time ago and was connected with a major war. • Florence helped soldiers in the war.	• Key moments of Florence's early life. • What Florence was like as a person. • Children can give two valid reasons for her decision to go to the Crimea.	• Main changes Florence Nightingale introduced. • That Florence Nightingale was not welcomed all the time.	• Who Mary Seacole is. • What Mary Seacole is known for. • How Mary Seacole's contribution to nursing has not been so well known.
Great Fire of London	**How can we work out why the Great Fire started? That the fire burnt a quarter of London.**	**What actually happened during the Great Fire and how can we know for sure 350 years later?**	**Why did the Great Fire burn down so many buildings?**	
Key Knowledge	• What 17th Century London was like. • Why the Fire began. • Who was to blame for the fire.	• Know the main events from the Great Fire of London. • What evidence is left behind from the Great Fire of London.	• Main reasons of the cause of the fire: e.g., the long hot summer, the nature of the wooden buildings with thatch roofs, the cramped nature of the buildings often overhanging. • Some will know exceptional factors that made it such a devastating fire i.e. the strength and direction of the wind.	

Mary Anning	**Why do we remember Mary Anning?**	**What were the ups and downs of Mary Anning's life?**	**What was Mary like and what made her so special?**	
Key Knowledge	• Who Mary Anning was. • That she dug up remains of animals from the stone on cliffs and that these were fossils. • Mary Anning was famous because she was so young when she made discoveries that even older, trained scientists hadn't made. • She was the first to discover some important fossils.	• Know some key episodes in Mary Anning's life. • What Mary's main achievements were.	• What Mary Anning was like as a person.	
Toys	**What are our toys like today?**	**How can we tell these toys are old?**	**What were our grandparents' toys like and how do we know?**	
Key Knowledge	• What their favourite toys are. • Know which is an old toy and which is new. • Know how to sort toys into different categories.	• A well-loved and much played with toy might look 'old' when it was purchased only a short time ago. In the same way old toys can look 'new' when they have been carefully handled and treasured. • Know at least two reasons why an obviously old toy is old, focusing on signs of wear and material, possibly design too.	• Know what evidence we can use to explore the question. • Changes across two generations.	
Locality: Shops	**What was the high street like before?**	**How has the high street changed?**	**What was in these shops before?**	**How could I pay for my purchases?**

Key Knowledge	• What key features a high street had in the past. • That black and white pictures do not always mean it was taken in the past.	• What key features have changed from the past to now.	• What were in shops in the past.	That we can pay using: • computerised with card payments • contactless • cash • What an old cash machine is. • Know differences between paying for something now and in the past.
Seaside	**What was going to the seaside like 100 years ago?**	**What kind of things did people do at the seaside 100 years ago?**	**How have seaside holidays changed over the past 100 years?**	**Do we go to the seaside for the same reasons that people went 100 years ago?**
Key Knowledge	• Key features of a period seaside (pier, promenade, parasol). • Key period features of seaside holidays (clothes worn by children and adults and the entertainment available) • Similarities and differences between seaside holidays now and then.	• Some things people did at the seaside for 100 years ago looking at photos.	• That we can still gather evidence even when there is no one alive to tell us. • We can use photographs and paintings to help us understand about the past.	• Reasons for going on holiday today are different from 100 years ago. • Why Victorians flocked to the seaside.
Grace Darling	**What did Grace do that made her famous …and why is she remembered today so long afterwards?** *(2 lessons)*	**Are all versions of Grace's story the same?**	**How did sea rescue improve after her heroic act?**	
Key Knowledge	• Who Grace Darling was. • What Grace did to become famous. • Why Grace Darling is still remembered today.	• Know that there are different accounts of the rescue. • Know that not all pictures are the same.	• Children know that we have newspaper accounts and museum objects, but not film.	

	• Children know the job her father had to do. • Why her actions are considered heroic. • Know main events of the rescue.		• That a museum holds important evidence to tell us about the past.	
Castles	**How are castles different over time?**	**How can we use evidence to explore what life was like in a Medieval life?**	**How does armour change and develop over the years?**	
Key Knowledge	• Know differences between different castles. • Features of a Norman/Medieval castle.	• What rooms were in a castle. • Know differences between a modern-day room and now. • What Medieval life was like.	• Know the stages of becoming a knight. • Know differences between armour in the Medieval times to now. • Why St George was a saint.	
The Wright Brothers	**What do these clues tell us about why the Wright brothers were famous?**	**How did the Wright brothers manage to be the first to launch a man powered flight?**	**How do we possibly know about their first successful flight, when it happened over 100 years ago now?**	
Key Knowledge	• Who the Wright brothers were. • They were early aviators. • Why their invention was so ground-breaking. • Major developments in flight over time.	• Four main episodes of the story leading up to Kitty Hawk flight. • Turning points in the Wright brothers' fortunes.	• What evidence is left behind from the first flight. • What evidence can be used to support a statement.	
Locality: Manby and Grimoldby School	**Is there any difference between our local area today or in the time of your parents and grandparents?**	**What is the Manby Airbase and what is its significance to flight?**	**What must it have been like to be at school in the past?**	**Would you prefer to have been at our school now or in the past?**

Key Knowledge	• Differences between then and now (can focus on houses and shops). • Key features in Grimoldby/Manby. • Photographs aren't the only form of evidence we can use.	• What Manby Airbase was used for. • When it started being used and when it stopped being used. • How Manby Airfield has had an effect on the local area. • How houses were influenced by the airfield.	• We can use log books, reports, artefacts to look at the past. • What behaviour, teaches, holidays and lessons were like in the past.	• Children know the key differences between an average school day in the past and today and can compare these.

KS2	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5	Enquiry 6
Ancient Greece	**How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?**	**What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?**	**Why was Athens able to be so strong at this time?**	**What was so special about life in 5th Century BC Athens that makes us study it?**	**What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?**	**In what ways have the Ancient Greeks influenced our lives today?**
Key Knowledge	• Ancient Greece consisted of city states such as Athens and Sparta who were rivals • The order of: 1. Trojan Wars 2. Start of Olympics 3. Golden Age of Athens 4. Battle of Marathon 5. Building of Parthenon	• Features of Ancient Athenian society esp. role of slaves. • The diversity of life style depending on position within society and know the influence of the large slave population. • The role of the woman in Athenian society.	• What the Golden Age is and its link to the Battle of Marathon. • Why Athens was so dominant. • Why the Battle of Marathon was fought.	• Pupils know that this was a time of massive growth in new ideas and ways of thinking. • How philosophers and ideas such as democracy are involved. • Know that this would not have been	• The Olympics were not just athletic events. • They grasp that their theatres were incredible feats of engineering	• Know some Greek achievements. • How Greek design has influenced buildings. • Pupils grasp that many of the words we use today derive directly from the Greek.

				possible without the slave culture which gave men time to think and cultivate interests.		
Iron Age – Stone Age	**Was Stone Age man simply a hunter and gatherer, concerned only with survival?**	**How different was life in the Stone Age when man started to farm?**	**What can we learn about life in the Stone Age from a study of Skara Brae?**	**Why is it so difficult to work out why Stonehenge was built?**	**How much did life really change during the Iron Age and how can we possibly know?**	**Can you solve the mystery of the 52 skeletons of Maiden Castle?**
Key Knowledge	• Britain was once covered in ice. • the earliest settlers were hunter-gatherers and lived in caves. • How Star Carr gives us evidence. • Describe how the Stone Age man was interested in art and ceremonials.	• Can locate the move to farming on a simple timeline. • hunter-gatherers were living alongside early farmers about 5,000 years ago. • They can explain the impact of farming esp. taming wild animals, growing wheat etc. • Know terms Palaeolithic, Mesolithic, Neolithic.	• Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. • How we know that they ate pigs and cattle • How we know that they grew crops • How we know that their houses were dark	• What the Stonehenge is and where it is. • It was built 5,000 years ago in stages. • How the Stonehenge was built. • That it was one of many similar constructions from that time.	• 2 or 3 characteristics of life in an Iron Age hill fort community • Why archaeological finds are so important when talking about these periods in history. • How artists' impressions are created from fragments of finds.	• Know what an Iron Age hill fort was like. • Why Maiden Castle is important when looking at this time period.
Iron Age – Stone Age	**How did the changes in society impact housing?**	**How did farming influence clothing?**	**What can we learn about the diet of people through the**	**How did the uses for weapons change from the**	**Would you have liked to live in a prehistoric era?**	

			prehistoric era from remains?	**Stone Age to the Iron Age?**	
Key Knowledge	• Stone Age home were relatively disposable or mobile (and key materials they were made from). • People followed the herds they hunted. • People may have lived as a family herd. Few adults and children. • They used the materials they had. • Iron Age Homes were permanent as part of a settlement. • People lived in large groups known as communities or tribes. • Tribes were well protected using walls and hills as war was common. • They had areas for farming and storing food.	•Stone Age – Clothing made from animal hides. •Thread made from scavenged plant fibres. •Clothes were ill fitting and didn't insulate well. •Bronze Age – clothing made from wool now they had sheep to farm. Fibers were woven together in sheets and sewn patterns were used to make fitted clothing. •Leather straps were used. •Shapes appeared – leggings, tunics, cloaks. •Jewellery and broches were used to show statue and wealth.	• We only know about the foods in Britain due to the cave paintings discovered. Historians assume food from Europe would have been shared into the UK. After the UK became an island, it would have changed. • Hunters killed animals. • Scavengers collected season foods. • Farms grew crops, herded sheep both of which were eaten or traded for other goods. • Fires meant people cooked food. • Grain stones show we made flour for baking. • Bones show people still	• Each era is named after the materials used for survival. • Stone Age – hand axes, wooden spears tipped with stones, atlatl. • Weapons for hunting • Bronze age - short daggers, axes, shields, spear heads, short swords • Weapons for protection and hunting • Iron Age – long sword, axes, metal tipped clubs, shields, helmets	*The last 2 lessons to be used to write a triple page spread. One page with information about each prehistoric era.*

			hunted for deer for variety in their diet. • Berries were more common as people cultivated the plants.			
Roman Britain and its impact on Britain	**Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?**	**Why did Boudica stand up to the Romans and what image do we have of her today?**	**How were the Romans able to keep control over such a vast empire?**	**How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2 How do we know?**	**How can we solve the mystery of why this great empire came to an end?**	**How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?**
Key Knowledge	• What the Roman Empire was. • Claudius and Caesar's invasions (55BC, 54BC, 43AD). • Two main reasons why Claudius wanted to invade Britain. • Why an empire was wanted.	• Why the Celts would have been apprehensive about taking on the Roman army. • Boudica's personal motivations. • That Boudica can be interpreted in different ways.	• Why the Roman army was so powerful • Roman army organisation • Roman army pay. • Roman army conditions	• How Romans influenced towns and villas in countryside. • How sophisticated Roman lifestyle was for rich • Know some examples of Roman entertainment. • Society was diverse and that poor lived very differently.	• How costs of running an empire, increase taxes and use of barbarians in army and impact on morale had an effect on the end of the empire.	• Know a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. • Know Romans must have been ahead of their time for ideas to have lasted 2,000 years.

				• What evidence was left behind by the Romans.		
Anglo-Saxon Britain	**Why did the Anglo-Saxons invade and how can we possibly know where they settled?**	**What does the mystery of the empty grave tell us about Saxon Britain?**	**How did people's lives change when Christianity came to Britain and how can we be sure?**	**How were the Saxons able the see off the Viking threat?**	**Just how great was King Alfred, really?**	**Just how effective was Saxon justice?**
Key Knowledge	• That the Anglo-Saxons were made of Angles, Saxons and Jutes and where they came from. • They lived 1300 hundred years ago. • What the Staffordshire hoard is. • Know that there were invaders before Romans. • Push and pull factors from the Saxons.	• That Sutton Hoo was a bodiless ship burial. • Know that by the end of the 7C Anglo-Saxons were ruling most of Britain. • The kingdom of Mercia (present day Staffordshire) was most important. • Britain was on the cusp of Christianity at the time.	• Know early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig). • The importance of Bede 'Father' of English history. • How the Christian message was delivered to the people: role of monasteries and churches.	• When the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms. 200 yrs later just one England. • Key episodes in the struggle and can identify at least one turning point in Saxon fortunes. • What Danelaw is. • By 1016, Vikings back in control briefly under Cnut, before Edward Confessor took over.	• Who King Alfred was. • Alfred's main achievements. • That people were influenced to follow Alfred the Great to fight against the Vikings.	• Pupils are able to describe the 6 main methods of keeping law and order in Anglo-Saxon times. • Who Edgar is.

Vikings	• **What image do we have of the Vikings?**	**Why have the Vikings gained such a bad reputation?**	**How did the Vikings try to take over the country and how close did they get?**	**How have recent excavations changed our view of the Vikings?**	**What can we learn about Viking settlement from a study of place-name endings?**	**Raiders or settlers: how should we remember the Vikings?**
Key Knowledge	• Understand there are stereotypical views of a Viking. • They know where the Vikings came from and why they attacked. • The Vikings were a real threat from the sea. • Know where the Vikings in time in relation to the Romans and Saxons. • That Saxons were living in Britain at the time of the first Viking raids.	• How the Vikings gained their reputation. • They understand that it was exaggerated by the accounts written by monks until recently monks' records were main source of evidence.	• Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors. • One examples when Vikings were successful and another when they were not. • The importance of the Danelaw as an area of Viking settlement.	• How findings at Jorvik changed our views about Vikings. • Vikings were raiders and traders.	• Vikings changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.	• They see that raiders describe an early part of their contact with Britain, whereas traders the later.
Ancient Egyptians	**Why do we bother studying Ancient Egypt, a time thousands of years ago?**	**Where will we find the treasures of Ancient Egypt?**	**What sources of evidence have survived and how were they discovered?**	**What secrets of Ancient Egypt are revealed by the pyramids?**	**What does the evidence tell us about life for men, women and children in Ancient Egypt?**	**What can we learn about the beliefs of the Ancient Egyptians from evidence that has survived?**
Key Knowledge	• Know how distant 2-3,000 years is • Know why AE civilization seems advanced	• Where Egypt and the Nile valley are on a map. • Why buildings were close the Nile.	• Who Tutankhamun and Howard Carter were. • What was found in his tomb and	• Know why pyramids were built • How pyramids were built	• Understand hierarchy in Ancient Egypt. • The role of men, women and children.	• The importance of Ancient Egyptian life. • Understand the mummification process.

		• Know that there are still monuments such as pyramids that tell of an ancient civilization there.	the meaning of these objects.		• What objects belonged to different people.	
Tudors	**What can we tell about Henry VIII from his portraits?**	**Why did Henry really Break with Rome: love or religion?**	**How different was life for people at different levels of society living in Tudor times, and how do we know?**	**Why do we have to be so careful when using the portraits of Elizabeth I to find out about her?**	**How on earth was Elizabeth able to defeat the mighty Spanish Armada?**	**What can we learn about Elizabethan England by studying how they enjoyed their leisure time?**
Key knowledge	• Who Henry VIII is. • That portraits can tell us about events in a person's life. • How portraits can be misleading.	• 4 and 6 key events leading up to the Break with Rome. • Can state why Henry VIII broke with Rome and if the factors are religious or romantic.	• Know what the difference between a rich/poor Tudor house. • How inventories change with the wealth of the Tudor.	• That Elizabeth used portraits to control her image. • That portraits can be seen as propaganda.	• Pupils are able to give at least 3 reasons why England and Spain went to war, (including religion, tension on the high seas). • Key events in the course of the Armada. • Know why the Spanish were defeated. • Understand the reasons behind the English success.	• Know 4-6 main pastimes • How a visit to the theatre was different for different levels of society

Ancient Civilisations/ Local History	What was life like at Gainsborough Old Hall?	What jobs were needed to keep Gainsborough Old Hall running?	How do ancient civilisations fit in with what I already know about History?	What else was happening in the world at the time of the Ancient Egyptians?	What was the greatest achievement of each civilisation?	What can I discover about an ancient civilisation?
Key knowledge	• Within the house, there were many different jobs. • How the architecture of the building affected life there (e.g it was wonky so stairs and floors were uneven, always cold so rooms were insulated using tapestries). • Tudor pass times and games (draughts, nine men's morris).	Know 3-4 Tudor jobs, their roles, and why they were needed to keep the house running.	• There was one period in time when all four civilisations were building cities and existing at the same point in time. • The names of the civilisations: Ancient Egypt, Sumer, Indus Valley and Shang Dynasty.	• Each civilisation grew along a river close to the Equator. • The rivers helped trade and agriculture. • Ancient Sumer - Iraq • Indus Valley - Pakistan • Ancient Egyptians – Egypt • Shang Dynasty - China	• Each civilisation had achievements in their time, some of which influence our life today. • At least one key achievement from each civilisation.	This lesson will be children finding the answers to their own questions from the unit.

Titanic	**What was the Titanic and why is it significant?**	**Who was on the Titanic and how do we know?**	**Why and how did the 'unsinkable' Titanic sink?**	**Why did so many people lose their lives in the Titanic disaster?**	**What has changed since the Titanic disaster and has the incident influenced these changes?**	**How did they stop a disaster like the Titanic happening again?**
Key Knowledge	• What the Titanic was and where it was headed. • When the Titanic sank. • That Titanic was shown differently before it set sail and after in newspapers. • Why the ship was significant at that period of time. • Why her maiden voyage stands out in history.	• That there was a hierarchy on the boat. • That we can use different sources of information to come to a conclusion about what life was like on the ship for different classes (e.g. interior designs) • That much of the evidence sank with the ship.	• Reasons for the disaster (with the boat, the captain, the owner etc.) • Safety features on the Titanic. • That there are many possible explanations and that we can never be totally sure of.	• Know some famous people on-board the Titanic and the • roles they played in her journey and the sinking. • Different reasons historians have investigated as the reason the Titanic sank.	• How major events can change the way countries, governments and societies etc. are. • How safety at sea is now handled internationally. • How the sinking of the Titanic created change, improving future passenger safety.	• At least four valid consequences of the disaster. • How the Titanic could have been saved from sinking in the modern day.
World War 2	**Why did Britain have to go to war in 1939?**	**Why was it necessary for children to be evacuated and what was evacuation really like?**	**How was Britain able to stand firm against the German threat?**	**How did people manage to carry on normal life during the war and how do we know?**	**Why is it so difficult to be sure what life on the Home Front was really like?**	**What was VE day really like?**
Key knowledge	• How the actions of • Hitler threatened • European peace. • Why Chamberlain	• What evacuation was and looked like.	• How the government prepared to	• Roles adults played on the Home Front.	• How the government used censorship.	• How VE Day was • typically celebrated.

	• ultimately took the • decision to go to war. • Key reasons for and against appeasement.	• That numbers of evacuees fluctuated • This war would be a war in the • air and that there • would be vastly more • civilian damage than • in the First World War. • Know why the government's • portrayal of evacuation was so positive.	withstand the Blitz • and to keep up • morale. • Key features of • resistance to German invasion e.g. ○ Trying on gas masks ○ Home Guard ○ Battle of Britain ○ Blitz ○ Evacuation ○ Rationing ○ Fire service ○ Air-raid shelters		• How the government used propaganda.	• How depictions of VE Day parties might vary.
Maya	**Why do you think we study the Mayan empire in school?**	**When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?**	**What was life like at the height of the Mayan civilization?**	**How can we possibly know what it was like there 1,000 years ago?**	**If the Maya were so civilized, why then did they believe in human sacrifice?**	**How can we solve the riddle of why the Mayan empire ended so quickly?**
Key knowledge	• Where and when the Mayan empire thrived. • Know how Mayan civilization relates to the historical periods they have already studied (Stone Age, Egyptians, Iron Age, Roman, Saxons, Viking.	• Two reasons why the Maya grew • Know the Maya had to contend with jungles and mountains.	• The Maya everyday life. • Know that society was hierarchical. • Know the king was above craftspeople and then the merchants, then	• That we have been able to decipher their glyphs only since the 1960s. • Pupils grasp that much of the Mayan's	Know why human sacrifice was practised.	• Know that Mayan civilization was in decline at time of Saxon control in Britain. • Know that there are many

	• They understand that the Maya developed their own mathematics. • The civilisation lasted 2,000 years and was at its height AD300-900. • They built some of the largest cities in the world at the time. • They were one of the most sophisticated societies of their age with a strong belief system.		farmers, then slaves at the bottom. • Know the difference between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts. • Mayan cities had a dramatic stepped pyramid topped by a temple. Close by were the palaces of the royal court.	history was destroyed by the Spanish when they conquered this area in 16Cth, including most books and many buildings because they wanted to stamp out Mayan religious practices.		competing explanations about the end of the Mayan empire (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.