



**Our Ultimate End Goal:**

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

By the end of their time at Fishbourne C.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 Fishbourne School will be inspire our childrens' 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? 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>At Fishbourne our History Curriculum aims to provide our children with a broad and balanced overview of historical events, periods in time and significant individuals covering local, national and World history. Each class will, however, focus on teaching one specific area of their History learning in more detail to delve deeper into the subject area to enhance the children's understanding and knowledge. The end goal, for this learning experience, will be designed to provide the children with the opportunity to showcase their historical knowledge, understanding and skills that they have learnt and used.</p>						
<p><b>Early learning Goal</b> 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</p>	<p>Changes within living memory - <b>overtime from 1930</b> - Shops. How has shopping changed in Fishbourne.</p>	<p>Events beyond living memory - The Great Fire of London.  The lives of significant individuals in the past who have</p>	<p><b>Changes</b> in Britain <b>from</b> the Stone Age <b>to</b> the Iron Age.  The achievements of the earliest civilisations - <b>an overview of where</b></p>	<p>The Roman Empire and <b>its impact on Britain</b>.  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>A study of <b>an aspect or theme</b> in British history that extends pupils' chronological knowledge beyond 1066. i.e. - Wars, the changing power</p>

<p>same things, and are sensitive to this. They know about the <b>similarities and differences between themselves and others</b>, and among <b>families, communities</b> and <b>traditions</b>.</p> <p>All About Me...</p> <p>Toys through the ages.</p> <p>Memory box.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. (<b>a comparison</b>) - Columbus and Neil Armstrong/ and Amelia Earhart/ <b>Valentina Tereshkova</b>.</p>	<p>contributed to national and international achievements. (<b>a comparison</b>) - Mary Seacole and Florence Nightingale and Elizabeth Garrett Browning.</p>	<p><b>and when the first civilisations and an in depth study of Egypt.</b></p>		<p>Ancient Greece - a study of Greek life and <b>achievements and their influence on the western World</b>.</p>	<p>of the monarchs, development of transport (local history)</p> <p>A non-European society that provides <b>contrasts</b> with British history - early Islamic civilization, including Baghdad c.AD900</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"> <li>develop a chronological understanding. (long ago and now)</li> <li>understand that things change over time</li> <li>look at differences between objects from the past and now</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 things out</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 significance</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 about people and events and are beginning to evaluate and carefully select a</li> </ul>	

<ul style="list-style-type: none"> <li>• show an interest in the past</li> <li>• use common words and phrases related to the passing of time</li> </ul>	<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>	<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>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 analyses</li> </ul>
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**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>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><u>Changes within living memory - overtime from 1930 - Shops.</u>            *Local history - shops in Fishbourne (Fishbourne book)            *1929 The First Tesco store opens            *Food rationing introduced 1948            *1958 Tesco's first supermarket opened in Essex            *1968 The term 'superstore' coined by Tesco            *1982 computerised checkouts at Tesco</p>	<p><u>Events beyond living memory - The Great Fire of London.</u>            *The Great Fire of London started on the 2<sup>nd</sup> 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><u>Changes in Britain from the Stone Age to the Iron Age.</u>  <u>Stone Age -</u>            Palaeolithic to 10,000BC/BCE            Mesolithic to 4000BC/BCE            Neolithic to 2300BC/BCE  <u>Bronze Age 2300to 800BC</u>  <u>Iron Age 800BC to 43AD</u>            *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</p>	<p><u>The Roman Empire and its impact on Britain -</u>            *Roman Britain was just part of the Roman Empire            *55 and 54BC Julius Caesar lands and leaves Britain            *60-61 AD Boudicca rebellion            *75AD Fishbourne Roman Palace built on the site of Roman supply route            *Cogidubnus lived in the Roman Palace at Fishbourne            *Chichester was a Roman town            *430AD The Romans leave Britain</p>	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u>            *793AD Vikings raid Lindisfarne            *King Alfred of Wessex from 871-889AD            *Athelstan is the first King to unite the English Kingdoms 927AD            *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><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - Wars</u>            *1066AD The Battle of Hastings was fought on 14October 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><u>The lives of significant individuals in the past who have contributed to national and international achievements. (a comparison) - Columbus and Neil Armstrong/ and Amelia Earhart.</u>  <u>Columbus</u>          *Columbus was born in 1451 in Genoa Italy          *Columbus died May 20<sup>th</sup> 1506          *Columbus was an explorer          *Columbus discovered America          Columbus had a negative impact on the lives of the people of the West Indies.  <u>Neil Armstrong</u>          *Neil Armstrong was born on August 5<sup>th</sup> 1930 in Ohio America          *Neil Armstrong died August 25<sup>th</sup> 2012          *Neil Armstrong was an astronaut          *Neil Armstrong was the first man to walk on the moon  <u>Amelia Earhart</u>          Amelia Earhart was born in Kansas July 24<sup>th</sup> 1897          Amelia Earhart disappeared over the Pacific Ocean in 1937          Amelia Earhart was an aviator          Amelia Earhart was the first woman to fly solo across the Atlantic Ocean  <u>Valentina Vladimirovna Tereshkova</u>          She was born on the 6<sup>th</sup> March 1937.          She was a Russian cosmonaut.          She was the first woman to have flown in space on a solo mission.          She flew on the Vostok 6 on the 16<sup>th</sup> June 1963.</p>	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements. (a comparison) - Mary Seacole and Florence Nightingale and Elizabeth Garrett-Anderson</u>  <u>Mary Seacole</u>          *Mary Seacole was born in 1805 in Kingston Jamaica          *Mary Seacole died on 14<sup>th</sup> May 1881          *Mary Seacole was a nurse and business woman          *Mary Seacole is best known for her work helping the sick and wounded during the Crimean War          *She was also known as Mother Seacole  <u>Florence Nightingale</u>          *Florence Nightingale was born in Florence Italy on 12<sup>th</sup> May 1820          *Florence was famous for her nursing work during the Crimean War 1854 - 1856          *Florence changed the face of nursing from an untrained profession to a highly skilled medical profession          *Florence Nightingale was known as the Lady with the Lamp          * Florence died on 13<sup>th</sup> August 1910  <u>Elizabeth Garrett-Anderson</u>          *Elizabeth Garrett-Anderson was born in 1836          *She died in 1917          *Elizabeth Garrett-Anderson was the first woman to qualify as a doctor in England          * She opened a school of medicine for women</p>	<p>*Stone Age man lived in houses</p> <p><u>The achievements of the earliest civilisations - an overview of where and when the first civilisations and an in depth study of Egypt.</u>          * 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 Pyramid builders          *Ancient Egyptian writing - hieroglyph          *The rulers of Egypt were called Pharaohs          *1336BC Tutankhamen becomes Pharaoh</p>	<p><u>Britain's Settlement by the Anglo-Saxons and Scots</u>          *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><u>Ancient Greece - a study of Greek life and achievements and their influence on the western World.</u>          *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><u>A non-European society that provides contrasts with British history - early Islamic civilization, including Baghdad c.AD900</u>          *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 circumference of the world          *1099 Al-Idrisi is born. Went on to produce a world map for the Norman King Roger " of Sicily</p>
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		*In 1866 she was appointed as a medical attendant at the St Mary's Dispensary, London.				
They will know what is happening in different parts of the world at similar times to what is happening in Britain.						

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
<u>Key history Vocab</u> - A long time ago, same, different, change people, lives <u>Content specific vocab-</u> Past/now, modern, old, new, yesterday, about meetc <u>Historical skills</u> <u>Vocab -</u> The senses - touch smell, see, hear Discuss, question, find out <u>General -</u> Order, compare	<u>Key history Vocab</u> - 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.	<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 trends over time influence, significant, impact. Words linked to the local area - Fishbourne Roman Palace,	<u>Key history Vocab</u> - Cause and effect, propaganda, bias, society, empire, point of view, objectivity, subjectivity, consequences, legacy, Modern British Values, laws.			
	<u>Content specific vocab-</u> <u>Changes within living memory</u> - change in national life, parents grandparents, great	<u>Content specific vocab-</u> <u>Events beyond living memory</u> - significant, nationally, globally, Great fire of	<u>Content specific vocab-</u> <u>Changes from the Stone Age to Iron Age Britain</u> temporary/	<u>Content specific vocab-</u> <u>Roman Empire and impact on Britain</u> Julius Caesar, Claudius, invasion,	<u>Content specific vocab-</u> <u>Viking and Anglo-Saxon struggle for the Kingdom of England</u> - Raids,	<u>Content specific vocab-</u> <u>Study of an aspect or theme in British history that extends pupils' chronological</u>

	<p>grandparents, lifetimes, way of life, home life, transport, materials, leisure</p>	<p>London, key features of the event, commemorate, anniversaries, remembrance,</p>	<p>permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation, Skara Brae, Bronze Age Stonehenge Iron Age hill forts tribal kingdoms <u>Achievements of the earliest civilizations</u> -civilizations Ancient Sumer, Indus Valley, The Shang Dynasty Ancient China Ancient Egypt; mummification, pyramid, irrigation</p>	<p>conquest, resistance Boudica, Romanisation hypocaust, Viaduct /aqueduct, gladiator coliseum, amphitheatre Hadrian's wall, settlements, empire, diversity, societies, slave citizen, dynasties, senate. <u>Britain's settlement by Anglo-Saxons and Scots</u> - Dark ages Christian conversion Canterbury, Iona and Lindisfarne, Sutton Hoo</p>	<p>resistance, Danegeld, Alfred the Great, Athelstan, Edward the Confessor.</p> <p><u>Ancient Greece</u> western world, Democracy, philosophy, olympic games, Athens, Parthenon, Acropolis.</p>	<p><u>Knowledge beyond 1066</u> - This will depend on the aspect or theme selected. i.e. war, changing power of monarchs, the first railways. (The long arc of time, the legacy or turning point) a local history study vocab. <u>A non-European society that provides contrasts with British history</u> - Early Islamic civilization, Baghdad, Islam, Prophet Muhammad, muslim, mosque, caliphs Mayan civilization, Mesoamerica, codex, Chichen Itza.</p>
	<p><u>Significant individuals</u> - contribution, national, international, achievements, aspects of life, monarch, reign, coronation, explorer, inventor, local, museum, buildings.</p>		<p><u>Historical skills Vocab</u> Deduction, inference, organising information, chronology, comparison, observation, discussion, research, reflection, interpretation, investigate, forming conclusions, making links.</p>		<p><u>Historical skills Vocab</u> - 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><u>Historical skills Vocab</u> - observation, sequence, contrast, research, sources, timeline, research, question, discuss,</p>		<p><u>General/ local area</u> - <u>Achievements</u>, process of change, landscape, settlements, empire, diversity, societies, slave, citizen, dynasties,</p>		<p><u>General/ local area</u> - <u>Invasions</u>, expansion, kingdoms, settlements, village life, peasantry, hierarchy, laws and justice</p>	

	compare and contrast, similarities and difference, connections, conclusions	relationship, identity, challenges, influence, technology, travel, road system, trade, art and culture overview, connections, regional, national and international, architecture, religion, worship, sacrifice, beliefs, temples, senate, inventions, peace, power, conquer, laws, justice, medicine, leisure, baths, theatre, myths, legends, education, prosperity, wealth	withdrawal, cultural, economic, military, political, religious, social history, civilization, era, achievements, scholars, dynasties, conquer, civilisation, comparison, calendar, astronomy, observatory, wisdom, community impact, merchants, archaeologists
	<u>General/ local area - modern, past/present/future, memory, information, lives, memorial, monument, Fishbourne, local shops and key buildings (see the Fishbourne book) Arundel, castle, train</u>		

**What lines of enquiry do we want our historians to follow? What experiences do we want our historians to have had? What opportunities will our historians have had to 'make the world a better place'?**

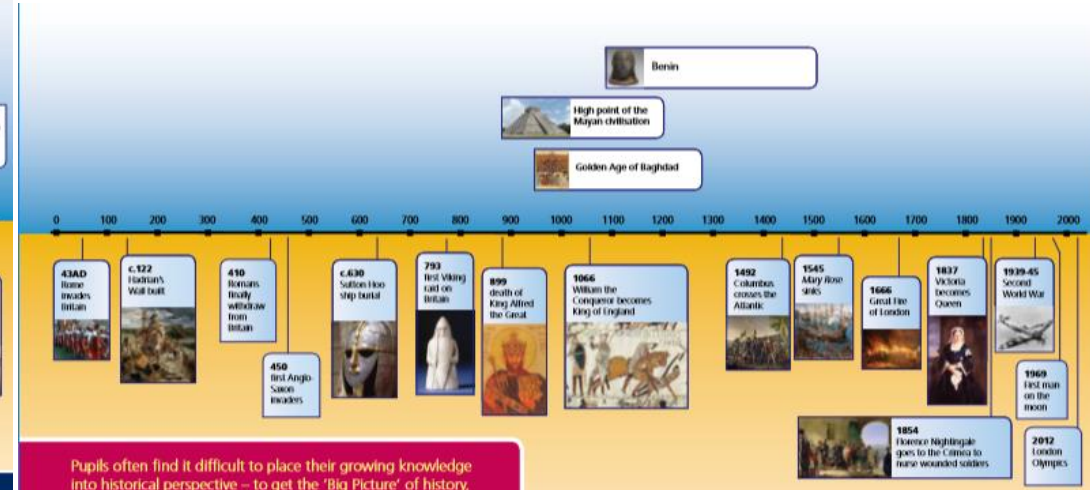
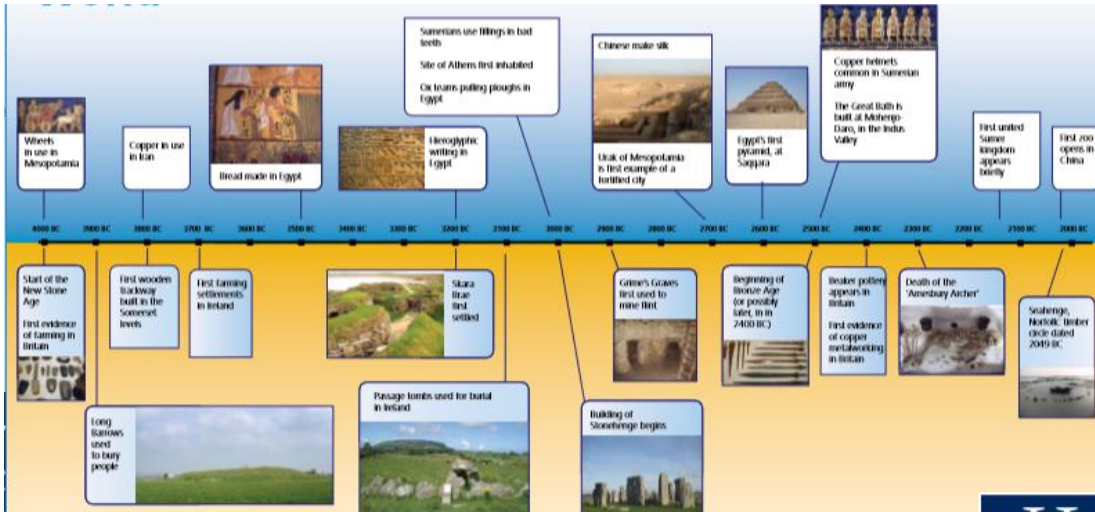
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>All About Me...</u> <u>Lines of enquiry -</u> 'How have I changed since I was a baby?' 'What did our parents, grandparents look like as babies?' 'Why do we wear different clothes at different times of the year?' <u>Experiences -</u> *Once there were giants * new babies *Special celebrations- Visit Fishbourne Church - Baptism *Memory box <u>Opportunities to make the world a better place -</u></p>	<p><u>Changes within living memory - overtime from 1930 - Shops.</u> <u>Lines of enquiry -</u> 'Has how we shop in Fishbourne changed?' 'Was there always a Tesco supermarket in Fishbourne?' 'What is a corner shop?' 'What do the shops tell us about how we live is it different from the past?' <u>Experiences -</u> *History of Tesco website * Fishbourne Book *Visit local shop *Amberley Museum <u>Opportunities to make the world a better place -</u></p>	<p><u>Events beyond living memory - The Great Fire of London.</u> <u>Lines of enquiry -</u> 'What happened on the night of the 2<sup>nd</sup> September 1666?' 'Was it a mistake that started the Fire of London?' 'Why did the Fire of London spread so quickly?' <u>Experiences -</u> *The museum of London exhibit and online resources *The fire brigade *Drama workshops *TV programmes - Magic Grandad <u>Opportunities to make the world a better place -</u></p>	<p><u>Changes in Britain from the Stone Age to the Iron Age.</u> <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?' <u>Experiences -</u> *Boxgrove Man *The Novium- topic loan *The History man - Paul Ullson *Butser Ancient Farm * Online resources - Skara Brae - Stone Age settlement <u>Opportunities to make the world a better place -</u></p>	<p><u>The Roman Empire and its impact on Britain -</u> <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 Fishbourne?' 'What did the Romans leave us?' <u>Experiences -</u> *Roman Chichester * Fishbourne Roman Palace * library loans * The Novium <u>Opportunities to make the world a better place -</u> Being a museum curator</p>	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.-</u> <u>Lines of enquiry -</u> 'How well did the Anglo-Saxons and Vikings get on?' 'Was life better in Anglo Saxon or Viking Britain?' 'Was religion important?' 'What did the Anglo-Saxons and Vikings leave behind?' <u>Experiences -</u> *Explore/investigate Local Viking Raids, where did they land?(geography link) *Butser Ancient Farm * British Museum exhibition <u>Opportunities to make the world a better place -</u></p>	<p><u>Wars -</u> <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?' <u>Experiences -</u> *Fishbourne War Memorial * Tangmere Aviation Museum * D-Day Museum * Imperial War Museum *Primary Sources - People with first-hand experience *library loan <u>Opportunities to make the world a better place -</u> Hosting a tea party for veterans/evacuees/Fishbourne WI, the Poppy appeal.</p>

<p><u>Toys through the ages.</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?'          *Memory box  <u>Experiences</u> -          *Brighton Toy Museum</p> <p><u>Opportunities to make the world a better place</u> -</p>	<p><u>(A comparison) - Columbus and Neil Armstrong/ and Amelia Earhart/ Valentina Tereshkova.</u>  <u>Lines of enquiry</u> -          'Our voyages of discovery how did they change the world?'          'What impact did... have?'          'What was different and what was the same about...?'          'How did the actions of Christopher Columbus impact on the lives of the people in the West Indies?' 'Was it positive?'  <u>Experiences</u> -          *Explorers at Portsmouth Dockyard          *Online resources          *Project/library loans          *The History Man  <u>Opportunities to make the world a better place</u> -</p>	<p><u>(A comparison) - Mary Seacole and Florence Nightingale and Elizabeth Garrett-Anderson</u>  <u>Lines of enquiry</u> -          'What impact did Florence Nightingale have on nursing today?'          'Why do we remember Florence Nightingale and Mary Seacole?'          'How were the experiences of Mary Seacole and Florence Nightingale different?'          'What obstacles did they have to overcome?'  <u>Experiences</u> -          *Science Museum -people brought to life the History of medicine          * St Johns Ambulance/Red Cross          *School community members who are nurses, doctors and paramedics  <u>Opportunities to make the world a better place</u> -          A tea party to thank all the key workers in the NHS</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?'  <u>Experiences</u> -          *Goodwood House- Awesome Egyptians(KS1 and 2), Egyptian dining room          *The History Man          * The British Museum  <u>Opportunities to make the world a better place</u> -</p>	<p><u>Britain's settlement by Anglo-Saxons and Scots</u> -  <u>Lines of enquiry</u> -          '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?'  <u>Experiences</u> -          *The Weald and Downland Museum          *British Museum          * Bosham Church          Investigate the meaning of local Anglo-Saxon place names  <u>Opportunities to make the world a better place</u> -</p>	<p><u>Ancient Greece - a study of Greek life and achievements and their influence on the western World.</u>  <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?'  <u>Experiences</u> -          *Visit The houses of Parliament          *Contact Local MP/Fishbourne Councillors          * Fishbourne Parish Council          * Local Council Chambers          * School Council (PSHE links and British Values)  <u>Opportunities to make the world a better place</u> -          Hold a debate on a local issue to raise awareness in the local community</p>	<p><u>Early Islamic civilization, Baghdad</u>  <u>Lines of enquiry</u> -          '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?'  <u>Experiences</u> -          *Visit a local mosque          * British Museum, the Islamic Gallery          * The Museum of the History of Science          *Library loan (geography and RE links)  <u>Opportunities to make the world a better place</u> -          Visit to local mosque          Create a House of Wisdom</p>
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The Historical Association and other online resources as well as library loans will enhance the experiences of all children.

Every Class will have a timeline that shows British and World History.

For useful texts go to - <https://www.booksfortopics.com/history>



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