

Harby C of E Primary School

History Knowledge and Skills Progression Map

EYFS – Year 6



expanding horizons, exploring potential embracing faith.

At Harby C of E Primary School teachers strive to promote curiosity and a love of learning about the past. We believe that exploring history makes a valuable contribution to the children's understanding of all aspects of life, giving a sense of pride, identity and heritage. We have designed a thematic approach to the curriculum to empower every child with the knowledge, understanding and skills to become young historians.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the Past	Identifying that things from the past might be different from today - technology, cars, houses etc.	<p>Identifying that events have happened in the past and significant people from the past have helped shape the present locally - Mary Anning (Fossils)</p> <p>Identifying that there are some themes that link history together - locality, transport etc.</p>	<p>Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Roald Dahl, Grace Darling</p> <p>Identifying that the past is remembered or 'constructed' in different ways across the world.</p> <p>Identifying that the past can be commemorated each year at specific times.</p>	<p>Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the building of the Titanic</p> <ul style="list-style-type: none"> • achievements • society • impact <p>And by drawing comparisons to KS1 topics such as the first moon landing and Victorian Seaside Holidays</p>	<p>Building a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>Identifying the impact of the Ancient Greeks' on the western world and their chronological place in the context of world history</p>	<p>Building an understanding of post-1066 Britain through local history studies of the Victorians and the war and their impact on today's world by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • education • entertainment, <p>Comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p>

<p>Chronological understanding</p>	<p>Identifying that things have happened in the past, relating to themselves and within living memory.</p> <p>Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents.</p>	<p>Distinguish similarities and differences between past and present.</p> <p>Identify similarities and differences between different ways of life beyond living memory.</p> <p>Identifying that events and people form the past may have occurred across a greater period of time than just themselves.</p> <p>Identifying that events and changes have happened in order.</p> <p>Identifying that there are different periods of time in history -Georgians/ Victorians/Tudor s/20thC etc.</p>	<p>Sequence events or artefacts closer together in time.</p> <p>Identifying and comparing people from different periods of time - Roald Dahl, Grace Darling, Florence Nightingale.</p> <p>Identifying how periods of time can impact on individuals and events - The Great Fire of London, Belvoir Castle, Florence Nightingale.</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - making links and comparisons with other significant events in time.</p>	<p>Place the time studied on a time line.</p> <p>Sequence events, people or artefacts on a timeline within period.</p> <p>Placing Stone, Bronze and Iron Ages into wider chronological contexts - make references to Ancient Egypt and pyramids/achievements.</p> <p>Developing an understanding of concurrence of civilisations around the world during these times.</p> <p>Placing previously learnt periods from KS1 into context and identifying the impact periods of time studied have upon each other.</p>	<p>Place events from period studied on a time line using dates to show deeper understanding.</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts.</p> <p>Placing early civilisations into chronological context - in-depth Egyptians.</p> <p>Placing Ancient Romans and Roman Britain into the wider context of historical chronology.</p> <p>Deeper understanding of concurrent civilisations around the world and their impact on later civilisations.</p> <p>Placing Wartime Harby into chronological context and its legacy and impact today.</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology.</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology whilst revisiting the Stone, Bronze, Iron age...and previously learnt periods of time.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations.</p>	<p>Placing the Ancient Greeks into the wider context of historical chronology with deepening understanding.</p> <p>Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology whilst revisiting the Stone, Bronze, Iron age...and previously learnt periods of time with deepening understanding.</p> <p>Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons with deepening understanding.</p> <p>Placing the Shang Dynasty into chronological context making comparisons with other early civilisations studied with deepening understanding.</p> <p>Placing Victorian Harby into chronological context and its legacy and impact today.</p> <p>Continued development of concurrent civilisations around the world and their impact on later civilisations.</p>
<p>Continuity and Change within History</p>	<p>Identify that some things within living memory have changed and some things have stayed the same - growing up, changing teachers/classrooms etc</p>	<p>Identifying that changes have happened in history that can impact on today - changes in seaside holidays, The First Moon landing.</p> <p>Identifying that there are reasons for continuities and changes and stating some of these.</p> <p>Identifying that continuity or change can be a good thing or a bad thing.</p>	<p>Identifying that changes throughout history have had important consequences - development of hospitals (Florence Nightingale), understanding of the world from Christopher Columbus etc.</p> <p>Identifying WHY some things have stayed the same throughout history - people living in towns/cities, explorers trying to find new things etc.</p>	<p>Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment , • beliefs <p>Identifying the continuity and changes to the local area from Wartime Harby:</p> <ul style="list-style-type: none"> • population • jobs • local significance 	<p>Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Identifying the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs 	<p>Identifying the continuity and change from Victorian Harby to the modern day through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • education • entertainment <p>Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs
<p>Significance and Interpretations of history</p>	<p>Understanding that some events and people from history are important because they have achieved something or had an effect</p>	<p>Identifying why certain people/events are significant in history - achievements, impact etc.</p>	<p>Identifying why certain people/events are significant in the wider context of history - Christopher Columbus voyages and their impact on the rest of the world etc.</p>	<p>Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Identifying why our interpretations of these time periods is difficult due to</p>	<p>Look at the evidence available and give reasons why there might be different accounts of history.</p> <p>Begin to evaluate the usefulness of different sources.</p>	<p>Compare accounts of events from different sources.</p> <p>Give clear reasons why there may be different accounts of history including reasons why people can represent events or ideas to persuade others</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Identifying the significance of Victorian achievements and their impact on today</p> <p>Understanding why others might choose alternative achievements</p>

		Identifying why some individuals are significant both locally and nationally. Begin to understand what makes someone or something significant.	Identifying that certain individuals and events have had an impact locally, nationally and internationally.	limited primary sources or written evidence	Use text books and historical knowledge.		Interpreting the achievements of the Victorians as a turning point in British history in the context of then and now - who felt more of their impact, us or them? Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance - which achievements were more impressive?
Historical Enquiry	Be curious about people and show interest in stories. Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers. Record, using marks they can interpret.	Sort artefacts "then" and "now". Ask and answer questions related to different sources and objects. Begin to ask and answer questions about the time periods being studied.	Use a range of sources to find out about a period and observe and record differences. Begin to use the library, e-learning for research and to ask and answer questions. Suggest sources of evidence to use to help answer questions.	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.	Use evidence to build up a picture of a past event. Give reasons why there may be different accounts of history. 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.	Begin to identify primary and secondary sources. Choose the most reliable sources of evidence from a selection provided, to answer questions. Understand that there is often not a single answer to historical questions. Use the library, internet for research with increasing confidence.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Form own opinions about historical events from a range of sources and evaluate and debate its usefulness. Bring knowledge gathered from several sources together in a fluent account Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate
Communication and Organisation	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT	Describes objects, people and events. Write simple stories and recounts about the past. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.	Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences.	Use dates and terms with increasing accuracy. Discuss different ways of presenting information for different purposes/ audiences.	Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. Use dates and terms correctly. Discuss most appropriate way to present information, realising that it is for an audience. Use subject specific words.	Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Use dates and terms accurately. Choose most appropriate way to present information to an audience.	Select and organise information to produce structured work, making appropriate use of dates and terms. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Make accurate use of specific dates and terms. Use extended writing.
Vocabulary	Simple words to describe the passing of time - e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using simple words and phrases to	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant'	Using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend'	Using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'invention' 'prosperity'

		describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important'		'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'		'global' 'invader' 'interpretation' 'viewpoint' 'bias'	'causation' 'diversity' 'progression'
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Range of depth and Historical Knowledge

<p align="center">EYFS/KS1</p>	<p>EYFS Framework Understanding the World ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>History NC Framework Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory - where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - significant historical events, people and places in their own locality
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	EYFS	Year 1	Year 2
<p align="center">Significant people</p>	<p>Enquire about life of our grandparents and great grandparents by asking questions and interviewing relatives.</p> <p>Talk about how life has changed over time from when our grandparents were children.</p>	<p align="center"><u>Mary Anning</u></p> <p>Research facts & recall important information about Mary Anning.</p> <p>Complete a timeline of Mary Anning's life.</p> <p>Identify why Mary Anning is a significant person today.</p> <p>Make comparisons of the fossils Mary Anning found in comparison to the fossils found around Harby.</p>	<p align="center"><u>Roald Dahl</u></p> <p>Research facts & recall important information about Roald Dahl,</p> <p>Complete timeline of Roald Dahl's life including significant dates.</p> <p>Identify how Roald Dahl has contributed to children's literature over time.</p> <p>Make comparisons with previous significant persons learnt about.</p> <p align="center"><u>Grace Darling</u></p> <p>Research facts & recall important information about Grace Darling.</p> <p>Complete a timeline of Grace Darling's life.</p> <p>Identify why Grace Darling is a significant person today and how she has impacted the modern world.</p> <p>Make comparisons with previous significant persons learnt about.</p> <p align="center"><u>Florence Nightingale</u></p> <p>Research facts & recall important information about Florence Nightingale.</p> <p>Complete a timeline of Florence Nightingale's life.</p> <p>Identify why Florence Nightingale is a significant person today and how she has impacted the modern world.</p> <p>Make comparisons with previous significant persons learnt about.</p> <p>Make comparisons using secondary sources between hospitals past and present.</p> <p align="center"><u>Christopher Columbus</u></p> <p>Recall important information about Christopher Columbus.</p> <p>Complete timeline of Christopher Columbus' life including significant dates.</p> <p>Identify how Christopher Columbus' discoveries have impacted the way we see the world.</p>

<p>Significant Events</p>		<p><u>The First Moon Landing</u> Research facts & recall important information about Neil Armstrong. Complete a timeline of Neil Armstrong's life. Research facts & recall important information about the moon landing. Explore how visiting the moon has shaped our world of exploration today.</p> <p><u>Remembrance Day</u> To understand why we commemorate Remembrance Day. To find out what poppies are used as a symbol of remembrance.</p> <p><u>The Gunpowder Plot</u> To understand why we celebrate Guy Fawkes. Sequence key events of the gunpowder plot. Explain how we celebrate Guy Fawkes now and make comparisons to the past.</p>	<p>Make comparisons with previous significant persons learnt about.</p> <p><u>The Great Fire of London</u> To look at the timeline of events. Explore different historical artefacts and use these to learn about the great fire. Read about Samuel Pepys and his diary record. Locate the date of the GFOL on a timeline in comparison to other periods of time studied.</p> <p><u>Remembrance Day</u> Find out about Remembrance Day and its relevance to Harby. Locate the date of the wars on a timeline in comparison to other periods of time studied.</p> <p><u>Belvoir Castle</u> Research facts & recall important information about Belvoir Castle. Create a time line showing when the 4 castles have been built and make comparisons to different styles of castles. Research and discuss the role Belvoir Castle has had on the past and the present of the Vale of Belvoir. Locate the date of the castle being built on a timeline in comparison to other periods of time studied. Make comparisons to other castles found in other major cities of Britain.</p>
<p>Changes within Living Memory</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling by role play, retelling stories, drawing and discussions. Create a simple sequence/time line of significant events in the children's lives. Create a simple time line showing changes in toys/clothes/homes.</p>	<p><u>The Seaside</u> Make comparisons of secondary sources and artefacts from visiting the seaside in the past and today. Create a timeline of the seaside through the ages. Discuss the impact of visiting the seaside throughout history now has on the modern world.</p>	<p><u>How has Harby changed?</u> Make comparisons of secondary sources and artefacts from Harby in the past. Create a time line of significant events showing the changes of the village and canal over time. Explore photographs in the village hall. Interview local residences about life in the village throughout the years. Find out when the school was built and how it has changed over time. Investigate signs of the past around Harby and discuss how the changes have impacted on Harby today - work, lifestyle, houses, homes...etc. Explore how the canal has changed over time.</p>

<p>KS2</p>	<p>History NC Framework Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain's settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study relating to one of the periods of time studied above. - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China - Ancient Greece - a study of Greek life and achievements and their influence on the western world - a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 	
	<p>LKS2</p>	<p>UKS2</p>
	<p style="text-align: center;">Ancient Egyptians</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared - Ancient Egypt A study of Egyptian life and customs Evidence and the legacy of the Egyptians Visit to New Walk Museum</p> <p style="text-align: center;">Changes in Britain from the Stone Age to the Iron Age</p> <p>Study Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Place Stone Age to Iron age on a timeline and make comparisons of how the period evolved.</p> <p style="text-align: center;">Changes in Britain from the Iron Age to the Bronze Age</p> <p>Iron Age hill forts: tribal kingdoms, farming, art and culture Local study - evidence of Iron Age in Midlands e.g.: Bradgate park, in and around Harby How has the iron and bronze age impacted Britain and Harby.</p> <p style="text-align: center;">The Roman Empire and its impact on Britain</p> <p>The growth and expansion of the Roman Empire including the invasion of Britain Why the Romans invaded Britain Exploration of Roman place names and their settlements What the Romans brought to Britain British resistance. Causes and consequences of Boudicca's rebellion. Hadrian's wall "Romanisation" of Britain: Roman towns and Roman Roads. The legacy of Roman culture (art, architecture or literature). Place period of time on timeline and refer to it in conjunction to other times studied.</p> <p style="text-align: center;">The World Wars</p> <p><u>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</u> <u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Why is WW2 significant to Harby Recap why we commemorate the war What does the poppy appeal do to support war heroes today? Explore how and why Harby and Langar were significant during WW2 and the impact it had on the village and school. Explore what life was like for the Harby Community during the war. Discuss why there is more evidence of history during the war compared to early civilizations. Explore how the canal was used to support the war efforts.</p>	<p style="text-align: center;">Britain's settlement by Anglo-Saxons and Scots</p> <p>Why the Romans left Britain - the fall of the Roman Empire Why the Anglo Saxons invaded Britain? Anglo-Saxon life - villages, crafts, homes, food, culture Anglo-Saxon Kingdoms Anglo-Saxon art and culture - Sutton Hoo Anglo Saxon runes - code breaking</p> <p style="text-align: center;">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Who were the Vikings? Revisit who the Anglo-Saxons were. How did the Vikings live? Why was the Kingdom of England important to them? Invasions to the time of Edward the Confessor Plot key events on a timeline and make comparisons to other periods of time.</p> <p style="text-align: center;">Ancient Greece - a study of Greek life and achievements and their influence on the western world</p> <p>Where is Greece Greek life The Greek gods Five Greek states - diary before games Greek pot Greek top trumps Achievements How have the Greeks influenced the western world. Place on a time line and locate other periods of time studied. Make comparisons between the time periods.</p> <p style="text-align: center;">Victorian Harby</p> <p><u>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</u></p> <p>Recap how Harby has changed over time. Revisit when the school was built. Explore why this was known as the Victorian era. What was life like for the village when the school was built? Discuss how the opening of the school impacted the village. Explore primary and secondary sources to follow a line of enquiry i.e. What was it like to attend Harby school during 1863? Plot key events on a timeline and make reference to other period of time and discuss connections. Make direct comparisons between the school now, during the war and the Victorian period.</p> <p style="text-align: center;">The Shang Dynasty</p> <p><u>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: The Shang Dynasty of Ancient China</u></p> <p>Explain when and where the Shang dynasty was in existence and describe features of its location. Use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and present findings. Describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people.</p>

		<p>Explain some of the religious beliefs and practices of the people from the Shang dynasty make direct comparisons to other time periods studied in KS2</p> <p>Explain about the discovery, purpose and significance of oracle bones. Make references to other significant people who have discovered fossils and bones e.g. Mary Anning in KS1</p> <p>Examine a range of artefacts to find out about life in the Shang dynasty.</p> <p>Explain who Fu Hao was and why the discovery of her tomb was significant.</p> <p style="text-align: center;"><u>Mayan civilization</u></p> <p><u>A non-European society that provides contrasts with British history - one study chosen from: Mayan civilization</u></p> <p>Research and discover facts about the Maya Civilisation.</p> <p>Consider and make similarities and differences between ancient religions and different religions today. To look at the characteristics of Maya gods and design own. Make direct comparisons to the ancient Greek Gods.</p> <p>Look at the Maya number system.</p> <p>Find out what Maya people grew and ate.</p> <p>Locate the ancient Maya Cities, make comparison to other ancient cities studied in KS2.</p> <p>Find out what we know about the Maya from the drawings of Frederick Catherwood.</p> <p>Consider what we know about Chichen Itza and use the information to create a leaflet for tourists.</p>
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An ever-changing world

History is always around us and as a school we will make the most of every opportunity to explore this and support our children's understanding of all aspects of life, giving a sense of pride, identity and heritage as they arise.
 For example, we will explore as a whole school, 25 years of world book day, the Queens Jubilee, the passing of Prince Phillip, The Covid-19 vaccine being invented...etc.