

Local History

Year 3 – Why has the land use of Farnham changed in the last 100 years? (with Geography)
Year 5 – How has the growth of the locality (including St Polycarp's Catholic Primary School) influenced human activity within it? (with Geography)
Year 6 – Investigating the impact of World War II on the people in Farnham.

History Learning Journey – KS2

- All KS2 children learn to be historians by:
- Investigating and interpreting the past
 - Building an overview of world history
 - Understanding chronology



KS3

What was the impact of World War II on the people of Britain?

Investigating the tragedy of the sinking of the 'Unsinkable Titanic'. Through analysing key sources, they explore the lives of those on board and social class segregation. Children analyse and evaluate the possible factors which contributed towards the sinking. They explore the repercussions of such a tragedy on maritime laws and evaluate key changes.



Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives in Britain (including Farnham); and evaluating the effectiveness of primary sources.



How did the Titanic tragedy affect maritime law?

Investigating the history of Ancient Egypt. They describe the archaeologist's Howard Carter journey and discovery in Egypt. They learn about hieroglyphics and religion including their Gods and Goddesses. They also learn the process of mummification and its role in Ancient Egypt.



What did the Greeks do for us?

6

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Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.

What did the Ancient Egyptians achieve and how do we know?

Investigating local histories from the Victorian to the inter-war period, children explore census records. They learn about the census, its purpose and its changes over time. Children suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.



How does the Maya civilisation compare to the Anglo-Saxons?

Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.



What can the census tell us about our local area?

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How did the achievements of the Ancient Maya impact their society and beyond?



Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.



Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.

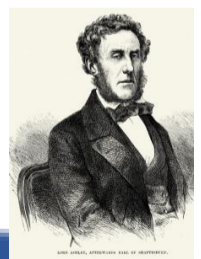
British History 3: How hard was it to invade and settle in Britain?

How have children's lives changed?



Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.

Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.



British History 2: Why did the Romans settle in Britain?



Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age and what changes happened during that time.



Finding out about Egyptian beliefs, children make inferences about beliefs on the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.

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British History 1: Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?

What did the ancient Egyptians believe?