

Park House Primary History Enquiry Questions

Year Group	Theme		
Reception	What makes me special?	Can I walk around the world?	
	1. Who is special in my family? 2. Who would I put on my family tree? 3. How am I different to my grown-ups? (parents/grandparents if appropriate) 4. Has my school always looked like this? 5. Sorting artefacts-what things do I enjoy using that my parents/grandparents didn't have?	1. How do I get to school? (or travel to go shopping/on holiday?) 2. How did people get to school (travel etc) long ago? (historical photos of our school as first hand evidence) 3. Have there always been cars? 4. Have there always been planes? 5. What did the first planes look like? Compare first planes with how we would go on holiday now)	
Year One	Why do we remember the 5 th November?	What is a monarch?	How have toys changed? (Victorian life)
	1. What do we already know about the 5 th November and why do we think it's celebrated? 2. Why did the Gunpowder plot happen and what was it? (What is a plot?) 3. What happened during the Gunpowder plot? 4. Who were the important people involved in the plot? 5. Why was the Tower of London important? 6. What happened after the plot failed? 7. If you were Guy Fawkes/King James, what might you have done differently? History KS1: The Gunpowder Plot - BBC Teach	1. Who is our current monarch? 2. What do we know about our King's family? (inc Queen and Queen mother etc- family trees) 3. Are some monarchs more important than others? 4. Does everyone have a monarch? 5. Where do different monarchs sit on my timeline? (who was queen when my parents/grandparents/great grandparents etc were born?) 6. Enquiry into a particular monarch (Queen Elizabeth 1?- links to Hardwick)	1. What's my favourite toy? What were my family members' favourite toys? How do they differ? 2. Artefact work- How did Victorian toys differ from my toys? (similarities? Differences) 3. immersive experience- Victorian Day- What was life like for a child in Victorian times? 4. What was life like for a Victorian child? What would you prefer and why? 5. Who was Queen Victoria? (link to What is a monarch theme)

Year Two	Why is London burning?	Who are our local movers and shakers?	Local History Study (Pilsley)
	<ol style="list-style-type: none"> 1.What caused the Great Fire of London? 2.Where did the Great Fire of London begin? 3.Why did the Fire spread so quickly? 4.How did Londoners stop the fire from spreading even further? 5.How do we know about the Fire of London? What evidence do we have? 6.How do firefighters differ today from firefighting during the Great Fire of London? 7.Where does the Great Fire of London sit on my timeline? 	<ol style="list-style-type: none"> 1.Why is where we live important in British History? (in simple terms) 2a. Who was Richard Arkwright? 2b.When did Richard Arkwright live and where does this fit on our timeline? 3.What is important about Cromford? (include a visit for first hand experiences) 4.What did he invent? 5.Why were his inventions important? 6.What were factories like? What role did children have at this time? (also include comparisons with themselves and how their lives differ) 	<ol style="list-style-type: none"> 1.How has our local area changed over time? 2.Has our school always looked the same? What changes can we see? (artefacts, interviews and photo evidence) 3.Would you prefer to be in our school now or in the past? Why? 4a.What can we see now that our parents/grandparents wouldn't have seen in Pilsley? 4b.Why might this be? 5.Evidence hunting. Can we find objects in Pilsley that are.....years old?
Year Three	What have the Romans done for us?	What did the Greeks do for us?	Who lived at Cresswell Craggs?
	<ol style="list-style-type: none"> 1a.What was life like for Britons before the Romans invaded? (recap activity) 1b. Where would the Roman invasion sit on my timeline? 2.What was the Roman Empire like in AD42? 3.When and why did the Romans invade Britain? 4.How did Britain try to resist the Roman invasion? 5. What did life look like in Britain after the Romans had invaded? 6.How did the Roman Empire change through time? 	<ol style="list-style-type: none"> 1a. Where do the Greeks sit on my timeline? 1b.How does this compare with what was happening in Britain at the same time? 2.Who were the important people in Greek life at this time? 3.Why were the Greek Gods so important and who were these Gods? 4.Why were the Olympics created and why was this so important? 5.What can I learn about ancient Greece from artefacts? 6.Can we thank the Ancient Greeks for anything in our lives today? (first hand experiences if possible) 	<ol style="list-style-type: none"> 1a.What does pre-history mean? 1b.Where does pre-history sit on my timeline? 2a.What was life like in the Stone Age? 2b.Who lived at Cresswell Craggs? 3.How did Bronze transform pre-historic life? (Bronze Age) 4.Which was better? Bronze or Iron? 5.How did life change for people during this period? (comparisons activity) 6. What can I learn from archaeological relics? (I can be an archaeologist)

Year Four	Why did the Anglo Saxons settle in Britain?	What is a Viking?	
	<ol style="list-style-type: none"> 1. Where do the Anglo Saxons sit on my timeline? 2. What impact did the decline of the Roman Empire have on the rise of the Anglo Saxons and other groups living at this time? 3. What was life like in an Anglo Saxon settlement? (compare briefly with other civilisations) 4. How did life change in Anglo Saxon Britain during this period of history? (rise of Christianity) 5. How did Britons fight back against the Anglo Saxons? 6. Why was King Arthur such an important leader at this time? 	<ol style="list-style-type: none"> 1a. Where do the Vikings (and the key events during this time) sit on my timeline? 1b. Who were the Vikings and where did they come from? 2. Why did the Vikings invade and what made them such successful invaders? 3. What impact did their invasion have on Britain? 4. What was life like in a Viking settlement?- First hand experience through visit to Jorvik Centre JORVIK Viking Centre - a must see attraction in York 5. What role did the British resistance have? (Detailed investigation into key resistance figures and their impact on history) 	
Year Five	Why did the Egyptians build the pyramids?	Why is George Stephenson important?	
	<ol style="list-style-type: none"> 1. What did early civilisations around the world look like at this time? (plot them onto a map and timeline) 2. What do ancient Egyptian artefacts tell us about life in Egypt at this time? 3a. Why were Egyptian Gods so important? 3b. How were they celebrated? (pyramids, mummies etc) 4. What would life have been like for a pharaoh and a slave? (comparison work) 	<ol style="list-style-type: none"> 1. Why is where we live so important to British History? (What can they recall from previous learning or from wider knowledge about the importance of this area of Britain?) 2a. Who was George Stephenson and when did he live? 2b. Where does he sit on our timeline? 3a. Why was George Stephenson so important in the history of railways? 	

	<p>5. Why were the Egyptians so successful? (link with Geography of the area- importance of the Nile)</p> <p>6. How does life in ancient Egypt compare with what we already know about other civilisations at this time</p>	<p>3b. How did his inventions change our local area? Britain?</p> <p>4. Was he really all that important? (enquiry based question- what first hand evidence could we find to show the impact of his work?)</p> <p>5. Can you find evidence of George Stephenson in our local area?</p>	
Year Six	<p>How are the Maya different to other cultures at this time?</p> <p>1. Where does the Mayan civilization sit on our timeline in comparison to other civilisations we have learned about?</p> <p>2. What was life like for a Mayan family? How does this compare with..... How does the Mayan civilization compare with life at this time?</p> <p>3. Compare different groups within society living at this time (armies, civilians, men, women, religious communities etc)</p> <p>4. What role did The Gods play in Mayan life?</p> <p>5. Did the Mayans like maths? (inc how they told the time)</p> <p>6. What evidence do we have to support our knowledge of the Mayan civilisation? (learn about potential bias and incomplete nature of Mayan history)</p>	<p>Why do we remember the Battle of Britain?</p> <p>1. What do we already know about the World Wars and where do they sit on our timeline?</p> <p>2. What are the key facts about World War 2? Why was it called a World War?</p> <p>3. Who were the key leaders? What evidence do we have to show whether they were good leaders? (What would make a good leader?)</p> <p>4. What was the impact of the war on our local area? How was it affected by The Blitz?</p> <p>5. What role did Hardwick Hall play in the war effort?</p> <p>6. Why was the Battle of Britain such a significant event? (What made it the turning point of the war?)</p>	<p>Local History study. (Pilsley)</p> <p>1. What do we already know about the history of Pilsley from our previous learning?</p> <p>2. How did the war affect people's lives in Pilsley? (Hardwick link with POWs)</p> <p>3. Pilsley is known historically for its collieries and mining- what evidence can you find to support this?</p> <p>4. Using first and second hand accounts and artefacts, investigate the impact of mining on Pilsley.</p>