



Long-term map - History

This long-term plan has been designed specifically for our school to show how we cover all of the relevant Historical knowledge and skills across the year groups. The curriculum map and progression of skills document have been combined to create this. The context in which these are taught is left to the discretion of teachers, confirmed by the subject leader.

EYFS	Autumn	Spring	Summer
<p>Early Learning Goal/Curriculum: Past and Present (Taken from Development Matters 2020)</p> <p>Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.</p>	'We are special' - History topic: Family	'We are caring' - History topic: Carers	History topic: School – changes
Vocabulary	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, who, what, materials, plastic, remember, similar, different, same, family, community, familiar, society, history.		
Chronological Understanding	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 		<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.
Events, People and Changes		<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society (eg Nurses) Comment on images of familiar situations from the past. 	
Interpretation, Enquiry and Using Sources			<ul style="list-style-type: none"> Show an interest in significant events and experiences in the lives of others including friends and family members.
Communication	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. 		<ul style="list-style-type: none"> Language of time when talking about past/present events in their own lives. Comment on images of familiar situations from the past.
Resources	<p>Photos of babies & class teacher primary school photos. Create a simple 4-point timeline of growing up. Past, present and future ideas https://www.tes.com/teaching-resource/past-present-and-future-conversation-ideas-11374187 Ideas and resources - http://earlyyearsresource.blogspot.com/2014/01/history-now-and-then.html Developing a sense of time info - https://www.scholastic.com/teachers/articles/teaching-content/ages-stages-how-children-develop-sense-time/</p>		



Year 1	Autumn	Spring	Summer
Changes within living memory	Changes with toys: how are toys and how people play different today from when my grandparents were alive? Changes in communication: how did people contact each other and share information in the past and how is that different to today? Changes in travel: how have transport methods changed and what effect does this have on people's lives?		
Events beyond living memory that are significant nationally or globally.		Great Fire of London	
Cover lives of significant individuals in the past who have contributed to national and international achievements.			Neil Armstrong & the moon landing Use to compare aspects of life in different periods.
Significant historical events, people and places in their own locality.	Nick Park or John Horrocks		
Vocabulary	Year, decade, century, changes, modern, long ago, timeline, date, order, similar, different, important, living, memory, remembers, toys, communication, travel, wood, plastic, simple, mechanical, inventions, homes, houses, time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, clay, models.	London, United Kingdom, Thomas Farynor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, window, climbed, Samuel Pepys, frightened, burning, wooden, buildings, Lord Mayor, River Thames, water, squirts, firehooks, burned, diary.	what, when, where, explorers, Armstrong, travel, space, rocket, moon landing, astronaut, moon, space flight, first walk, research, NASA, Buzz Aldrin, Michael Collins, small step, mankind, leap
Chronological Understanding		<ul style="list-style-type: none"> Recognise the distinction between past and present (within the context of their own life). Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. 	<ul style="list-style-type: none"> Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.
Events, People and Changes	<ul style="list-style-type: none"> Describe some changes within their living memory (including aspects of national life where appropriate). 		<ul style="list-style-type: none"> Retell some events from beyond their living memory which are significant nationally or globally. Make simple observations about different people, events, beliefs and communities.
Interpretation, Enquiry and Using Sources		<ul style="list-style-type: none"> Use sources to answer and ask simple questions about the past. Choose parts of stories and other sources to show what they know about the past. 	<ul style="list-style-type: none"> Identify some of the basic ways in which the past can be represented.
Communication		<ul style="list-style-type: none"> Retell simple stories or events from the past using simple Historical vocabulary. 	<ul style="list-style-type: none"> Describe special or significant events. Use simple historical terms



Long-term map - History

Resources	Toys – Box of old Victorian toys Sorting activity - https://www.twinkl.co.uk/resource/t-t-2566822-old-and-new-toys-sorting-activity History of Toys – Ideas and video https://www.theschoolrun.com/homework-help/history-toys	KS1 video - https://www.youtube.com/watch?v=yslKve7TJxl BBC Teach - https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4q7h Unit 1 - https://www.bbc.co.uk/teach/school-radio/history-ks1-ks2-the-great-fire-of-london/z4bft39 Teaching ideas from BBC Teach - http://teach.files.bbc.co.uk/teach/history/the_great_fire_of_london/the_great_fire_of_london_teachers_notes.pdf	Book – man on the moon BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr Ideas of navigation - https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/famous-more-five-minutes/explorers/ Moon landing - https://www.youtube.com/watch?v=cwZb2mqld0A



Year 2	Autumn	Spring	Summer
Changes within living memory	Prior learning. Changes in fashion: how is what I wear different to what my parents and grandparents wore when they were children? Changes in education: what was school like for my grandparents and how is that different to school today?		
Events beyond living memory that are significant nationally or globally.	WW1 and Remembrance Day		The first aeroplane flight - The Wright Brothers
Cover lives of significant individuals in the past who have contributed to national and international achievements.			
Significant historical events, people and places in their own locality.	Sir Tom Finney	LS Lowry	
Vocabulary	Build upon Y1 Autumn Vocab materials, fashion, clothes, items, education, school, rules, different, chronological order. Lest we forget, war, world, empires, enemy, Great Britain, died, battle, troop, tank, trenches, soldier, gas mask, plane, poppy, pilot, ambulance, football, sport, local, hero, England, country, winger, thousands, Preston, Lancashire, international.	Local, LS Lowry, art, pencil, paint, charcoal, brush, artist, drawing, work, painting, perspective, landscape, seascape, urban, factory, style, matchstick figures, collage, media.	flight, flying, history, experiment, Wright Brothers, glider, kite, runway, ground speed, aeroplane, first.
Chronological Understanding	<ul style="list-style-type: none"> Recognise that their own lives are similar and/or different from the lives of people in the past. Use common words and phrases concerned with the passing of time. 		<ul style="list-style-type: none"> Order and sequence events and objects – closer in time using a reference book.
Events, People and Changes	<ul style="list-style-type: none"> Understand why events happened and what happened as a result Develop awareness of significant historical events, people and places in their own locality. Demonstrate knowledge of aspects of history significant in their locality. 		<ul style="list-style-type: none"> Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> Ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers. Consider why things may change over time. 	<ul style="list-style-type: none"> Recognise some basic reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> Choose parts of stories and other sources to show what they know about significant people and events.
Communication	<ul style="list-style-type: none"> Talk about what/who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts. 	<ul style="list-style-type: none"> Talk about what/who was significant in simple historical accounts. 	
Resources	Clothes – WW1 & WW2 box Sir Tom Finney memorabilia, please take care.	iPads for research Art & History - https://www.bbc.co.uk/bitesize/clips/zc9jxnb	Info - https://www.youtube.com/watch?v=YDlk4Ky_ahs Footage - https://www.youtube.com/watch?v=-kjRL-Q-KBc



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Long-term map - History

	<p>BBC Teach – WW1 for KS1 https://www.bbc.co.uk/bitesize/topics/z4mxsbk/resources/1</p> <p>Salvation Army resources - https://www.salvationarmy.org.uk/resources/schools-resources/ww1-primary</p>	<p>Resources - https://www.twinkl.co.uk/resource/t-t-11292-l-s-lowry-significant-individuals-resource-pack</p>	<p>Ideas - https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/commemorating-events-beyond-living-memory/first-aeroplane-flight/</p>
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Year 3	Autumn	Spring	Summer
changes in Britain from the Stone Age to the Iron Age		Stone Age to the Iron Age	
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 Egypt
Vocabulary		barer, isolation, gatherer, short spear, tribe, club, arrow, wolves, community, Neanderthal, sabre-toothed, hand axe, fire, woolly rhino, village, throwing stone, Homo sapiens, cave painting, hammerstone, Neolithic, spear, stone, grain, flint, dog, evolve, hunter, mammoth, tools, axe, antler, jewellery, canoe, weapons, Palaeolithic, house. Farmer, beaker, sheep, pottery, woman, thatched roof, goat, sword, villager, stream, axe, chief, ox, bronze, warrior, metalworker, boat, Stonehenge, roundhouse, spear. Celts, hillforts, swords, daggers, arrow heads, farming, roundhouses, armour, shields.	worship, slave, pyramid, Gods, jewellery, papyrus, hieroglyphs, pottery, queen, scribe, camel, Cleopatra, scarab beetle, Egypt, ankh, River Nile, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Egyptologist, The Sphinx, goddess, king, tomb, temple, mummy, Giza, Sphinx, Howard Carter, pharaoh, archaeology, archaeologist, Valley of the Kings, Valley of the Queens, evidence.
Chronological Understanding		<ul style="list-style-type: none"> Use some dates and historical terms when sequencing events and objects. Explore trends and changes over time – using a timeline 	<ul style="list-style-type: none"> Demonstrate awareness that the past can be divided into different periods of time.
Events, People and Changes		<ul style="list-style-type: none"> Describe and give reasons for some historical changes 	<ul style="list-style-type: none"> Find out and compare everyday lives and how that contrasts to our lives today
Interpretation, Enquiry and Using Sources		<ul style="list-style-type: none"> Recognise that different versions of past events may exist. 	<ul style="list-style-type: none"> Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.
Communication		<ul style="list-style-type: none"> Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. 	<ul style="list-style-type: none"> Use relevant historical terms and vocabulary linked to chronology. Distinguish difference between sources – e.g – compare different versions of the same event.
Resources		Preston Dock Skulls - https://www.yac-uk.org/news/prestons-dock-skulls Page 4-6 of: https://michaelt1979.files.wordpress.com/2015/03/history-cheat-sheets-book.pdf Horrible Histories CD – Savage stone age. BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z82hsbk Knowledge Organiser - https://gallions.newham.sch.uk/wp-content/uploads/2019/12/Y3-Stone-Age-to-Iron-Age-Knowledge-Organiser.pdf	BBC Teach - https://www.bbc.co.uk/teach/class-clips-video/history-ks1-ancient-egypt/z2vmjsg Page 18-20 of: https://michaelt1979.files.wordpress.com/2015/03/history-cheat-sheets-book.pdf Variety of activities - https://www.tes.com/teaching-resource/variety-of-ancient-egypt-activities-6086206 Pie Corbett story - https://www.teachwire.net/teaching-resources/pie-corbett-portal-story-ks2-lesson-plan-resource-history-english-grammar



Year 4	Autumn	Spring	Summer
Britain's settlement by Anglo-Saxons and Scots			Anglo-Saxons & Scots settlement. Link in to Vikings: see below.
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Viking raids and invasion, including: the resistance by Alfred the Great and Athelstan first king of England, further Viking invasions and Danegeld Anglo-Saxon laws and justice, and Edward the Confessor and his death in 1066.		
the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study		The Maya	
Vocabulary	Vikings, Baltic, Iceland, fighting, barbarian, Europe, England, Britain, Ireland, Scandinavia, Danegeld, empire, plunder, attack, battlefield, brutal, brutality, anvil, helmet, King, medieval, myth, sail, savage, armies, enemy, expedition, Gods, loot, lands, navigation, coastal, combat, invade, invader, pillage, seas, challenge, destroy, heathen, raids, settlements, compass, conquest, shield, voyage, ships, warfare, foreign, century, fierce, travel, saga, descendants.	adobe, alliance, alpaca, Andes, archaeologist, astronomy, Aztec, barter, bola, bureaucracy, cacao, calendar, canal, causeway, ceremony, chief, city-state, civilization, codex, commoner, conquest, culture, deity, dynasty, Emperor, festival, Francisco Pizarro, glyph, Hernando Cortes,, hieroglyphic, Inca, jade, kingdom, litter, Machu Picchu, maize, Maya, Mesoamerica, Montezuma II, noble, obsidian, peasant, polytheism, priest, pyramid, ritual, sacrifice, slavery, solar calendar, stela, temple, terrace, textile, trade, tribute, warrior	Complex, explanation, historical, ordering, terms, connections, events, Anglo-Saxons, Scots, coins, thatched, house, pot, brooch, runes, King Offa, Offa's Dyke, Sutton Hoo, helmet, sword, axe, shield, lyre, St. Bede, Alfred the Great, tapestry, mast, shield, travel, conquer, spices, merchant, cloak, Danelaw, runes, Norway, Old Norse, longship, descendants, hoard, Sweden, helmet, settlement, craftsmen, Scandanavia, exploerer, trade, blacksmith, sailing, colonise, sword, brooch, invader, Danegeld, myths, raid, journey, feast, Denmark, figureheard, merchant, tunic, treasure.
Chronological Understanding	<ul style="list-style-type: none"> Identify where people and events fit into a chronological framework. 	<ul style="list-style-type: none"> Explore links and contrasts within and across different periods of time. 	<ul style="list-style-type: none"> Use dates and historical terms when ordering events and objects on a timeline. Understand and use more complex historical terms – e.g – BC/AD
Events, People and Changes	<ul style="list-style-type: none"> Offer a reasonable explanation for some events. 	<ul style="list-style-type: none"> Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of one specific civilisation Describe key aspects of a non-European society 	<ul style="list-style-type: none"> Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066. Offer a reasonable explanation for some events.
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> Use sources to address historically valid questions and hypotheses. Recognise why some events happened and what happened as a result. 		<ul style="list-style-type: none"> Recognise how sources of evidence are used to make historical claims. Identify historically significant people and events in different situations.
Communication	<ul style="list-style-type: none"> Use relevant and appropriate historical terms and vocabulary linked to chronology. 	<ul style="list-style-type: none"> Select and organise relevant historical information to present in a range of ways. 	<ul style="list-style-type: none"> Discuss significant aspects of, and connections between, different historical events.



Long-term map - History

		<ul style="list-style-type: none">• Begin to evaluate the usefulness of different sources.	
Resources	<p>Preston Dock Skulls - https://www.yac-uk.org/news/prestons-dock-skulls Roman, Anglo-Saxon and Viking territories in the British Isles. https://www.abroadintheyard.com/maps-britain-ireland-ancient-tribes-kingdoms-dna/ Vikings resources - https://www.bbc.co.uk/teach/class-clips-video/history-ks2--ks3-vikings/zhys92p</p>	<p>Interactive Maya resource - https://www.dkfindout.com/uk/history/mayans/ Maya image pack - https://www.teachingideas.co.uk/maya/maya-image-pack Folder – The Maya BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/zq6svcw Maya World activities from Dr Diane – possible visitor - https://www.mayaarchaeologist.co.uk/school-resources/maya-world/</p>	<p>Roman, Anglo-Saxon and Viking territories in the British Isles. https://www.abroadintheyard.com/maps-britain-ireland-ancient-tribes-kingdoms-dna/ Page 8-12 of: https://michaelt1979.files.wordpress.com/2015/03/history-cheat-sheets-book.pdf Anglo-Saxon resources - https://www.bbc.co.uk/teach/school-radio/history-ks2-anglo-saxons-index/zhtdd6f</p>



Year 5	Autumn	Spring	Summer
the Roman Empire and its impact on Britain		The Romans & British resistance, for example, Boudica & Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066			'the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day'
Ancient Greece – a study of Greek life and achievements and their influence on the western world			Ancient Greece
Vocabulary		Possibly, probably, perhaps, might, could, maybe, not sure, fairly sure, certain, my hypothesis is, I'd like to know, I wonder if, I'm beginning to think that, Romans, British, resistance, Boudica, withdrawal, western, empire, sequence, dates, periods, soldier, armour, helmet, emperor, woman, chariot, roads, toga, colosseum, Romulus and Remus, aqueduct, gladiators, coin, Roman tortoise, Pantheon, mosaic, shield.	Ancient, Greece, culture, art, architecture or literature, past, present, legacy, gorgon, citizen, hoplite, colony, slave, Troy, government, ancient, helots, literature, states, language, trade, mercenaries, prisoners of war, worshipped, Argonauts, combat service, scientists, centaur, abacus, Persia, politician, temple, Athens, soldiers, mathematics, commander, language, tribute, enslaved, deities, Spartans, conquer, Ionians, democracy, mosaic, architect, pottery, Sparta, Titans, war, acropolis, science, military, business, city-state, pirates, economy, sacrificed, military, epitaph, invasion, column, Olympic Games, philosopher, sacrifice, gods, legacy, mythology, ephors, conquest, seized, goddesses, statues, port, raiders, polytheistic, honour, Persians, troops.
Chronological Understanding		<ul style="list-style-type: none"> Use dates and appropriate historical terms to sequence events and periods of time. 	<ul style="list-style-type: none"> Identify where people, places and periods of time fit into a chronological framework. Describe links and contrasts within and across different periods of time including short-term and long-term time scales.
Events, People and Changes		<ul style="list-style-type: none"> Examine causes and results of great events and the impact of these 	<ul style="list-style-type: none"> Study different aspects of different people – e.g. differences between men and women in a historical context Compare life in the early and late stages of 'times' studied
Interpretation, Enquiry and Using Sources		<ul style="list-style-type: none"> Use a wider range of sources as a basis for research to answer questions and to test hypotheses. Choose relevant sources of evidence to support particular lines of enquiry. 	<ul style="list-style-type: none"> Recognise how our knowledge of the past is constructed from a range of sources. Evaluate Primary and Secondary sources and make simple inferences.
Communication		<ul style="list-style-type: none"> Discuss and debate historical issues. Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. 	<ul style="list-style-type: none"> Use appropriate vocabulary when discussing and describing historical events. Compare accounts of events from different sources – fact or fiction.
Resources		Roman, Anglo-Saxon and Viking territories in the British Isles. https://www.abroadintheyard.com/maps-britain-ireland-ancient-tribes-kingdoms-dna/ Preston Dock Skulls - https://www.yac-uk.org/news/prestons-dock-skulls Page 6 to 8 of: https://michaelt1979.files.wordpress.com/2015/03/history-cheat-sheets-book.pdf Horrible Histories CD – Ruthless Romans. Romans BBC Teach - https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-index/zvqk47h	Page 12 to 14 of: https://michaelt1979.files.wordpress.com/2015/03/history-cheat-sheets-book.pdf Resources – Ancient Greece box BBC Teach - https://www.bbc.co.uk/teach/school-radio/ks2-ancient-greece/zk73nrd BBC Bitesize - https://www.bbc.co.uk/bitesize/topics/z87tn39 Facts - https://planbee.com/blogs/news/ancient-greece-facts-ks2 Greeks overview - https://www.youtube.com/watch?v=RchSJSJAbc0



Year 6	Autumn	Spring	Summer
a local history study			Local History Study of Preston
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Victorians	
Historical overview	Early civilizations overview		
Vocabulary	Civilization - a society in an advanced state of social development Domestication - adaptation to close association with human beings Neolithic - of or relating to the most recent period of the Stone Age Archaeology - the branch of anthropology that studies prehistoric people Anthropology - science of the origins and social relationships of humans Monotheistic - believing that there is only one god Polytheistic - worshipping or believing in more than one god Theocracy - a political unit governed by a deity	Victorians, dates, Dame School, tin bath, mangle, poverty, cup and ball, cane, pop gun, soap, stuffed bear, inventions, blackboard, doll's house, factory, mining, Queen Victoria, chimney sweep, abacus, Charles Dickens, The Census, Thomas Edison, steam train, camera, top hat, washboard, iron, jacks, whip and tap, yo-yo, toy soldier, marbles, butler, rocking horse, slate, telephone, spinning, top, Punch and Judy, Dr Barnardo, hopscotch, industrial, dolly pegs, steam, wash tub, Prince Albert, post box, Penny Black, telephone, railway, mining, factory, washboard, dolly, mangle, camera, Crystal Palace, steam engine.	Penwortham, Preston, Lancashire, England, Marshall's Brow, Middleforth, cottages, local, history, area, past, North West, South Ribble, settlement, hill, green, Ancient Monument, castle, civil parish, bridge, royal manor, parish, legend, pre-historic times, archaeological evidence, manor, motte and bailey castle, Norman Conquest, estuary, very certain, beginning to think that ... (possibility) I am fairly sure that, (probability) I am completely certain.
Chronological Understanding	<ul style="list-style-type: none"> Use dates and a wide range of historical terms when sequencing events and periods of time. Develop chronologically secure knowledge of the events and periods of time studied. 		<ul style="list-style-type: none"> Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.
Events, People and Changes	<ul style="list-style-type: none"> Explore beliefs, behaviour and characteristics of people, recognising not everybody shares the same views and opinions. Know key dates, people and times studied. 		<ul style="list-style-type: none"> Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Compare beliefs and behaviour with another time studied
Interpretation, Enquiry and Using Sources	<ul style="list-style-type: none"> Give some reasons for contrasting arguments and interpretations of the past. Recognise that some events, people and changes are judged as more significant than others. 		<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions and hypotheses. Bring knowledge gathered from several sources together into a coherent account.
Communication	<ul style="list-style-type: none"> Use appropriate vocabulary when discussing, describing and explaining historical events. 		<ul style="list-style-type: none"> Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates/terms. Choose the most appropriate way of communicating different historical findings.
Resources	Ancient civilizations overview - https://kids.britannica.com/students/article/ancient-civilization/272856 Vocabulary - https://www.vocabulary.com/lists/178270	Toys – Box of old Victorian toys BBC Teach - https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd Further BBC Teach - https://www.bbc.co.uk/teach/school-radio/history-victorians/zh2w47h Victorians – classroom videos - https://www.bbc.co.uk/bitesize/topics/zcixhvc/resources/1	Preston Dock Skulls - https://www.yac-uk.org/news/prestons-dock-skulls Harris Museum – trip History of Preston - https://www.britannica.com/place/Preston-England