

Alverton History Curriculum Map

<p>EYFS</p>	<p>Families, friendships, feelings & festivals All about me. Old toys and games.</p> 	<p>Our World and other places Watch me grow – Timelines Myths, Legends & Stories – Kings & Queens</p> 	<p>Mini-beasts, maps and moving on Seaside holidays in the past. How Penzance has changed.</p> 		
<p>KS1</p>	<p>Long, Long Ago – Mary Anning & the Dinosaurs The lives of significant individuals in the past.</p> 	<p>Our Cornwall Changes within living memory/ significant events, people, places in our locality.</p> 	<p>Explorers The lives of significant individuals.</p> 	<p>Ancient China Significant events, people & places in the early Chinese Shang dynasty.</p> 	<p>Great Fire of London Significant events beyond living memory.</p> 
<p>LKS2</p>	<p>Britain from the Stone Age to the Iron Age Changes in Britain from the Stone Age to the Iron Age with a focus on our rich local heritage.</p> 	<p>Local Study A look at the trade and communication links that Cornwall developed with other parts of the World.</p> 	<p>The Mayans The rise and decline of the Mayan civilisation is examined as part of a Central and South America project.</p> 	<p>The Ancients The rise of the earliest civilisations of the 'Old World', is followed by an in depth study of Ancient Egypt.</p> 	<p>Ancient Greece A study of Greek life and achievements and their influence on the western world.</p> 
<p>UKS2</p>	<p>Invaders & Settlers How Britain has been shaped by those who have invaded or settled here in the past; from the Romans, to the Anglo Saxons, Vikings and Normans.</p> 	<p>Britain after 1066: The Tudors A study of this important period in British history allowing us to study pivotal changes in Britain over the past 1000 years.</p> 		<p>Local Study: WW2 An enquiry exploring the impact of WWII across Britain and Europe with a particular focus on our local area.</p> 	

Topic links	Enquiry Question/s	Substantive Concepts/ Historical Terms	Primary Sources	Recommended Fiction/Non-Fiction texts	Local opportunities for enrichment (workshops/visits)	Other opportunities for enrichment & linked schemes of work
All about me/Me and my family	<p>How have I changed since I was born?</p> <p>Why do we wear different clothes during the year?</p> <p>What are our favourite celebrations?</p>	<p>Then Now Before After Long ago Now Past Present Change Year Yesterday Timeline</p>	<p>Photos from families</p>	<p>Once there were giants - M. Waddell</p> <p>The Queens knickers - Nicolas Allan</p> <p>A chair for baby bear. K. Umansky & C. Fisher</p> <p>Grandma's Bill - Martin Waddell</p> <p>My Great Grandpa - Martin Waddell</p> <p>My Two Grannies Floella Benjamin</p> <p>Coming to England - Floella Benjamin</p> <p>Peepo by Janet and Allan Ahlberg</p> <p>The Growing Story by Ruth Krauss and Helen Oxenbury</p>	-	<p>https://www.history.org.uk/primary/categories/669/resource/9197/eyfs-scheme-of-work</p> <p>https://www.history.org.uk/primary/categories/675/resource/10031/the-revised-eyfs-framework-exploring-past-and-pr</p> <p>https://www.history.org.uk/primary/categories/677/resource/9101/learning-about-the-past-through-ourselves-and-our</p>

<p>Toys & Games</p>	<p>How have toys changed?</p> <p>What games did children used to play?</p> <p>Have toys and games always been the same?</p>	<p>Then Now Before After Long ago Now Past Present Change Year Yesterday Timeline</p>	<p>See local enrichment opportunities.</p>	<p>Puppets - W. Sadler</p> <p>Toys and Games - Sally Hewitt</p> <p>Toys and Games -Liz Gogerly</p> <p>The Toymaker - Martin Waddell</p> <p>Too many toys! - Heidi Deedman</p> <p>Lost in the Toy Museum: an adventure - David Lucas</p> <p>Dogger - Shirley Hughes</p> <p>Brown Paper Bear - Catherine Allison</p> <p>Major Glad, Major Dizzy - Jan Oke</p>	<p>https://www.penleehouse.org.uk/old-toys/</p> <p>https://www.royalcornwallmuseum.org.uk/learning/key-stage-1</p> <p>https://museumofcornishlife.co.uk/learning-3/schools/</p>	<p>https://www.history.org.uk/primary/categories/669/resource/9312/eyfs-medium-term-plan-toys-and-games</p> <p>https://www.wga.hu/frames-e.html?/html/b/bruegel/pieter_e/02/index.html</p> <p>https://www.bbc.co.uk/bitesize/topics/zc9s6g8</p> <p>https://www.history.org.uk/primary/categories/675/resource/9005/learning-about-the-past-through-toys-and-games</p>
<p>Life in Penzance/ My local area/ What's around me?</p> <p>(With Geography)</p>	<p>How has Penzance changed since your parents/grandparents were little?</p>	<p>Then Now Before After Long ago Now Past Present Change Local Year Yesterday Timeline</p>	<p>Photos/Art of Penzance Past and Present</p>	<p>The Mousehole Cat - A. Barber</p> <p>The Mermaid of Zennor - C. Causley</p> <p>Soggy the Bear - P. Moran</p> <p>Tom & the Giant - Will Coleman</p> <p>The Whale's song - Sheldon & Blyth</p>	<p>https://www.penleehouse.org.uk/i-see-i-notice-i-wonder/</p> <p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes (Cornish Giant)</p> <p>https://nmmc.co.uk/learn/eyfskey_stage_1/</p>	<p>-</p>

Stories, myths and legends	Who are Princes and Princesses?	Past Long ago King Queen Giant Dragon Knight Prince Princess Castle	-	I want a Friend - T. Ross The Queen's Knickers - N. Allan The Princess and the Wizard - Julia Doanaldson & Lydia Monks The Princess and the Pea - L. Child The Prince of Pants - A. MacDonald The Worst Princess - Anna Kemp The Frog Prince continued - J. Scieszka George & the Dragon - C. Wormell The Paper Bag Princess - R. Munsch & M. Martchenko The Knight who wouldn't Fight - H. & T. Docherty	https:// www.penleehouse.org. uk/early-years- storytelling/	-
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Key Stage 1:

Topic/Unit	Possible Enquiry Question/s	Substantive Concepts/ Historical Terms	Primary Sources	Recommended Fiction/Non-Fiction Texts	Local opportunities for enrichment (workshops/visits)	Other opportunities for enrichment.
Mary Anning	<p>Why do we remember Mary Anning?</p> <p>How was her childhood different from our own?</p>	<p>Archaeology</p> <p>Palaeontology</p> <p>Artefact</p> <p>Fossil</p> <p>Century</p> <p>Discovery</p> <p>Change</p> <p>Museum</p> <p>Prehistory</p> <p>Primary evidence</p> <p>Secondary evidence</p> <p>Significance</p> <p>Timeline</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes (Old Toys)</p> <p>Letter written by Mary Anning</p> <p>Portrait of Mary Anning</p> <p>Lithographs, prints</p> <p>*Also in opportunities for enrichment</p>	<p>Stone Girl, Bone Girl: The story of Mary Anning of Lyme Regis - L. Anholt & S. Moxley</p> <p>The Fossil Girl: Mary Anning's Dinosaur Discovery - C. Brighton</p> <p>Dinosaur Lady: The daring discoveries of Mary Anning</p> <p>Mary Anning's Curiosity - M. Kulling</p> <p>The Fossil Hunter - S. Emling</p>	<p>https://www.penleehouse.org.uk/old-toys/</p> <p>https://museumofcornishlife.co.uk/learning-3/schools/</p> <p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p>	<p>https://www.nhm.ac.uk/schools/teaching-resources/key-stage-1/dinosaurs-and-fossils.html</p> <p>https://www.nhm.ac.uk/schools/teaching-resources/key-stage-1/famous-people.html</p> <p>https://www.nhm.ac.uk/discover/mary-anning-unsung-hero.html</p> <p>https://www.museumoftheearth.org/daring-to-dig/bio/anning</p> <p>https://www.geolsoc.org.uk/MaryAnning</p>

<p>Our Cornwall</p>	<p>How has life in Cornwall changed?</p>	<p>King Empire Trade Culture Decade Century Change Continuity Myths & Legends Local Oral history Primary & Secondary evidence Timeline</p>	<p>*In local opportunities for enrichment.</p>	<p>The Mousehole Cat - A. Barber</p> <p>The Mermaid of Zennor - C. Causley</p> <p>Soggy the Bear - P. Moran</p> <p>Captured! The incredible true story of Thomas Pellow - C. Green</p> <p>Cornish Folk Tales for Children - M. O'Connor</p> <p>The adventures of Austin the Cornish Miner - K.M Hoyle</p>	<p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/local-history/</p> <p>https://www.penleehouse.org.uk/penzance-through-the-ages/</p> <p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/seaside/</p> <p>https://www.royalcornwallmuseum.org.uk/learning/key-stage-1</p> <p>https://nmmc.co.uk/virtual-workshops/</p> <p>https://nmmc.co.uk/learn/eyfskey_stage_1/</p>	<p>-</p>
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<p>Explorers</p>	<p>Why do we remember Ibn Battuta today?</p> <p>What do Ibn Battuta's travels tell us about life in the 14th Century?</p>	<p>Explorer Discovery Civilisation City King Khan Emperor Empire Trade Emperor Century Islam Significance Primary & Secondary evidence Gods Nomad Timeline</p>	<p>Rihla</p> <p>*In opportunities for enrichment.</p>	<p>The Amazing Travels of Ibn Battuta - F. Sharafeddine</p> <p>The Travelling Man - J. Rumford</p> <p>Ibn Battuta: The Great traveller - I. Ahmed</p>	<p>https://nmmc.co.uk/learn/eyfskey_stage_1/</p>	<p>https://orias.berkeley.edu/resources-teachers/travels-ibn-battuta</p> <p>https://www.history.org.uk/publications/resource/7484/scheme-of-work-significant-individuals-at-key-sta</p> <p>https://www.vam.ac.uk/info/teachers-resources-for-primary-schools</p> <p>Journey to Mecca (DVD - JD)</p>
<p>Another Place: China</p>	<p>What was life like in ancient China?</p> <p>How has archeology shaped our knowledge of life in ancient China?</p>	<p>Empire Emperor Ancient civilisation BC/AD Century Primary & Secondary evidence Timeline Culture City Tradition Warfare</p>	<p>Terracotta Warriors</p> <p>British Museum artefacts</p>	<p>Kai & the Monkey King - JT Stanton</p> <p>The Firework Maker's Daughter - P. Pullman</p> <p>The Magic Paintbrush - J. Donaldson</p> <p>The Great Race: the story of the Chinese zodiac - C. Corr</p> <p>The Willow Pattern Story - A. Drummond</p>	<p>-</p>	<p>https://www.britishmuseum.org/collection/china</p> <p>https://www.britishmuseum.org/learn/schools/ages-7-11/middle-east-and-asia/classroom-resource-chinese-art</p> <p>https://www.vam.ac.uk/info/teachers-resources-for-primary-schools</p>

<p>The Great Fire of London</p>	<p>Why did the Great Fire of London spread so quickly?</p> <p>Was the Great Fire a good thing for the city of London?</p> <p>What changed and what stayed the same after the Great Fire?</p> <p>Why is the Great Fire of London remembered today?</p>	<p>King Monarchy Parliament Plague City Republic State Diary Decade Eyewitness Timeline Century Primary & Secondary evidence</p>	<p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/great-fire-of-london/</p> <p>Samuel Pepys diary</p> <p>John Evelyn's diary</p> <p>National Archive Resources (tax records, newspapers, decrees)</p> <p>KresenKernow Resources (letter)</p>	<p>The great Fire of London - E. Adams & JW Lewis</p> <p>Vlad & The Great Fire of London - K. Cunningham</p> <p>Toby & The Great Fire of London - M. Nash</p> <p>Who was Samuel Pepys? - P. Harrison</p> <p>The diary of Samuel Pepys clerk - P. Wooderson</p>	<p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/great-fire-of-london/</p>	<p>http://www.teachinghistory100.org/browse/keystage/1/date/4/</p> <p>https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=early-modern</p> <p>https://www.nationalarchives.gov.uk/education/sessions-and-resources/?key-stage=ks1</p> <p>https://www.nationalarchives.gov.uk/education/resources/samuel-pepys-will/</p> <p>https://www.fireoflondon.org.uk/game/</p>
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Lower Key Stage 2:

Topic/Unit	Enquiry Question/s	Substantive Concepts/ Historical Terms	Primary Sources	Recommended Fiction/Non-Fiction Texts	Local opportunities for Enrichment (workshops & visits)	Other opportunities for enrichment
The Ancients	<p>What did the earliest civilisations have in common?</p> <p>What were the significant achievements of ancient Egypt?</p> <p>Why did the Egyptian civilisation last so long?</p>	<p>Agriculture Archaeologist Artefact Canopic Jar Civilisation Peasantry Trade City Empire Egyptologist Hierarchy Hieroglyphics Mummification Papyrus Pharaoh Primary Source Sarcophagus Culture</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p> <p>*Also in opportunities for enrichment.</p>	<p>Secrets of a Sun King - Emma Carroll.</p> <p>The Story of Tutankhamun -P. Cleveland-Peck & I. Greenberg.</p> <p>Marcy and the Riddle off the Sphinx - JT Stanton.</p> <p>Egypt Magnified - D. Long & H. Bloom.</p> <p>Cinderella of the Nile - B. Naidoo & M.Vafaeian.</p> <p>So You Think You've got it Bad - C. Strathie & M. Morea</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/key-stage-2-2</p>	<p>https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-egypt/virtual-visit-myth-busting-ancient-egypt</p> <p>https://www.britishmuseum.org/learn/schools/ages-7-11/middle-east-and-asia/virtual-visit-indus-valley-investigation</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/0/</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/1/</p>

<p>The Mayans</p>	<p>How did the Mayan civilisation become so important?</p> <p>What does the evidence tell us about the life of the Mayans?</p> <p>What can a buried village tell us about the Maya?</p> <p>Why did the Maya civilisation collapse?</p>	<p>Empire Emperor Culture Gods Sacrifice Tradition Civilisation Peasantry</p>	<p>*In opportunities for enrichment</p>	<p>The Great Kapok Tree - Lynne Cherry</p> <p>The Chocolate Tree - L. Lowery & R. Keep</p>	<p>-</p>	<p>http://www.teachinghistory100.org/browse/keystage/2/date/2/</p> <p>https://www.britishmuseum.org/projects/preserving-maya-heritage</p> <p>https://www.britishmuseum.org/learn/schools/ages-7-11/americas/school-presentation-lives-ancient-maya</p> <p>https://www.britishmuseum.org/learn/schools/ages-7-11/africa/school-workshop-world-ad-900</p>
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<p>Ancient Greece</p>	<p>How do we know about life in ancient Greece?</p> <p>How was life different in the Greek city-states?</p> <p>What was life like for women in ancient Greece?</p> <p>Where can we see the influence of the ancient Greeks today?</p>	<p>Ancient Chronology City state Civilisation Democracy Empire Trade Culture Legacy Primary source Secondary source</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p> <p>*Also in opportunities for enrichment</p>	<p>Leo & the Gorgon's Curse - JT Stanton</p> <p>Percy Jackson & the Lightning Thief - Rick Riordan.</p> <p>Who Let the Gods Out? - Maz Evans</p> <p>Mythologia - Dr S. Kershaw & V. Topping</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/key-stage-2-2</p>	<p>https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/virtual-visit-touring-greek-temples</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/0/</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/1/</p>
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<p>Britain from the Stone Age to the Iron Age</p>	<p>How did Britain change during prehistory?</p> <p>How did people live in Skara Brae during the Stone Age?</p> <p>How did bronze and iron change Britain?</p> <p>What does the evidence tell us about Cornwall in this period?</p>	<p>Alloy Archaeologist Bone Marrow Bronze Celt Druid Earth work Hill fort Hunter/gatherer Iron Pre-history Round house Sacrifice Settlement Skara Brae Stonehenge Tribe Trade Migration</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p> <p>*Also in opportunities for enrichment</p>	<p>Ug - Raymond Briggs.</p> <p>The Stone Age - Marcia Williams.</p> <p>The Great Storm - Terry Deary.</p> <p>The Wild Way Home - Sophie Kirtley.</p> <p>Stone Age Boy - Satoshi Kitamura.</p> <p>Stig of the Dump - Clive King.</p>	<p>https://www.penleehouse.org.uk/bronze-iron-and-stone-prehistoric-cornwall/</p> <p>https://www.penleehouse.org.uk/penzance-through-the-ages/</p> <p>https://www.penleehouse.org.uk/celts-and-romans-life-in-late-iron-age-cornwall/</p> <p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/prehistoric-cornwall/</p> <p>https://www.english-heritage.org.uk/visit/places/chysauster-ancient-village/</p>	<p>https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-britain/virtual-visit-peek-prehistory</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/0/</p> <p>http://www.teachinghistory100.org/browse/keystage/2/date/1/</p> <p>https://www.museumoflondon.org.uk/schools/learning-resources?s=true&foundationAndPrimary=&secondary=&specialSchoolAndSEN=&internationalAndESOL=&supplementary=&ages= Key_stage_1_(5-7)&historicPeriod=&topic=&type=&textSearch=</p> <p>https://www.museumoflondon.org.uk/schools/learning-resources?s=true&foundationAndPrimary=&secondary=&specialSchoolAndSEN=&internationalAndESOL=&supplementary=&ages= Key_stage_1_(5-7)&historicPeriod=&topic=&type=&textSearch=</p> <p>https://www.bbc.co.uk/history/british/timeline/neolithic_timeline_noflash.shtml</p>
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Upper Key Stage 2:

Topic/Unit	Enquiry Question/s	Substantive Concepts/ Historical Terms	Primary Sources	Fiction/Non-Fiction	Local opportunities for Enrichment (Workshops/visits)	Other opportunities for enrichment
Invaders & Settlers	What was the most significant impact of the Roman Empire on Britain?	Angles Architecture Aqueduct Bailey Barbarian Baron Bayeaux Tapestry	https://www.royalcornwallmuseum.org.uk/learning/loans-boxes	<u>Romans</u> A Roman Story - L. Rasheed The Thieves of Ostia - C. Lawrence Race to the Death - A. Gray You wouldn't want to be a Roman Soldier - D.Stewart & D.Antram	https://www.penleehouse.org.uk/celts-and-romans-life-in-late-iron-age-cornwall/	https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-rome/virtual-visit-roman-britain-treasure-challenge
	How did life in Britain change after the Romans left?	Domesday Book Emperor Feudalism Heir	*Also in opportunities for enrichment	<u>Anglo-Saxons</u> Beowulf -M.Morpurgo & M. Foreman The Buried Crown - A. Sherrick	https://www.royalcornwallmuseum.org.uk/learning/key-stage-2-2	https://www.english-heritage.org.uk/learn/school-visits/1900-years-of-hadrians-wall/#section4
	Why did the Vikings raid, and then invade Britain?	Invasion Jutes Legion Longship Monastery		Anglo- Saxon Boy - T. Bradman Smashing Saxons - T. Deary	https://nmmc.co.uk/learn/key-stage-2/	http://www.teachinghistory100.org/browse/keystage/2/date/1/
	Does Alfred deserve to be known as 'The Great'?	Motte Rebellion Saxons Scandinavia Settlers		<u>Vikings</u> How to be a Hero - C. Wheldon Riddle of the Runes - J. Ramirez Viking Voyagers - J. Tite Arthur & the Golden Rope - JT Stanton	https://nmmc.co.uk/virtual-workshops/	http://www.teachinghistory100.org/objects/britains_bayeux_tapestry
	Who changed Britain the most?	Treaty Tribe Witon peasantry King Trade Warfare		<u>Normans</u> I was there 1066 - J. Eldridge 1066 & Before That - B. Moses & R. Stevens		https://www.nationalarchives.gov.uk/education/resources/anglo-saxons-gift-from-a-king/
						https://www.vindolanda.com/pages/category/in-the-classroomhttps://www.jorvikvikingcentre.co.uk/education/outreach/
					https://www.britishmuseum.org/learn/schools/ages-7-11/africa/school-workshop-world-ad-900	

<p>Britain after 1066: The Tudors</p>	<p>Why did Henry VIII really break with Rome?</p> <p>How did Elizabeth I deal with the problems she inherited?</p> <p>What does the evidence tell us about life in Tudor times?</p> <p>How was life in the Tudor period different for men/women? Rich/poor?</p> <p>How did Tudor exploration change Britain?</p>	<p>King Monarch heir annul reign treason Reformation Catholic Protestant Pope execution doctrine Martyr poverty Armada BCE CE Dissolution Heresy Ex-communicatio n Taxation Parliament</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p> <p>*Also in opportunities for enrichment.</p>	<p>The Queens Fool - A. Sherrick</p> <p>Terrifying Tudors - T. Deary</p> <p>Diver's Daughter - P. Lawrence</p> <p>The Tudors - Marcia Willilams</p>	<p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/tudors/</p> <p>https://www.penleehouse.org.uk/penzance-through-the-ages/</p> <p>https://nmmc.co.uk/learn/key-stage-2/</p> <p>https://www.nationaltrust.org.uk/features/tudor-links-in-the-south-west</p>	<p>https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=early-modern</p> <p>https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/?show=all#more</p> <p>https://www.nationalarchives.gov.uk/education/sessions/henryviii/</p> <p>https://www.nationalarchives.gov.uk/education/sessions/henrys-royal-rules-send/</p> <p>https://www.nationalarchives.gov.uk/education/resources/tudor-entertainment/</p> <p>https://www.nationalarchives.gov.uk/education/families/time-travel-tv/tudors-image-of-a-king/</p>
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<p>Local Study: WW2</p>	<p>What was WW2 and why did it start?</p> <p>What evidence remains of Cornwall's role in WW2?</p> <p>How was the experience of other parts of the country different?</p>	<p>Invasion Nation Oral History Primary Sources Parliament Chronology Democracy International Traitor Treason Torture Warfare Alliance King</p>	<p>https://www.royalcornwallmuseum.org.uk/learning/loans-boxes</p> <p>https://bodminkeep.org/schools/learning-resources-2/</p> <p>*Also in opportunities for enrichment.</p>	<p>The Umbrella Mouse - A. Fargher & S. Usher</p> <p>Anne Frank's Diary - A. Frank & D. Polonsky</p> <p>After the War - T. Palmer</p> <p>Once - M. Gleitzman</p> <p>When we were Warriors - E. Carroll</p> <p>The Midnight Guardians - R. Montgomery</p>	<p>https://kresenkernow.org/learning/schools-colleges-universities/primary-schools-2/world-war-ii/</p> <p>https://museumofcornishlife.co.uk/learning-3/schools/</p> <p>https://bodminkeep.org/wp-content/uploads/2020/04/Primary-School_Learning-Session_PDF_March_2020_Final.pdf</p>	<p>https://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=second-world-war</p> <p>https://www.nationalarchives.gov.uk/education/resources/significant-people-collection/?show=all#more</p>
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