



**Barnfields Primary School**  
**Enquiry Questions (KS1 to KS2)**

At Barnfields, we incorporate enquiry questions at the heart of our history teaching to give each lesson and unit a clear focus and purpose. These questions help guide children through key disciplinary concepts such as cause, consequence, change, and significance, encouraging them to think critically and engage deeply with the past.

Our curriculum is carefully planned around open-ended enquiry questions that promote investigation, discussion, and the use of evidence and interpretations. We use these questions to structure progression within each unit, helping children to build and refine their understanding over time.

Year 1	<p><b>Unit 1: The History of Barnfields and its Community</b></p> <ol style="list-style-type: none"> <li>1. What are some of the most important things about schools?</li> <li>2. Was it more different at the time of your grandparents?</li> <li>3. How different were schools in our area 100 years ago?</li> <li>4. What must it have been to be like to be in our school in the past?</li> <li>5. Could you put together a typical day in school during the past?</li> <li>6. Are there other times when you think life at school might be unusual?</li> </ol>	<p><b>Unit 2: Kings and Queens</b></p> <ol style="list-style-type: none"> <li>1. What is a monarch?</li> <li>2. Who is our monarch today?</li> <li>3. Why did Prince Charles become King Charles III? Who are the Royal family?</li> <li>4. What is a coronation?</li> <li>5. What is the King's role?</li> <li>6. Who are other significant monarchs?</li> <li>7. Who was Elizabeth I?</li> <li>8. What was the impact of Elizabeth I reign?</li> <li>9. How is the King significant to our lives today?</li> </ol>	<p><b>Unit 3: Fantastic Females</b></p> <ol style="list-style-type: none"> <li>1. How can we work out why Mary Seacole and Florence Nightingale are famous?</li> <li>2. What was Florence Nightingale's early life like?</li> <li>3. What was Mary Seacole's early life like?</li> <li>4. How did Florence Nightingale contribute to nursing?</li> <li>5. How did Mary Seacole contribute during the Crimean War?</li> <li>6. How did the challenges they both faced compare?</li> <li>7. How can we evaluate the impact of Florence Nightingale?</li> <li>8. How can we evaluate the impact of Mary Seacole?</li> </ol>
Year 2	<p><b>Unit 1: The Great Fire of London</b></p> <ol style="list-style-type: none"> <li>1. What was Stuart London like?</li> </ol>	<p><b>Unit 2: George Stephenson and the Invention of the Railway</b></p>	<p><b>Unit 3: The History of Stafford</b></p> <ol style="list-style-type: none"> <li>1. What was Stafford like?</li> </ol>



Barnfields Primary School

	<ol style="list-style-type: none"> <li>2. What happened on the night of September 2, 1666?</li> <li>3. Could anyone of stopped what happened on September 2, 1666?</li> <li>4. What did people do first?</li> <li>5. What was it like at the height of the fire?</li> <li>6. What was left of London?</li> <li>7. What did the King do to make London better?</li> </ol>	<ol style="list-style-type: none"> <li>1. Can you sequence events in chronological order?</li> <li>2. Who was George Stephenson?</li> <li>3. When was George Stephenson alive?</li> <li>4. What did George Stephenson do?</li> <li>5. What was George Stephenson's biggest achievement?</li> <li>6. How did George Stephenson effect changes in railways and trains?</li> <li>7. What was Stephenson's impact locally and nationally?</li> </ol>	<ol style="list-style-type: none"> <li>2. What is the significance of Stafford in history?</li> <li>3. Can you identify the key historical landmarks in Stafford?</li> <li>4. What are the significant historical events in Stafford?</li> <li>5. How has the High Street changed?</li> <li>6. What was in the market square before?</li> <li>7. What was it like to shop for food?</li> <li>8. How did people used to pay for their food?</li> </ol>
Year 3	<p><b>Unit 1: History of the Black Country and Cadburys</b></p> <p>Enquiry 1: What is the Black Country?            Enquiry 2: How did coal mining shape the Black Country?            Enquiry 3: What were the living conditions like in the Black Country during the industrial revolution?            Enquiry 4: What role did women and children play in the industrial revolution?            Enquiry 5: Which key innovations made Cadburys successful?            Enquiry 6: What impact did Cadbury's have on local employment and the community?            Enquiry 7: How did Cadburys improve the living conditions for their workers?            Enquiry 8: How did Cadbury's deal with rationing during World War II?            Enquiry 9: What was the impact of the industrial revolution?</p>	<p><b><u>Unit 2: Stone Age to Iron Age</u></b></p> <p>Enquiry 1: How much did life change between the Palaeolithic and Mesolithic periods in Britain?            Enquiry 2: Why did the Neolithic people of the Stone Age start to farm if it may have made their lives harder?            Enquiry 3: How have people explained Stonehenge since it was built?            Enquiry 4: What is so remarkable about Must Farm?            Enquiry 5: What can Julius Caesar tell us (and not tell us) about Iron Age Britain?            Enquiry 6: Which turning point between 9300 BCE and 43 CE changed Britain most?</p>	
Year 4	<p><b><u>Unit 1: Roman Britain</u></b></p> <p>Enquiry 1: When did the Romans invade and why?            Enquiry 2: Did the native Britons welcome or resist the Romans, and why?</p>	<p><b><u>Unit 2: Anglo Saxons, Vikings and Scots Settlement in Britain</u></b></p> <p>Enquiry 1: Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</p>	



	Enquiry 3: How did the Romans influence the culture of the people already here?	Enquiry 2: How well did the Anglo-Saxons and Vikings get on with each other? Enquiry 3: What was lifelike in Anglo-Saxon and Viking Britain? Enquiry 4: What did the Anglo-Saxons and Vikings leave behind?
Year 5	<p><b><u>Unit 1: The Maya</u></b></p> <p>Enquiry 1: Where and when did the Maya live? Enquiry 2: What was Maya writing like? Enquiry 3: How did the Maya tell the time? Enquiry 4: What numbers did the Maya use in Maths? Enquiry 5: Did the Maya play football like us? Enquiry 6: How do we know about the Maya?</p>	<p><b><u>Unit 2: Ancient Egyptians</u></b></p> <p>Enquiry 1: What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today? Enquiry 2: How did religion affect life in Ancient Egypt Enquiry 3: How did civilisation adapt to the needs of Egyptian life?</p>
Year 6	<p><b><u>Unit 1: The Blitz and World War II</u></b></p> <p>Enquiry 1: How significant was the Blitz? Enquiry 2: World War II: whose war? Enquiry 3: What was the impact of World War II on people in our locality? Enquiry 4: How well does a fictional story tell us what it was like to be an evacuee? Enquiry 5: Evacuee experiences in Britain: is this all we need to know about children in World War II? Enquiry 6: New opportunities? How significant was the impact of World War II on women? Enquiry 7: What did men do in World War II? Did all men have to fight? Enquiry 8: When was the most dangerous time to live? How different was the Blitz?</p>	<p><b><u>Unit 2: Ancient Greece</u></b></p> <p>Enquiry 1: How much united the Ancient Greeks? Enquiry 2: Did more divide the Ancient Greeks than unite them? Enquiry 3: Why did Greek civilisation spread so far? Enquiry 4: How do we know what the Parthenon really looked like? Enquiry 5: Which legacy of the Ancient Greeks has the most lasting impact today?</p>

Each unit is approached through a concluding enquiry question which allows the substantive and disciplinary concepts to be explored. The enquiry question provides a focus for each unit with lessons sequenced to provide pupils with the knowledge and skills to plan and create successful responses in answering the enquiry question at the end of each unit.



Barnfields Primary School

	<b>Unit of Work</b>	<b>Concluding Enquiry (incorporated into the assessment piece)</b>
<b>Year 1</b>	The History of Barnfields and its Community	<i>Would you prefer to be at school now or in the past, and why?</i>
	Kings and Queens	<i>Why do we celebrate the King?</i>
	Fantastic Females	<i>How did Florence Nightingale and Mary Seacole help make nursing better for people today?</i>
<b>Year 2</b>	The Great Fire of London	<i>Was the Great Fire of London a blessing or a disaster?</i>
	George Stephenson and the Invention of the Railway	<i>Was George Stephenson all that significant?</i>
	The History of Stafford	<i>How has Stafford changed over time?</i>
<b>Year 3</b>	History of the Black Country and Cadburys	<i>How did the Industrial Revolution change life for people in the Black Country, and how did Cadbury's try to make life better?</i>
	Stone Age to Iron Age	<i>How did life in Britain change from the beginning of the Stone Age to the arrival of the Romans, and what do you think was the most important turning point?</i>
<b>Year 4</b>	Roman Britain	<i>How did the Roman invasion change life in Britain, and was this change more helpful or harmful to the people living here at the time?</i>
	Anglo Saxons, Vikings and Scots Settlement in Britain	<i>What do the Anglo Saxons and Vikings tell us about life in the past?</i>
<b>Year 5</b>	The Maya	<i>How advanced was the civilisation of the Mayans?</i>
	Ancient Egyptians	<i>What can the way the Ancient Egyptians lived and believed tell us about what was important to them?</i>
<b>Year 6</b>	The Blitz and World War II	<i>How did the experiences of different groups, such as evacuees and women, shape our understanding of the significance and impact of the Blitz during World War II?</i>
	Ancient Greece	<i>What can we learn from the successes and divisions of the Ancient Greeks that still matters today?</i>