

## History

	Reception	Year 1	Year 2
NC objectives / ELGs	<p><b>Understanding the World / Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Use a wide vocabulary of everyday historical terms</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Significant historical events, people and places in their own locality.</li> <li>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
Chronology	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events or objects in chronological order.</li> <li>Changes within living memory - describe memories of key events in their lives.</li> <li>Begin to look at events beyond living memory that are significant nationally.</li> <li>Use common words and phrases relating to the passing of time.</li> <li>Use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were young.</li> <li>Put a few events, photos or objects in order of when they happened.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases to describe when things happened e.g. decade, century.</li> <li>Order events and people I have studied using a simple timeline.</li> <li>Compare when the events took place (those I am studying in relation to those studied before e.g. Victorians)</li> <li>Give reasons for the order of events or people using vocabulary relating to the passing of time.</li> </ul>

**All about me**

- Who is the oldest in my family?
- Who is the youngest?
- When was I born?
- What did I do at different ages?
- Who can help me in the world?

**Fabulous Food**

- Who uses food?
- How is food different?
- How can we group foods?

**Fairy Tales**

- What is the same in the stories?
- What is different in the stories?
- What is the theme of the stories?
- What is the character of the story doing?

**Minibeasts**

- How are insects different and the same?
- Where do they come from?

**Under the Sea.**

- What is happening under the sea?
- What can we see?

**Winter- our school**

- What was school like for our parents?
- What is school like for us?
- Can we compare school experience now and then?  
E.g. technology, lessons, the school day, trips,

**Space**

- Who is Tim Peake and why is he famous?
- Who is Neil Armstrong and why is he famous? When did he land on the moon?
- Why Helen Sharman is famous?
- When was the first flight to space?

**UK**

- Why is Queen Elizabeth II famous? What are her achievements? Who are her children?
- Where did Queen Elizabeth II live?
- Who is King Charles III? Where does he live?

**Great Fire of London**

- Who is Samuel Pepys and when was he alive?
- Can you describe what life was like during the Fire of London?
- When was the Great Fire of London?
- Why did the Great Fire of London happen?
- What happened during the Great Fire of London?
- What happened after the Great Fire of London?

**Hot and Cold**

- Who was Christopher Columbus and what did he discover and when?
- What was life like on the boat?
- Who was Robert Falcon Scott and why is he famous?
- What was his journey like and when did it take place?
- How are Columbus and Falcon Scott different and similar?

**Toys**

- When were the earliest toys used and what did they look like? E.g. Egyptians, Greeks, Romans
- What toys did children play with in the Victorian time? What do they tell us about what life was like?
- What toys did children play with in the early 20<sup>th</sup> century? What do they tell us about what life was like?
- How do toys that our parents played with (70s, 80s and 90s) compare to toys today?

**Transport**

- How has transport changed in the last 100 years?
- Who invented the aeroplane?
- When was the first flight?
- How have planes changed in appearance and use?

**Pirates**

- What is the difference between a privateer and a pirate?
- What was life like for a pirate?
- Who was Blackbeard and can you name 3 facts about him?
- What happened at Charleston?
- Who was Francis Drake, why is he famous and how is he different to Blackbeard?
- Who was Anne Bonney, why is she famous and how is she different to Blackbeard?
- How is a pirate different to an explorer?

Interpretation of History	<ul style="list-style-type: none"> <li>Find out about the past using sources eg artefacts, stories and photos.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about things that happened to me in living memory.</li> <li>Name some things that happened to other people or events in living memory.</li> <li>Identify objects from the past and say how I know.</li> <li>Identify the main differences between old and new objects/photos.</li> <li>Explain how my local area was different in the past.</li> <li>State why one person's memories of events might be different to that of someone else.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the ways we find out about the past and know that some are more reliable than others.</li> <li>Recount the life of someone famous who lived in the past and what they did.</li> <li>Make comparisons between some aspects of life in different time periods.</li> <li>Recall facts about significant local people from the past and explain how they have influenced life today.</li> <li>Suggest why people acted as they did.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Compare and sort artefacts from the past and now.</li> <li>Ask and answer questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recall events from the past from stories that have been read to me.</li> <li>Ask and answer questions about artefacts and pictures from the past.</li> <li>Explain what an object was used for in the past.</li> <li>Use pictures and artefacts to say what was different in the past.</li> <li>Find out about something in the past by asking someone who can remember the event.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the past - stories, eye-witness accounts, pictures, artefacts</li> <li>Use books to help me find out about the events I am studying.</li> <li>Ask questions to find out about people/events in the past (who, what, when, why, where) (beyond living memory).</li> </ul>
Vocabulary	<p>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</p>	<p>Year, decade, century, modern, long, ago, timeline date, order, similar, different, because, important, living memory, remembers, materials, inventions, homes, houses, grandparents' time, memories drawing, photograph, opinion, artifact what...? when...? where...?</p>	<p>Year, decade, century, ancient, modern, long ago, timeline, date, order, similar, different, because, important, living memory, drawing, photograph camera detective, opinion, artifact What...? When...? Where...? Chronological order era/period, research, evidence, Why...? Historians, experts, letters newspapers, websites, detective, opinion, artefact What...? When...? Where...?</p>
Enrichment	<p>Timetable in the classroom. Visit from grandparents. Horrible Histories Day - children dress up and whole day is devoted to history. Remembrance Day Service Dobbin Day Service.</p>	<p>Wanborough walks to see historical buildings. Timelines in the classroom. Weston-Super-Mare class trip Horrible Histories Day - children dress up and whole day is devoted to history. Remembrance Day Service.</p>	<p>Wanborough walks to see historical buildings. Timelines in the classroom. Horrible Histories Day - children dress up and whole day is devoted to history. Remembrance Day Service.</p>

	Year 3	Year 4	Year 5	Year 6
NC Objectives	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Note trends over time and develop the appropriate use of historical terms.</li> <li>Address and devise historically valid questions.</li> <li>Construct responses of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Note trends over time and develop the appropriate use of historical terms.</li> <li>Address and devise historically valid questions.</li> <li>Construct responses of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>The Roman Empire and its impact on Britain</li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians/GWR)</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Note trends over time and develop the appropriate use of historical terms.</li> <li>Address and devise historically valid questions.</li> <li>Construct responses of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</li> <li>A local history study</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Tudors)</li> </ul>	<ul style="list-style-type: none"> <li>Develop a chronologically secure knowledge and understanding of British, local and world history.</li> <li>Note trends over time and develop the appropriate use of historical terms.</li> <li>Address and devise historically valid questions.</li> <li>Construct responses of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>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</li> <li>a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
Chronology	<ul style="list-style-type: none"> <li>Describe events and periods of time using the words; BC, AD, century, ancient.</li> <li>Describe events from the past using dates when things happened. I can describe how long-ago events happened using dates.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases accurately: century, before Christ, after, before, during to describe the passing of time and events studied.</li> <li>Place periods of history on a timeline showing periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical vocabulary when ordering and comparing events from the past.</li> <li>Draw timelines to show a range of information (periods of history), events, significant people.</li> </ul>	<ul style="list-style-type: none"> <li>Use a timeline and dates to demonstrate changes and developments in aspects of life over time.</li> <li>Use a timeline that uses the reference points: Ancient civilizations, Romans, Anglo-Saxons, Vikings, Tudors, Stuarts, Georgians, Victorians, Modern</li> </ul>

	<ul style="list-style-type: none"> <li>Order the periods I am studying on a timeline and compare to events I already know about.</li> <li>Use a timeline to order events and significant people for the period of time I am studying.</li> </ul>	<ul style="list-style-type: none"> <li>Use a timeline to order events and significant people for the period of time I am studying.</li> <li>Use chronology to explain how an aspect of life has changed over more than one historical era (Romans, Ancient Greece).</li> </ul>	<ul style="list-style-type: none"> <li>Use a timeline to compare periods of history that I have studied so far.</li> <li>Use chronological skills to show when places developed and how life has changed in the local area and an aspect of history (Tudors).</li> </ul>	<p>Day to place events in the right place.</p>
<b>Historical Knowledge</b>	<p><b><u>Anglo-Saxons</u></b></p> <ul style="list-style-type: none"> <li>Can you explain when the Anglo-Saxons were, how they started (The Roman Britain) and how they finished?</li> <li>What was an Anglo-Saxon village like?</li> <li>What the role of farming in an Anglo-Saxon settlement?</li> <li>What would it be like to be as a child, male and female in Anglo-Saxon life?</li> <li>What was the difference between royalty and land-owners in Anglo-Saxon life?</li> <li>How have place names changed since the Anglo-Saxons?</li> <li>Who was Alfred the Great?</li> <li>What was discovered at Sutton Hoo?</li> <li>How have the Anglo-Saxons influenced modern day life?</li> </ul> <p><b><u>Vikings</u></b></p> <ul style="list-style-type: none"> <li>Can you explain when the Vikings were, how they started and how they finished?</li> <li>What was a day in the life like for a Viking child and their family?</li> <li>Why did the Vikings raid the UK? How did they travel to the UK?</li> <li>What does Danegeld mean?</li> </ul>	<p><b><u>Romans in Britain</u></b></p> <ul style="list-style-type: none"> <li>Can you explain when the Romans were, how they started and how they finished?</li> <li>What were the different gods and goddesses that the Romans believed in?</li> <li>How were the Roman roads built and do they exist today?</li> <li>How did the Romans write their numbers?</li> <li>Who was Julius Caesar?</li> <li>Who was Boudicca?</li> <li>What was daily life like in Roman Britain?</li> <li>How have the Romans influenced modern day life?</li> </ul> <p><b><u>Victorians</u></b></p> <ul style="list-style-type: none"> <li>When did the Victorian reign start? When did it end and why?</li> <li>How did Victoria come to the throne?</li> <li>What were homes like in Victorian times?</li> <li>What were schools like in Victorian time?</li> <li>What was life like for the rich and poor in Victorian times?</li> <li>How have the Victorians influenced modern day life?</li> </ul>	<p><b><u>North America - Pioneers and California Gold Rush</u></b></p> <ul style="list-style-type: none"> <li>When did the Europeans begin to settle in America? How is this celebrated today?</li> <li>Where did they settle and how did they get there?</li> <li>What was the California Gold Rush?</li> <li>What happened to the Native Americans?</li> <li>What happened at the battle of Little Bighorn and the battle of Wounded Knee?</li> <li>What was the role of cowboys in the wild west?</li> </ul> <p><b><u>Tudors</u></b></p> <ul style="list-style-type: none"> <li>When did the Tudor reign start? When did it end and why?</li> <li>Who was the first Tudor monarch?</li> <li>What happened at the Battle of Bosworth Field?</li> <li>What were homes like in Tudor times?</li> <li>How did Henry VIII change religion in Tudor England?</li> <li>Why was Mary I called 'Bloody Mary'?</li> <li>How did Elizabeth I reintroduce the Church of England?</li> </ul>	<p><b><u>Britain at War</u></b></p> <ul style="list-style-type: none"> <li>When did WW1 start, when did it end?</li> <li>Why did WW1 start?</li> <li>What was life like in the trenches in WW1?</li> <li>How did WW1 lead to the start of WW2? (brief explanation of Hitler's rise to power).</li> <li>When did WW2 start, when did it end?</li> <li>What was life like for those in Britain during WW2? (rationing, campaigns e.g. Dig for Victory, The Blitz)</li> <li>What was the role of women during WW2?</li> <li>What was evacuation and what was life like for children?</li> <li>Who were the leaders of WW2 for Britain and Germany?</li> <li>What was the Battle of Britain and why was it important?</li> </ul> <p><b><u>Mayans</u></b></p> <ul style="list-style-type: none"> <li>Who were the Mayans and where and when did they live?</li> </ul>

	<ul style="list-style-type: none"> <li>How have the Vikings influenced modern day life?</li> </ul> <p><b><u>Egyptians</u></b></p> <ul style="list-style-type: none"> <li>Can you explain when the Egyptians were, how they started and how they finished?</li> <li>What were the different gods and goddesses that the Egyptians believed in?</li> <li>Who worked on the Pyramids and what would a day in their life look like?</li> <li>How did Egyptians write?</li> <li>Who was Tutankhamun?</li> <li>Who discovered Tutankhamun?</li> <li>Who was Cleopatra?</li> </ul>	<ul style="list-style-type: none"> <li>Who was Brunel and what impact did he have?</li> </ul> <p><b><u>Ancient Greece</u></b></p> <ul style="list-style-type: none"> <li>Can you explain when the Greeks were, how they started and how they finished?</li> <li>What were the different gods and goddesses that the Greeks believed in?</li> <li>What were Greek buildings like?</li> <li>When were the Olympics invented and how has it changed over time?</li> <li>What was daily life like for the Greeks?</li> <li>How have the Greeks influenced modern day life?</li> </ul>	<ul style="list-style-type: none"> <li>How did Elizabeth I encourage exploration in Tudor Times?</li> <li>How have the Tudors influenced modern day life?</li> <li>How did Christopher Columbus 'find' America? Geog links - continents, countries and oceans.</li> <li>Who was William Shakespeare and why was he influential in Tudor times?</li> </ul> <p><b><u>Stone Age to Iron Age</u></b></p> <ul style="list-style-type: none"> <li>What was family life like in the Stone Age, Bronze Age and Iron Age? When did each stage start and end?</li> <li>How do we know about how they lived (Skara Brae)?</li> <li>What religion did they follow? (links to Stonehenge)</li> <li>What is an iron age hill fort?</li> <li>How do the three ages compare?</li> </ul>	<ul style="list-style-type: none"> <li>What was daily life like for the Mayans?</li> <li>What did the Mayans believe in?</li> </ul> <p><b><u>Swindon through the ages (local)</u></b></p> <ul style="list-style-type: none"> <li>How did Swindon get its name?</li> <li>What was Swindon like in the time of the following historical periods: Romans, Anglo-Saxons, Medieval times and Tudors?</li> <li>How did the GWR change Swindon?</li> <li>Who was Sir Daniel Gooch and why is he famous?</li> <li>What was life like for the Railway workers in Swindon?</li> <li>When did the railway works close and what are the buildings used for today?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Interpretation of History</b></p>	<ul style="list-style-type: none"> <li>Identify how items found belonging in the past are helping us to build an accurate picture of how people lived in the past.</li> <li>Describe some similarities and differences between people, events and artefacts from the past. I can explain how events from the past have shaped our lives today.</li> <li>Identify what is similar and different about two different accounts of the same event and how this can affect our understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest why certain events happened or people acted as they did in history.</li> <li>Explain some similarities and differences between people, events and artefacts from the past and explain the significance of these.</li> <li>Suggest the causes of key events and changes in the time periods I am studying.</li> <li>Identify differences in accounts of history and suggest reasons for these.</li> <li>Use evidence to describe some of the following and explain how they are similar or different in</li> </ul>	<ul style="list-style-type: none"> <li>Research two versions of an event, identifying differences between them.</li> <li>Explain with clear reasons why there may be different accounts of history.</li> <li>Use historical sources to understand bias/contrasting arguments.</li> <li>Decide whether a source of evidence is reliable to describe: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people - rich and poor, catholic and protestant.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how significant events have helped shape the country we have today.</li> <li>Summarise the main events from a specific period in history, explaining the order in which they happened.</li> <li>Summarise how Britain has had a major influence on world history.</li> <li>Explain what Britain may have learnt from other countries and civilisations through time.</li> <li>Recognise and describe differences and similarities / changes and continuity between periods of history.</li> </ul>

	<ul style="list-style-type: none"> <li>Use evidence to describe some of the following: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</li> </ul>	<p>different time periods: houses and settlements, buildings and their uses, culture, religion and leisure, way of life for different people e.g. rich and poor</p> <ul style="list-style-type: none"> <li>Provide examples of how events in the past shaped people's lives over time and have influences how we live today.</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between different events in history; explaining things that have changed and things that have stayed the same.</li> <li>Explain why this might have happened using evidence.</li> <li>Explain how events in history are significant in British and World history.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate evidence to choose which is the most reliable form.</li> <li>Explain how people have points of view and this can affect their interpretation of the past.</li> <li>Give clear reasons why there might be different accounts of history.</li> </ul>
Historical Enquiry	<ul style="list-style-type: none"> <li>Ask and answer questions about how things were different in the past and how aspects of life have changed over time.</li> <li>Suggest various sources of evidence to help me answer questions about the past.</li> <li>Use more than one source to collect evidence about the past (photographs, written accounts, artefacts).</li> <li>Ask historical questions based on evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Collect evidence from a range of sources and interpret it to provide an idea of what life was like in the past.</li> <li>Lead their own historical enquiry into an important historical person or event and present findings in a clear and succinct manner.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of primary and secondary evidence.</li> <li>Use artefacts to pose questions/hypothesis, which can be backed up using other sources.</li> <li>Distinguish between reliable and unreliable sources if evidence to answer questions about the past.</li> <li>Ask and answer questions about change, causes, difference and significance.</li> <li>Lead their own enquiry into an aspect of British or World history and present findings in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Give more than one reason to support an historical argument.</li> <li>Confidently use a range of sources of evidence to change and continuity during periods studied.</li> <li>Identify and explain propaganda and why someone might want to persuade another person about a version of events.</li> <li>Lead their own enquiry into an aspect of World history and present my findings in a range of ways.</li> </ul>
Vocabulary	<p>chronological order, era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) invasion, civilization, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests... maybe, perhaps, could be, evidence myths and legends museum</p>	<p>anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium, thousands of years, empire, invasion, civilization, settlers, migration, legacy, democracy, impact, effects, consequences, change, continuity, cause/s, infer, suggest, My conclusion is that.... Historian, archaeologist, archaeology, first-hand evidence, second-hand evidence, myths and legends</p>	<p>chronological order era/period, monarchy, execution extent of change... extent of continuity... turning point, weigh up, both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this source doesn't show that... reliable could have been... might have been... may impact effects, consequences, legacy, significance, impression, change, continuity, cause/s infer, suggest, My</p>	<p>extent of change... extent of continuity... turning point, weigh up, both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that... this source doesn't show that... reliable could have been... might have been... may impact, effects, consequences, legacy, significance, impression, change, continuity, cause/s, infer, suggest, My conclusion is that.... Historian, archaeologist, archaeology, propaganda, opinion</p>

			conclusion is that.... Historian, archaeologist, archaeology	
Enrichment	<p>Ashmolean Museum          Stonehenge/Avebury stones          Horrible Histories Day - children dress up and whole day is devoted to history.          Timelines in the classroom.          Remembrance Day Service.</p>	<p>Corinium museum/Chedworth Roman Villa          Steam Museum          Horrible Histories Day - children dress up and whole day is devoted to history.          Timelines in the classroom.          Remembrance Day Service.</p>	<p>Tudors - Ufton Court or Selly Manor          Horrible Histories Day - children dress up and whole day is devoted to history.          Timelines in the classroom.          Remembrance Day Service.</p>	<p>Steam Museum or Imperial War Museum          Horrible Histories Day - children dress up and whole day is devoted to history.          Timelines in the classroom.          Remembrance Day Service.          Dobbin Day Service.</p>