



History Long Term Plan Cycles A and B

		Cycle A					
Year	Term	Learning Challenge	Key Questions	National Curriculum	Key Concepts	Vocabulary	Links to Ludworth Areas of Need
Year 1+2	Autumn 1	<p>How have toys changed within living memory?</p> <p>(Why are Ipads more fun than my grandparents' old toys?)</p>	<p>LC1 - What was on Grandma and Grandad's Christmas and birthday lists?</p> <p>LC2 - What were school's like without computers and electronic screens?</p> <p>LC3 -What were board and playground games like when my grandparents were young?</p> <p>LC4 - What was on television for</p>	Changes within living memory - revealing aspects of change in national life.	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their 	<p>Before</p> <p>After</p> <p>Past</p> <p>Present</p> <p>Then</p> <p>Now</p> <p>Chronological</p> <p>Timeline</p> <p>Event</p> <p>Old</p> <p>New</p>	<p>Spoken language development Asking of questions to find out more information about the past.</p> <p>Writing development Labelling and writing out their own toys.</p> <p>Developing positive learning behaviours and mental health through Gem Project Children to develop their resilience when faced with new learning during first term.</p> <p>Experiential learning including through the outdoors Children to have the opportunity to play with and explore old toys</p> <p>Reading. Reading simple sources of evidence and sorting chronologically</p>



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		children when my grandparents were young?		grandparents		
		LC5 - Reflection: Would you have preferred to grow up as children when their grandparents did?				
Summer 1	How has transport changed from the past to the present? (Where do and did the wheels on the bus go?)	LC1 – How did our grandparents travel when they were little? LC2 - How have bicycles changed since your grandparents were little? LC3 - How have trains	Pupils should begin to develop an awareness of the past and the ways in which is similar to and different from the present	<ul style="list-style-type: none"> Know from evidence how bicycles have changed over time Know the role that horses had in transport in the past Know from evidence how trains 	Before After Past Present Then Now Chronological Timeline Event Old New	<p>Spoken language development Asking of questions to find out more information about the past.</p> <p>Writing development Labelling, comparing and writing out about different modes of transport</p> <p>Reading. Reading simple sources of evidence and sorting chronologically</p>



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		<p>changed since your grandparents were little?</p> <p>LC4 - How have cars changed since your grandparents were little?</p> <p>LC5 – How did people travel internationally?</p> <p>LC6 – How has transport change over time?</p>		<p>have changed over time</p> <ul style="list-style-type: none"> • Know from evidence how cars have changed over time • Know how international travel has changed over time 			
Year 3 + 4	Autumn 1	<p>From Stone age Britain to the beginning of the Roman occupation: How did Britain change?</p>	<p>LC1 - What jobs do archaeologists do and why are they so valuable in helping us find out</p>	<p>Changes in Britain from the Stone Age to the Iron Age, late Neolithic hunter-gatherers and early farmers,</p>	<ul style="list-style-type: none"> • know how Britain changed between the beginning of the stone age 	<p>Stone Iron Bronze Agriculture Hunter-gatherer Tribes Skara Brae Stonehenge Symbols Religion</p>	<p>Spoken Language Development Presentation at the end of the unit. Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Gem Project Collaboration – Amethyst and Topaz.</p> <p>Experiential Learning Making a shelter using the first Britons as inspiration.</p>



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		<p>about history?</p> <p>LC2 - How did the Early Britons make shelters?</p> <p>LC3 - Would the Early Britons have visited a supermarket for their food?</p> <p>LC4 - What can you find out about the Stone, Bronze and Iron Ages?</p> <p>LC5 - What do we know about the life styles of the Early Britons through the art they produced?</p> <p>LC6 - How do you think the Early Britons would have</p>	<p>Skara Brae Bronze Age religion, technology and travel, Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>and the iron age.</p> <ul style="list-style-type: none"> • know the main differences between the three period: the stone, bronze and iron ages. • know what is meant by 'hunter-gatherers'. • know that the earliest people who lived in Britain were part of the stone age • know that stone age people build shelters to keep them safe and warm 	<p>Gods Goddesses Druid Copper Bow and arrow Cave painting Archaeologists</p> <p>Hill fort</p>	<p>Using their knowledge of forces, try to move heavy objects.</p> <p>Developing writing Non-chronological report about Stonehenge</p> <p>Imagine what it would be like for a Roman soldier at Hadrian's wall?</p>
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			<p>communicated? LC7 - Reflection: Working in groups the children put together a ICT presentation of the life of Early Britons taking account of their weapons, food, ways of communicating and eating.</p>		<ul style="list-style-type: none"> • know most stone age people hunted for their food • know that men, women and children had very different lives during the stone age • know how we have found out about the past • know that stone age people communicated in a different way to the way we do 		
Year 3 + 4	Autumn 2	How did the Roman Empire	LC1 - Who were the Romans and would they	The Roman Empire and its impact on Britain -	<ul style="list-style-type: none"> • Know how Britain changed from the 		<p>Spoken Language Development Presentation at the end of the unit. Emphasise use of technical vocabulary, full sentences and standard English.</p>



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	<p>impact Britain?</p> <p>(From the first stone age people to the end of the Roman occupation: How did Britain change?)</p>	<p>have enjoyed coming to Britain?</p> <p>LC2 - What did the Romans do for us?</p> <p>LC3 – What was life like as a gladiator?</p> <p>LC4 - Who was Boudicca and why did she become so famous?</p> <p>LC5 - Who were the famous Romans and what do we know about them?</p> <p>LC6 - Reflection: What is the legacy of the Romans?</p>	<p>Julius Caesar -</p> <p>Hadrian's Wall -</p> <p>Boudica -</p> <p>Romanisation of Britain</p>	<p>end of the Iron Age to the end of the Roman occupation</p> <ul style="list-style-type: none"> • Know how the Roman occupation of Britain helped to advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor • know that the Romans came to Britain 	<p>Gem Project</p> <p>Collaboration – Amethyst and Topaz.</p> <p>Experiential Learning</p> <p>Create own shields and re-enact a battle scene using battle formations.</p> <p>Create a Roman catapult</p> <p>Developing writing</p> <p>Imagine what it would be like for a Roman soldier at Hadrian's wall?</p>
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					<p>2000 years ago</p> <ul style="list-style-type: none"> • know that the Romans conquered Britain but left Britain with many important features, such as roads • know that the Roman army was very powerful and had many weapons • know that Roman gladiators would fight for entertainment 		
Year 3 + 4	Spring 2	What were the achievements of the	LC1 - Who were the Ancient Greeks and what did we	A study of Greek life and achievements and their	<ul style="list-style-type: none"> • know some of the main characteristics of the Athenians 	Ancient BC Gods Goddesses Zeus	<p>Spoken Language Development Debate like a Greek senator. Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Global Citizenship</p>



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		<p>Ancient Greeks?</p> <p>(Why were the Ancient Greeks ruled by their Gods?)</p> <p>learn from them? LC2 - What were the main differences between Athens and Sparta? LC3 - What is democracy and what part did the Greeks have in creating it? LC4 - What was daily life like in Ancient Greece? LC5 – Why did the Greeks worship various gods? LC6- Would you have enjoyed being a</p>	<p>influence on the western world</p>	<p>and the Spartans.</p> <ul style="list-style-type: none"> • know about the influence the gods had on Ancient Greece. • know at least five sports from the Ancient Greek Olympics. • know that Ancient Greeks believed in a number of Gods. • know where Greece is and point to it on a map. • know that the Ancient Greeks were an 	<p>Hades Athena Democracy City-state Myths Olympics Marathon Soldier Empire Parthenon Senator Columns Civilisation Vase Helmet Messenger Vote Citizen Army Slave Elders</p>	<p>Understand what it means to be a citizen and your role in society</p> <p>Experiential Learning Formation to protect yourself from enemies. Make your own Greek clay pots.</p> <p>Developing writing Research Greek Gods and myth and create your own narrative using a Greek God of your choice.</p>
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			<p>Greek Olympian?</p> <p>LC7- Reflection: What impact did the Ancient Greeks have on our lives today?</p>		<p>advanced civilization.</p> <ul style="list-style-type: none"> • know that the Ancient Greeks were responsible for starting the Olympic movement. • know that Ancient Greeks have been associated with the birth of democracy. • know how the Ancient Greeks impacted on our lives today. 		
Year 3 + 4	Summer 1	How did the Victorian period help to shape the Durham we know today?	LC1 - What made people come and live in County	Local History - A study of Local History taking	<ul style="list-style-type: none"> • Can they describe events from the past using dates when 	Victoria Queen Monarch Timeline Workhouse School	<p>Spoken Language Development</p> <p>Children to carry out an IT presentation of the advantages and disadvantages of living in Victorian Durham</p> <p>Developing writing</p>



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		<p>Durham in the first place? LC2 – Why does Durham have pit memorials? LC3 - Has anyone famous ever lived in Durham LC4 - How can we capture County Durham history in art and music? LC5 - Why does Durham have a railway station and when was it opened? LC6 - Reflection: Children to</p>	<p>account of a period of history that shaped the locality</p>	<p>things happened?</p> <ul style="list-style-type: none"> • Can they use a timeline within a specific period in history to set out the order events may have happened? • Can they use their mathematical knowledge to work out how long ago events would have happened? • Can they suggest why certain events happened as they did in history? • 	<p>Orphan Coal Durham Railway Mines Pits Punishment Inventions Industrial revolution</p>	<p>Can I write a recount of the day of a Victorian schoolchild? Gem Project Collaboration – Amethyst and Topaz. Experiential Learning Visit Beamish taking part in workshops</p>
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		carry out an IT presentation of the advantages and disadvantages of living in Victorian County Durham		<ul style="list-style-type: none">• Can they suggest why certain people acted as they did in history?• Can they use various sources of evidence to answer questions and to piece together information about a period in history?• Can they research a specific event from the past?• Can they use their 'information finding' skills in writing to help them		
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History Long Term Plan Cycles A and B

					write about historical information ?		
Year 5 + 6	Spring 1	Who were the Anglo-Saxons?	<p>LC1 - Who were the Anglo-Saxons and how did they influence our life today?</p> <p>LC2 - How did the Anglo-Saxons bring law and order to Britain?</p> <p>LC3 - Were the Anglo-Saxons responsible for bringing Christianity to England?</p> <p>LC4 - What was Anglo-Saxon art</p>	<p>Britain's settlements by Anglo-Saxons and Scots - Anglo-Saxon invasions; settlements ; kingdoms; names and places; art and culture and Christian conversion</p>	<ul style="list-style-type: none"> • know how Britain changed between the end of the Roman occupation and 1066. • know about how the Anglo-Saxons attempted to bring about law and order into the country. • know that during the Anglo-Saxon period Britain was divided into many kingdoms. 	<p>Invaders Invasion Raiders Settlement Kingdom Tribe Paganism Christianity Conversion Monastery Society</p>	<p>Spoken Language Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Gem Project: Collaboration- Amethyst and Topaz</p> <p>Experiential Learning: Design and make settlements. Designing and make jewellery in a style of the Anglo-Saxon Outdoor learning – Make a full settlement and role play myths and legend</p> <p>Developing Writing: Writing myths and legends – comic strips freeze frames – e.g. Beowulf</p>



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		<p>and culture like? LC5 - Who were the famous Anglo-Saxons and why was Alfred so 'great'?</p> <p>LC6 – What did Anglo settlements look like?</p> <p>LC7 - Reflection: Using a model settlement, can you produce a filmed documentary about Anglo Saxon life?</p>		<ul style="list-style-type: none">• know that the way the kingdoms were divided led to the creation of some of our county boundaries today.• use a time line to show when the Anglo-Saxons were in England.• know about Anglo-Saxon settlements and the way they lived, including hierarchical features.• know about the link between Anglo-		
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History Long Term Plan Cycles A and B

					<p>Saxons and Christianity. know about Alfred the Great.</p> <ul style="list-style-type: none"> • know about Anglo-Saxons' art and symbols. • know about the Scots invasion from Ireland to the North of England. 		
Year 5 + 6	Spring 2	<p>How did the Vikings struggle for Britain?</p> <p>(Were the Vikings always victorious and vicious?)</p>	<p>LC1 - Who were the Vikings and why did they come to Britain in the first place?</p> <p>LC2 - Why did the Vikings tend to win most battles with the Anglo-Saxons?</p>	<p>The Viking and Anglo-Saxon struggle for the kingdom of England - Viking raids and invasion</p>	<ul style="list-style-type: none"> • know where the Vikings originated from and show this on a map. • know that the Vikings and Anglo-Saxons were often in conflict. • know why the Vikings 	<p>Chieftain Danelaw raids Longboat Prow rigging Norseman Pagan warrior monastery settlement Odin Valhalla conquest</p>	<p>Spoken Language Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English. Gem Project: Amethyst and Topaz – collaboration Experiential Learning: Explore artefacts http://www.bbc.co.uk/history/interactive/games/viking_quest/index_embed.shtml Developing Writing: Report Writing Norse legends Erik the Viking How to train a dragon?</p>



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		<p>LC3 - What was life like in Viking Britain?</p> <p>LC4 - What was life like for a Viking 11-year-old (boy/ girl)?</p> <p>LC5 - How were Viking long ships good to travel in?</p> <p>LC6 - What would a Viking meal be like?</p> <p>LC7 - Reflection: Children to prepare a Viking day</p>		<p>frequently won battles with the Anglo-Saxons.</p> <ul style="list-style-type: none">• know why the Vikings came to Britain.• know where the Vikings first landed in Britain.• know where the Vikings came from.• know that the Vikings were formidable warriors.• know what life was like for Viking children.• know why the Viking long ships were ideal	
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Year 5 and 6	Summer 1+2	<p>Why did the Normans build castles?</p> <p>(Why were the Norman Castles certainly not bouncy?)</p>	<p>LC 1 - Who were the Normans and why did they come to Britain in the first place?</p> <p>LC2 – Can I explain who William the Conqueror was and why was 1066 and important date in British history?</p>	<p>A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society.</p>	<ul style="list-style-type: none"> • know about Viking food and weapons and about the misconceptions there are about the Vikings. • know where the Normans originated from and show this on a map. • Know where William the Conqueror came from and the key points of the Battle of Hastings in the invasion • Understand the use of 	<p>Normandy</p> <p>William the Conqueror</p> <p>French</p> <p>Battle of Hastings</p> <p>Bayeux tapestry</p> <p>Motte and Bailey</p> <p>Fortress</p> <p>Feudalism</p> <p>Peasants</p> <p>Doomsday Book</p>	<p>Spoken Language</p> <p>Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Reading. Reading simple sources of evidence and sorting chronologically</p> <p>Writing – Explanation text – parts of a castle</p> <p>Experiential Learning: Educational trip – legacy of the Normans in Durham</p> <p>Gem Project: Amethyst and Topaz – collaboration</p>
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		<p>LC3 – Can I use the Bayeux Tapestry as a primary source?</p> <p>LC4 – Why did the Normans build so many castles in the North?</p> <p>LC5 - Can I explore the various parts of a castle?</p> <p>LC6– How did the Normans rule?</p> <p>LC7- How did life differ for the rich and poor in Norman times?</p> <p>LC8 – What is the legacy of the</p>		<p>castles as a fortress to defend in the North</p> <ul style="list-style-type: none">• Know the importance of how the Prince Bishops ruled• Explore and compare similarities and differences between rich and poor.• Investigate the legacy of the Normans which can be found in Durham		
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History Long Term Plan Cycles A and B

			Normans in Durham?				
Year 1+2	Autumn 1+2	Why and how did the Great Fire of London start?	<p>LC1 - What caused the Great Fire of London and where did it start?</p> <p>LC2 - Would the fire have spread so quickly today? Why or why not?</p> <p>LC3 - How did being rich or poor effect the Great Fire London?</p> <p>LC4 -Did the people call 999 when the fire broke out?</p> <p>LC5- Who was Samuel Pepys and why was he important?</p> <p>LC6 – Compare the</p>	Events beyond living memory that are significant nationally or globally	<ul style="list-style-type: none"> know about an event or events that happened long ago, even before their grandparents were born, in this case the Great Fire of London. know what we use today instead of a number of older given artefacts, e.g., fire engines Look at images from past and present London and Gateshead quayside 	<p>Pudding Lane</p> <p>Thomas Farynor</p> <p>Samuel Pepys</p> <p>Leather buckets</p> <p>Plaque</p> <p>Thames Bakery</p> <p>Diary</p> <p>Fire hooks</p>	<p>Spoken language development</p> <p>Asking of questions to find out more information about the past.</p> <p>Writing development</p> <p>Diary entries</p> <p>Reading.</p> <p>Reading simple sources of evidence and sorting chronologically</p>



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		<p>Great Fire of London and the Great Fire of Gateshead LC7 - Reflection: What have we learnt about the Great Fire of London?</p>		<ul style="list-style-type: none">• know how different life was in a city, town or village many years ago.• know who Samuel Pepys is.• know that many children had to work in poor conditions from a very young age in those days.• know that there were no schools in those days.• know life was like for a child in those days.• know that the lives of		
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					rich people were very different to lives of poor people.		
	Summer 1	How have people like Rosa Parks helped to make the world a better place?	<p>LC1 - What do you understand by the words 'famous' and 'discrimination'?</p> <p>LC2 - Who were Rosa Parks and Nelson Mandela and should we be proud of them?</p> <p>LC3 - How were women discriminated</p>	The lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none"> • know about people who stood up against discrimination. • know who Rosa Parks and Nelson Mandela are. • know how women had to fight for their rights. • know that children have 	African American Racism Equality Refuse Freedom equality	<p>Spoken language development Asking of questions to find out more information about the past.</p> <p>Reading. Reading simple sources of evidence and sorting chronologically</p>



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			<p>against and is there still an issue about women's rights?</p> <p>LC4 - What rights do children have?</p> <p>LC5 - How can we support people with disabilities?</p> <p>LC6 - Reflection: Children to choose one person who has changed something for good.</p>		<p>certain rights.</p> <ul style="list-style-type: none"> • know that people with disabilities have rights that we need to respect. • know that in their lifetime and outside their lifetime many people have done special things that helps the world to be a better place. 		
Year 3+4	Autumn 1 + 2	What were the achievements of the	LC1 – What was happening in Britain at	The achievements of the earliest civilizations –	<ul style="list-style-type: none"> • know about, and name, some of the 	Afterlife Akhet Amulet Amun	<p>Spoken Language Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Gem Project: Collaboration- Amethyst and Topaz</p>



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		<p>Ancient Egyptians?</p> <p>(How can we recreate the wonder of Ancient Egypt?)</p>	<p>the time of the Ancient Egyptians?</p> <p>LC2 - What is an archaeologist and how have they helped us find out about the past?</p> <p>LC3 - Who were the pharaohs and why were they very important?</p> <p>LC4- Why were slaves used in Egypt?</p> <p>LC5 - Why were the Ancient Egyptians influenced by their gods?</p> <p>LC6 - What have we</p>	<p>an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt.</p>	<p>advanced societies that were in the world around 3000 years ago.</p> <ul style="list-style-type: none"> • know that the Ancient Egyptians were a very advanced civilization. • know where Egypt is. • know that the Ancient Egyptians were ruled by pharaohs. • know that the Ancient Egyptians built very sophisticated tombs for their pharaohs 	<p>Ankh</p> <p>Book of the dead</p> <p>Canopic jars</p> <p>Cedar</p> <p>Delta</p> <p>Dynasty</p> <p>Egyptologist</p> <p>Eye of Horus</p> <p>Giza</p> <p>Hatshepsut</p> <p>Hieroglyphic</p> <p>Hyksos</p> <p>Mummy</p> <p>Nefertiti</p> <p>Obelisk</p> <p>Osiris</p> <p>Papyrus</p> <p>Pharaoh</p> <p>Rosetta Stone</p> <p>Sarcophagus</p> <p>Senet</p> <p>Sphinx</p> <p>Tutankhamun</p>	<p>Experiential Learning: Use virtual tours to show ancient Egypt and artefacts</p> <p>https://www.google.co.uk/maps/@51.5191417,-0.127577,2a,75y,251.74h,67.45t/data=!3m6!1e1!3m4!1s79p-vcnKjKQ7aEd3wJkqZQ!2e0!7i13312!8i6656?hl=en</p> <p>https://www.smithsonianmag.com/smart-news/virtually-tour-five-egyptian-landmarks-180974696/</p> <p>Developing Writing:</p> <p>Secrets of a Sun King</p> <p>Who let the Gods out?</p> <p>Egyptian myths</p> <p>Adventure Story –Taedo Jones</p>
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			<p>learnt from the Ancient Egyptians writing LC7 - Reflection: Were the Egyptians more advanced than we are?</p>		<p>called pyramids.</p> <ul style="list-style-type: none">• know that we know a great deal about the lives of Ancient Egyptians because of what has been found in the pyramids.• know that the Ancient Egyptians used hieroglyphs and experts have been able to translate them.• know that the powerful Ancient Egyptians had many slaves.	
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History Long Term Plan Cycles A and B

Year 5 + 6	Spring 1 +2	<p>Who were the Mayans and what did we learn from them?</p> <p>LC1 - Who were the Mayans and where did they live? LC2 - What evidence do we have that the Mayans were an advanced civilization? LC3 - What have the Mayans and a chocolate bar in common? LC4 - What can we learn from the way they built their pyramids? LC5 - What do we know of the rituals carried out by the</p>	<p>A non-European society that provides contrast with British history - Mayan civilization around 900AD</p>	<ul style="list-style-type: none"> • know about the impact that the Mayan civilization had on the world. • know why they were considered an advanced society in relation to that period of time in Europe. • know where Mexico is. • know what the link is between the Mayans and chocolate. • know that the Mayan civilization knew a great deal about 	<p>Cichen Itza Itzamna codices ahau or ahaw batab Kukulcan Glyphs Cacao Huipil Kin Uinal</p>	<p>Spoken Language Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Gem Project: Amethyst and Topaz – collaboration</p>
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		<p>Mayan civilization? LC6 - Why was the Sun an important feature in Mayan life? LC7 - What caused the Mayan Civilization to disappear? LC8 - Reflection: Create a television documentary to explain to everyone about the life of the Mayans, focusing on traditions, culture, sport and their knowledge</p>		<p>sound technology.</p> <ul style="list-style-type: none">• know that the Mayans knew a great deal about the sun and light.		
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History Long Term Plan Cycles A and B

	Summer 1 + 2	<p>How did Winston Churchill lead Britain through war?</p> <p>LC1 – How and why did World War II began and order events from early World War II on a timeline.</p> <p>LC2- When, where and why were children evacuated in World War II</p> <p>LC3 – How did the Blitz affect Britain?</p> <p>LC4 – How did rationing affect families in Britain?</p> <p>LC5 – What was the</p>	<p>Aspect or theme in British history that extends pupils' chronology beyond 1066: WW2 and its impact on Britain</p>	<ul style="list-style-type: none"> • know the key events in WW2 • Know the allied countries • Know the key people in WW2 • Why was propagand a used? 	<p>Allies Propaganda Rationing Billeting Evacuation Anderson shelter Morrison shelter Air raid Blitz Invasion Liberation Luftwaffe Propaganda</p>	<p>Spoken Language Development: Presentation at the end of the unit Emphasise use of technical vocabulary, full sentences and standard English.</p> <p>Gem Project: Collaboration- Amethyst and Topaz</p> <p>Experiential Learning: School trip – Eden Camp/Beamish Building shelter Re-create blackout and air raid</p> <p>Developing Writing: Diary entry – emotions of evacuees, air raids</p>	



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			<p>importance and significance of the role of women during World War II</p> <p>LC6 – How was propaganda used during the war?</p> <p>LC7 - How did the events from the Battle of Britain and explain why it was a turning point in the war.</p>				
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