

## Holme Community School – Long Term Curriculum Planning

| Subject  | History  | Cycle | B |
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| <b>What themes/ golden threads weave through the curriculum?</b> | Power<br>Changes in society<br>Local history   |       |   |
| <b>Why were these themes chosen?</b>                             | Power – Children develop and understand different structures of government and the importance of democracy.<br>Changes in society – How ancient civilisations and significant events impacted on modern Britain.<br>Local History – Children develop knowledge and understanding of where they live and the stories from the local area, developing an interest of History.  |       |   |
| <b>What are the overall aims of this curriculum?</b>             | <p><b>KS1</b><br/>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p><b>KS2</b><br/>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> |       |   |

| Year Group |  | Autumn 1  | Autumn 2                                    | Spring 1  | Spring 2           | Summer 1 | Summer 2 |
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| EYFS       | <b>Topic Heading:</b><br><b>Discovery in Design</b><br><br>What are the building blocks for this subject to ensure children are KS1 ready?                 |   |   | ELG: Past and Present<br>Children at the expected level of development will:<br>- Talk about the lives of the people around them and their roles in society;<br>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;<br>- Understand the past through settings, characters and events encountered in books read in class and storytelling |                    |          |          |
| Year 1/2   | <b>Topic Heading:</b><br><br><b>Changes within Living Memory: Childhood then and now</b>   | <b>Significant Events Beyond Memory: Guy Fawkes and the Gun Powder Plot</b> | <b>Significant People: Kings and Queens</b> | <b>Changes within Living Memory: Communication then and now</b>   |                    |          |          |
|            | <b>Link to themes/key concepts</b><br><br><b>Key Knowledge</b><br>(This is what they will learn over the topic sessions and what they will be assessed on) | Changes in Society  | Power                                       | Power   | Changes in Society |          |          |

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|                                 |   | <p>some cases, even robotic.</p>   | <p>to those who disagreed with her attempts to restore England to being mainly catholic. During Elizabeth's reign, she tried to return the country from Catholicism to being protestant like her father had done before her. But thankfully, Elizabeth proved to be a more tolerant ruler than Mary and tried to make England a fairer place for everyone.</p> <p>Guy Fawkes, Robert Catesby and the rest of the men were angry at the English government and the Protestant king for their mistreatment of Roman Catholics. They believed that Catholics were being treated unfairly under the Protestant rule. This is why they decided on doing the Gunpowder Plot.</p> <p>In 1605 Guy Fawkes joined a group of fellow English Catholics, led by Robert Catesby, in a plot to blow up the Houses of Parliament in order to kill King James I and his Government. Fawkes was responsible for lighting the fuse to the barrels of gunpowder, which they hid under the Houses of Parliament.</p> | <p>would be involved and include wild game, fish, vegetables, fruit both dried and fresh and something for dessert.</p>  | <p>Tim Burners-Lee is the inventor of the World Wide Web and he created a new computer language called HTML which most web pages are written in. The first web page was available on 6 August 1991.</p> |
| <b>Objectives to be covered</b> | <p>I can identify similarities and differences between playground games in the past and playground games today</p> <p>I can compare and contrast toys in the past with toys</p> | <p>I can use the past tense when talking about history</p> <p>I can ask questions about sources of evidence to develop my understanding</p> <p>I can name and recall key</p> | <p>I can understand what a monarch is and the qualities needed to be a good monarch.</p> <p>I can find out about some important British monarchs using a range of sources</p> <p>I can find out how the title of king or queen is inherited.</p>   | <p>I can name different forms of communication</p> <p>I can identify different ways in which communication has changed over time</p> <p>I can describe early writing systems (stone age paintings/symbols)</p> |   |

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|  | <p>today</p> <p>I can describe reasons why toys may have changed over time</p> <p>I can look at different pictures to find out about childhood in the past</p> <p>I can sequence toys chronologically in a 3d timeline.</p> <p>I can identify how materials used to make toys have changed over time and explain why this might be.</p> <p>I can speak to parents and grandparents to find out about their toys in the past and report my findings</p> | <p>facts about King James I and Queen Elizabeth I</p> <p>I can identify some the causes of the Gun Powder Plot and explain why Catholics were unhappy.</p> <p>I can identify arguments for and against the Gun Powder Plot</p> <p>I can retell the story of Guy Fawkes and describe how he and the other conspirators were feeling at different parts of the story.</p> <p>I can explain why Guy Fawkes became famous and identify how we mark the Gun Powder Plot today.</p>         | <p>I can find out about how family history, such as Queen Victoria's and my own family, can be represented using a family tree.</p> <p>I can understand how we know about the life and death of Richard III.</p> <p>I can find out about some key facts about the life of Richard III.</p> <p>I can find out about what kings and queens ate during medieval banquets and compare the lives of the rich and poor.</p> <p>I can compare the similarities and differences between Queen Elizabeth I and Queen Victoria</p> <p>I can create a timeline to show the sequence of the different monarchs that I have found out about.</p> | <p>I can create 3d timelines by sequence objects (telephones/ computers) and describe how and why things have changed over time.</p> <p>I can recall key facts about the invention of the printing press and described how this changed communication.</p> <p>I can describe how Morse code was used</p> <p>I can describe how telegrams worked and why they are no longer used</p> <p>I can recall key facts about Alexander Graham Bell and the invention of the telephone</p> <p>I can recall key facts about Tim Berners-Lee and the invention of the internet.</p> <p>I can describe how the internet has changed communication.</p>                                     |
| <p><b>Key Subject Specific Vocabulary to be taught</b></p> | <p><b>Playground Games:</b> A game or activity that is played in an outside play area.</p> <p><b>Childhood:</b> The time when you are a child.</p> <p><b>Materials:</b> Any substance that has a name (plastic, wood, rubber)</p> <p><b>Decade:</b> 10 years</p> <p><b>Century:</b> 100 years</p> <p><b>Similar:</b> Something being like something else</p> <p><b>Different:</b> Not the same</p> <p><b>Toys:</b> Items you play with</p>             | <p><b>The Tudors:</b> The rulers of Britain who reigned between 1485 and 1603.</p> <p><b>The Stuarts:</b> The rulers of Britain who reigned between 1603 and 1714.</p> <p><b>Plot:</b> A plan made in secret to do something illegal or harmful.</p> <p><b>Plotters:</b> A group of people planning to do something illegal or harmful.</p> <p><b>Parliament:</b> The government who make the laws and rules in Britain.</p> <p><b>Catholic:</b> A member of the Catholic church.</p> | <p><b>Monarchy:</b> A type of government with a monarch as its head.</p> <p><b>Succession:</b> A number of people following on from one another.</p> <p><b>Royalty:</b> A member of the royal family.</p> <p><b>Power:</b> To be able to direct and influence others.</p> <p><b>Inherited:</b> The passing of something from parents to children.</p> <p><b>Banquets:</b> A formal meal for many people.</p> <p><b>Significant:</b> large scale or important.</p> <p><b>Country:</b> A nation with its own government.</p> <p><b>King:</b> Male leader of a country</p> <p><b>Queen:</b> Female leader of a country</p>             | <p><b>Modern:</b> Something that is created or happening now.</p> <p><b>Timeline:</b> Events that are in date order.</p> <p><b>Communication:</b> Sharing of information by speaking, writing, or using technology.</p> <p><b>Morse Code:</b> An alphabet in code using light or sound.</p> <p><b>Newspapers:</b> A type of media that is printed usually daily or weekly with up to date news stories on it.</p> <p><b>Websites:</b> a set of web pages that are joined together.</p> <p><b>Cave paintings:</b> Prehistoric pictures on the inside of a cave.</p> <p><b>Satellites:</b> An object in space that helps to pass on information between electronic devices.</p> |

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|  | <p><b>Mechanical Toys:</b> Toys that are powered by mechanical energy</p> <p><b>Inventions:</b> Something that has been created by someone who has an idea.</p> <p><b>Artifact:</b> A man-made object that is used to show us what a certain period was like.</p>   | <p><b>Protestant:</b> A form of Christian faith.</p> <p><b>Traitor:</b> A person who betrays someone.</p> <p><b>Treason:</b> Betraying your country.</p> <p><b>Detective:</b> A person who investigates crimes.</p> | <p><b>Crowned:</b> Place a crown on the head of the new leader to indicate that they are now in charge.</p> <p><b>Majesty:</b> Royal power</p> <p><b>Reign:</b> Rule as a monarch</p> | <p><b>Sign language:</b> A set of hand signs used to communicate with people who are deaf.</p> <p><b>Television:</b> A device with a screen for receiving television signals.</p> <p><b>Press printing machine:</b> A machine for printing ink onto paper.</p> <p><b>Type writer:</b> A small personal machine for writing letters and printing them onto paper.</p> <p><b>Radio:</b> A type of communication that you listen to.</p> |
|  | <p><b>Core Activities</b></p> <p>Compare and order a range of toys and explore how they've changed over time.</p> <p>Meet with a grandparent and discuss the differences between how they grew up and how we have grown up.</p> <p>Play some classic playground games and compare them to modern equivalents.</p> | <p>Make musical rockets that imitate fireworks.</p> <p>To have a bonfire as a class and discuss why we have a fire to remember the events of November 5th.</p>  | <p>To enjoy a medieval banquet</p> <p>To create a timeline of key British Kings and Queens</p> <p>Compare two monarchs and discuss their strengths and weaknesses.</p>                | <p>Compare and order a range of communication devices and discuss how they have developed over time</p> <p>Translate and decode simple Morse Code messages.</p> <p>To create cave paintings.</p>  |
| <p><b>Assessment Activities/ Key knowledge</b></p> <p>*Assessment activities (Quiz, final design/piece etc)</p> <p>*Questions with answers that will be on assessment quiz</p> | <p>To compare a toy from the past and a modern toy of your choice and write the key features of each toy and how they are similar and different.</p>  | <p>To create a storyboard of the events that led up to and included the failed gunpowder plot.</p>  | <p>To create a family tree of our current royal family.</p>   | <p>To create a 3d timeline by sequence objects (telephones/ computers) and describe how and why things have changed over time, discussing the developments. (pictures and write up of findings/discussion).</p>   |

| Year 3/4  | Topic Heading: | Stone Age to Iron Age in Britain  | Roman Britain  | The effects of Anglo-Saxon, Viking and Scot Settlement in Britain  |
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| Link to themes/ key concepts  |                | Changes in society  | Power & Changes in Society   | Power & Changes in Society & Local History   |
| Key Knowledge<br>(This is what they will learn over the topic sessions and what they will be assessed on) |                | <p>After the last Ice Age, people migrate to Britain because of a sudden rise in temperature and the northwards spread of herd animals such as wild horse and deer.</p> <p><i>The 4th millennium BC saw major changes in human culture. It marked the beginning of the Bronze Age and of writing. The city states of Sumer and the kingdom of Egypt were started and grew. Agriculture spread widely across Eurasia.</i></p> <p>Use of bronze became widespread in Europe during the Bronze Age (around 2000BC). Bronze was made by heating up the metals tin and copper and mixing them together. This was then poured into clay moulds and left to cool. Many bronze objects were made.</p> <p>Using Bronze, the tools and weapons of the day were soon made stronger and more durable. This change allowed for a population increase since farming and hunting became more efficient and could support more people.</p> <p>Found on the Orkney Islands off the north of Scotland, Skara Brae is a one of Britain's most fascinating prehistoric villages. Archaeologists estimate it was built and occupied between 3000BCE and 2500BCE. It is the best preserved example of Neolithic settlements anywhere in Western Europe.</p> | <p>The Romans originated in the city of Rome in modern-day Italy. Their army was very large. Each legion consisted of 4,200–5,000 infantry and 300 cavalry and in total they had around 80,000 infantry and 10,000 cavalry.</p> <p>The Roman's wanted to invade Britain to make their empire as big and powerful as possible. They were also seeking natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army.</p> <p>The Roman army were so successful because they were very advanced and skilled. The soldiers were very well trained, they had the best weapons and armour.</p> <p>The Romans were master builders and had engineering skills that allowed for the construction of Hadrian's Wall, roads, aqueducts to transport water, and introduced concrete to Britain. They also left Roman culture behind, too, in the form of government systems and laws, the Latin language, and the Julian calendar.</p> <p>The first city the Romans established in Britannia was called Camulodunum, which is known as present-day Colchester. Other important cities in Britain that were founded by the Romans include York, Canterbury, Bath, Dover, and Northwich.</p> <p>Hadrian's wall</p> <p>Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of</p> | <p>The Vikings originated from the area that became modern-day Denmark, Sweden, and Norway. Scots from Ireland (until AD1400 the word 'Scot' meant an Irishman) and Anglo-Saxons from northern Germany and Scandinavia.</p> <p>Historians are not sure why the Anglo-Saxons came to Britain. Some sources say that the Saxon warriors were invited to come, to the area now known as England, to help keep out invaders from Scotland and Ireland. Another reason for coming may have been because their land often flooded and it was difficult to grow crops, so they were looking for new places to settle down and farm.</p> <p>The Vikings raided Britain because they were looking for lucrative new items to steal and trade.</p> <p>Long-limbed and muscular, Vikings were trained from childhood to be strong and self-reliant. Running, jumping, and wrestling took the place of reading, writing, and arithmetic. Their other subjects were skating, skiing, snowshoeing, swimming, rowing, and riding horseback. As soon as a boy could carry a weapon, he was taught to thrust a sword, to swing a battle-ax, and to throw a spear.</p> <p>In Roman Britain many people had been Christians. But the early Anglo-Saxons were not Christians, they were pagans. After the Romans left, Christianity continued in places where Anglo-Saxons did not settle, like Wales and the west. The Anglo-Saxons had their own gods, beliefs and superstitions.</p> <p>Viking society has been influential on modern life in numerous ways. Art and language</p> |

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|                          |   | Britain now known as East Anglia.   | derived from Viking cultures is still evident literally in the day-to-day - 'Thursday' itself comes from 'Thor', the Norse god of thunder.   |
| Objectives to be covered | <p>I can identify what Britain was like after the last ice age.</p> <p>I can explain what is meant by the terms nomadic, prehistoric and prehistory</p> <p>I can describe how people lived in Britain after the last ice age</p> <p>I can identify how things changed in 4000BC and why they changed</p> <p>I can review information from archaeologists to explain how our ideas of life in the stone age has changed over time.</p> <p>I can describe how bronze, copper and tin were made and their uses.</p> <p>I can explore where Iron came from, and the impact bronze and iron tools had on society.</p> <p>I can describe what buried hoards and bog bodies tell us about life at the time.</p> <p>I can understand what was found at Skara Brae and why it is important</p> <p>I can understand how evidence about Stonehenge can give us different answers about the past.</p> | <p>I can identify the time period of the Roman occupation of Britain, and compare this period with other periods in British History using a timeline.</p> <p>I can identify where the Roman invaders came from, and the size of the Roman Empire at its height.</p> <p>I can explain why the Romans wanted to invade Britain</p> <p>I can explain why we know so little from this period</p> <p>I can use a range of sources of evidence to describe key elements of Roman life in Britain</p> <p>I can explain why the Roman Army was so successful in building up the Roman Empire</p> <p>I can explain how we know about life in Roman Britain</p> <p>I can describe the importance of Hadrian's wall, it's history and details about the life of those who lived there.</p> <p>I can describe how some tribes did not welcome the Romans and the role of Boudicca</p> <p>I can interpret ruins to consider how things may have looked in Roman Britain</p> <p>I can research information about the legacy of the Roman occupation of Britain, and describe its impact on society today.</p> | <p>I understand the terminology of invaders and settlers</p> <p>I can identify where Anglo-Saxons, Vikings and Scots came from.</p> <p>I can sequence Roman, Anglo-Saxon and Scot settlements in Britain chronologically using a timeline.</p> <p>I can explain reasons why the Anglo-Saxons and Vikings might have come to Britain.</p> <p>I can indicate similarities and differences between the Anglo-Saxons, Vikings and Scots.</p> <p>I can use a range of sources effectively to contribute to my understanding of Anglo-Saxon, Viking and Scots lives and to make comparisons.</p> <p>I can identify where Anglo-Saxons, Vikings and Scots may have been active locally and how these societies link to other societies.</p> <p>I can explain the challenges the Anglo-Saxons and Vikings faced as early settlers and how they tried to overcome them.</p> <p>I can describe how the Anglo-Saxons organized themselves.</p> <p>I can explain why the Vikings were able to achieve so much success.</p> <p>I can retell stories of some of the key people and events associated with both societies (Alfred and Cnut)</p> <p>I can demonstrate an understanding of the sequence of some of the key events affecting both societies.</p> <p>I can compare similarities and differences</p> |

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|  |   |  | <p>about life in Saxon and Viking times with life today.</p> <p>I can describe the differences in the way different groups of people lived (eg women, men, rich, poor, children)</p> <p>I can describe the features of early Christianity and how and why it changed society across the British Isles and how it linked to the wider world.</p> <p>I can explain what has changed and what has continued as a result of Saxon and Viking society.</p>   |
| Key Subject Specific Vocabulary to be taught | <p><b>Nomadic:</b> Living your life with no fixed home.</p> <p><b>Prehistoric/Prehistory:</b> A time before any written history.</p> <p><b>Archaeologists:</b> Someone who studies the buildings, graves, tools, and other objects of people who lived in the past.</p> <p><b>Hoards:</b> A store of money or valued objects, typically one that is secret or carefully guarded.</p> <p><b>Hunter-gatherer:</b> a member of a nomadic people who live by hunting and fishing, and harvesting wild food.</p> <p><b>Fossil:</b> The remains or impression of a prehistoric plant or animal embedded in rock.</p> <p><b>Mammoth:</b> A large extinct elephant that was typically hairy with a sloping back and long curved tusks.</p> <p><b>Woolly Rhinoceros:</b> An extinct two-horned rhinoceros that was adapted to the cold periods of the Ice Age, with a long woolly coat.</p> <p><b>Quern-stone:</b> Stone tools for hand-grinding a wide variety of materials.</p> <p><b>Sickle:</b> A short-handled farming tool with a semi-circular blade, used for cutting corn, lopping, or trimming.</p> <p><b>Stonehenge:</b> A prehistoric monument on Salisbury Plain in Wiltshire, England.</p> | <p><b>Aqueduct:</b> A man-made way of channelling water, usually over a bridge.</p> <p><b>Barbarian:</b> A person not belonging to one of the great civilisations.</p> <p><b>Consul:</b> Each of the two people who ruled the area.</p> <p><b>Emperor:</b> A ruler of an empire.</p> <p><b>Gladiator:</b> A man trained to fight with weapons against other men and wild animals in an arena.</p> <p><b>Legion:</b> A division of 3000-6000 men in the ancient Roman army.</p> <p><b>Senate:</b> A council who had legal powers, completed administration and had judicial power.</p> <p><b>Chariot:</b> A two wheeled vehicle driven by horses, used in ancient racing.</p> <p><b>Colosseum/Amphitheatre:</b> A large circular or oval area with seats around it for watching sports and entertainment.</p> <p><b>Empire:</b> A group of states or countries ruled by a single monarch.</p> | <p><b>Invaders:</b> A person or group of people who try to take over and control a country or region.</p> <p><b>Raiders:</b> A person who attacks an enemy in their territory.</p> <p><b>Paganism:</b> A religion other than one of the world religions (not Christian or Catholic).</p> <p><b>Christianity:</b> A religion based on the teachings of Jesus Christ.</p> <p><b>Monastery:</b> A building occupied by a community of monks.</p> <p><b>Society:</b> A mass of people living together in a more or less ordered community.</p> <p><b>Vikings:</b> Scandinavian seafaring pirates who raided many parts of North Western Europe.</p> <p><b>Scandinavia:</b> A group of countries including Denmark, Norway, Sweden and Finland.</p> <p><b>Freja:</b> Most renowned of the Norse goddesses, who was in charge of love, fertility, battle and death.</p> <p><b>Runes:</b> An alphabet used by the Vikings.</p> <p><b>Settlers:</b> A person that moves with others to live in a new country or area.</p> |

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|          |  | <b>Boudicca:</b> The warrior queen of the Iceni people who fought against the Romans.   |   |  |
|          | Core Activities  | <p>Create a Skara Brae fact-file.</p> <p>List key developments through the eras in chronological order (timeline activity)</p>  | <p>Visit Hadrian's wall.</p> <p>Create an annotated map of how the Roman invasion took place.</p> <p>Have the Romans shaped who we are today? (discussion)</p>  | <p>Research "how pleasant was it to live in Saxon and Viking Britain" and consider the pros and cons and come to a reasoned conclusion and present this to the rest of the class.</p> <p>Create a poster to demonstrate understanding of Anglo-Saxon, Viking and Scots lives and to make comparisons between them (each group has a different tribe?)</p>  |
|          | Assessment Activities/Key Questions  | To create a holiday brochure advertising Britain in 55BC. (Use Julius Cesar's written description of Britain in order to do this).  | Create a fact sheet about the Romans for another class. The children could work in teams producing a section each.  | Answer the question "why did the Vikings, Saxons and Scots come to Britain?" through a whole class drama/role play activity.   |
| Year 5/6 | Topic Heading:   | Local History: What was the impact of WWII on the North West of England?  | How did Britain change after 1945?  | Study of a theme in British History: Education   |
|          | Link to themes/ key concepts   | Local History & Power   | Changes in Society  | Changes in Society   |
|          | Key Knowledge (This is what they will learn over the topic sessions and what they will be assessed on) | <p>World War II lasted from 1939 to 1945. World War II began when German troops invaded Poland on 1 September 1939. The UK declared war on Germany on 3 September 1939. It was announced by Prime Minister Neville Chamberlain.</p> <p>During the six years Britain was at war, life was frequently hard. Food and clothing were rationed and in short supply. Bombing caused fear, injury, death and destruction. Families were often separated due to evacuation and fathers going away to fight.</p> <p>1939: Hitler invades Poland on 1 September. Britain and France declare war on Germany two days later.</p> <p>1940: Rationing starts in the UK. German 'Blitzkrieg' overwhelms Belgium, Holland and France. Churchill becomes Prime Minister of Britain. British victory in Battle of Britain forces Hitler to postpone invasion plans.</p> | <p>The United Nations is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights.</p> <p>At the end of the war, millions of people were dead and millions more homeless, the European economy had collapsed, and much of the European industrial infrastructure had been destroyed.</p> <p>During the Second World War, women proved that they could do "men's" work, and do it well. With men away to serve in the military and demands for war material increasing, manufacturing jobs opened up to</p> | <p>In the traditional education system, the students are taught about traditions, customs, rituals, and religion. In modern education, the students are taught about science, technology, language skills, and mathematics etc. in the past you were told what you needed to be taught. However, today learning is based on enquiry, creativity and exploration.</p> <p>The purpose of education is to prepare people for life, equipping them with the knowledge and skills to contribute to a thriving society.</p> <p>597AD: The opening of England's oldest school.</p> <p>1440: Eton College opened</p> <p>1536-1541: Monasteries dissolved and all schools shut because they were part of monasteries.</p> |

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|  | <p>1941: Hitler begins the invasion of Russia. The Blitz continues against Britain's major cities. Japan attacks Pearl Harbor, and the US enters the war.</p> <p>1942: Mass murder of Jewish people at Auschwitz begins.</p> <p>1943: Surrender at Stalingrad marks Germany's first major defeat. Allied victory in North Africa enables invasion of Italy to be launched. Italy surrenders, but Germany takes over the battle. British and Indian forces fight Japanese in Burma.</p> <p>1944: D Day: The Allied invasion of France. Paris is liberated in August.</p> <p>1945: Auschwitz liberated by Soviet troops. Russians reach Berlin: Hitler commits suicide and Germany surrenders on 7 May. After atomic bombs are dropped on Hiroshima and Nagasaki, Japan surrenders on 14 August.</p> <p>A prisoner-of-war camp (often abbreviated as POW camp) is a site for the containment of enemy fighters captured by a belligerent power in time of war. Beela Prisoner of War camp was situated beside the River Beela near Milnthorpe in Cumbria, German and later Italian POW's were held there. They were employed on local farms. After the war the camp became an open prison until 1975.</p> <p>The Blitz was a German bombing campaign against the United Kingdom in 1940 and 1941, during the Second World War. The term was first used by the British.</p> | <p>women and upped their earning power.</p> <p>In the years that followed VE day, Britain gradually rebuilt itself – the NHS, schools, houses and new towns. Finally, in 1954, the end of rationing provided the wherewithal for ordinary people to rebuild every-day family life and create the people's peace.</p> <p>At its simplest, the NHS is the structure which began on the 'appointed day' of 5 July 1948, whose purpose was to provide universal, comprehensive and free health care, for anyone who needed it.</p> <p>After WWII, Britain encouraged immigration from Commonwealth countries. To a large extent this was to help rebuild the country as there was a shortage of labour at the time. Windrush carried 492 migrants who were coming to a country promising prosperity and employment.</p> | <p>Shortly after, Edward VI set up free grammar schools</p> <p>1780: Sunday school setup to help young boys who worked 6 days in the factories. This was the only time in the week that they could study.</p> <p>1833: money is designated for schools by parliament.</p> <p>1840: Grammar schools act which opened up the curriculum to more than just Latin and Greek.</p> <p>1844: ragged schools opened for some of the poorest children to attend.</p> <p>During Victorian Britain there was an education reform which saw classroom based practice more like we see today.</p> <p>1880: Education made compulsory</p> <p>1918: Age to leave school was raised to 14</p> <p>1944: more formalised structure of grammar and secondary schools.</p> <p>1988: National curriculum introduced.</p> <p>Socrates (469 B.C.-399 B.C.)<br/>Socrates was one of the most influential Greek philosophers.</p> <p>Robert Raikes (14 September 1736 – 5 April 1811) Raikes established Sunday Schools during the industrial revolution. During this period, young children were often working in factories six days a week and had no opportunity to obtain an education. Raikes set up schools that taught children how to read, using the bible as their textbook. The schools helped thousands of children to become literate.</p> <p>John Pounds (June 17, 1766 – January 1, 1839)<br/>John Pounds was a teacher and altruist who set up a school to teach homeless children. He would often entice children into attending his school by providing them with some food.</p> <p>Thomas Guthrie was inspired by the work of John Pounds when he wrote the influential Plea for Ragged Schools (1847). The work of these two men was crucial for the establishment of free education in the United Kingdom.</p> |
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|                          |  |   | <p>William Edward Forster (11 July 1818 – 6 April 1886) William Forster was a politician, industrialist, and philanthropist who promoted free education in the UK.</p> <p>Jean Piaget (9 August 1896 – 16 September 1980) Piaget's work has helped to shape the way teachers interact with children in the classroom.</p> <p>Jerome Bruner (1915-) Bruner devised the discovery learning theory, which suggests that children are better at learning and remember information that they discover by themselves.</p> <p>Howard Gardner (1943-) Howard Gardner suggested that there were many other forms of intelligence including logical-mathematical, musical, interpersonal, intrapersonal, and bodily-kinesthetic intelligences.</p> |
| Objectives to be covered | <p>I can describe and sequence events which led to the outbreak of World War II</p> <p>I can describe the causes and consequences of events that led to World War II</p> <p>I can use a range of sources of evidence to understand the impact of evacuation on Holme.</p> <p>I can use a range of sources to develop an understanding of what life was like for children in Holme during WWII</p> <p>I can describe similarities and differences between life as a child in World War II and my own life during Covid-19</p> <p>I can describe the impact that the Prisoner of War Camp at Bela Camp had in the local area</p> <p>I can use genealogy to identify any relations of the two soldiers from Holme who died in World War II</p> <p>I can research and present information about the Blitz, in relation to the bombing of Barrow in Furness</p> | <p>I can recognise a range of sources of evidence and describe primary and secondary sources</p> <p>I can chronologically organise key events using a timeline and make connections between the cause and consequence of different events.</p> <p>I can describe how the end of the war led to the creation of the UN and describe its role today.</p> <p>I can use a range of sources of evidence to describe the consequences of World War II on employment and the economy.</p> <p>I can describe the consequences of World War II on women's rights</p> <p>I can identify some specific ways in which Britain needed to be rebuilt after WWII</p> <p>I can identify some of the challenges with post-war rebuilding and why Labours post-</p> | <p>I can derive information from sources including inferences</p> <p>I can use a range of sources to gather information about education in the past</p> <p>I can make comparisons between schools today and in the past</p> <p>I can recognise similarities and differences between education now and at different points in the past commenting on continuity and change</p> <p>I can identify and explain different attitudes towards education</p> <p>I can explain the significance of key people and developments and how they brought change to education</p> <p>I can consider how education has changed at Holme Community School over time</p>  |

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|   | <p>I can use historical maps and a range of imagery to describe changes to Holme since World War II</p> <p>I can identify primary and sources of evidence.</p> <p>I can use the language of cause and consequence to describe historical events.</p> <p>I can identify the legacy of WWII on Holme</p>   | <p>war election policies were so popular.</p> <p>I can describe some of the difficulties experienced by people prior to the creation of the NHS</p> <p>I can use a range of evidence to describe some of the early developments within the NHS</p> <p>I can compare and contrast health services and challenges before the NHS, in the early days of the NHS and in the present day.</p> <p>I can describe why immigration was important after the war.</p> <p>I can describe why people from the Caribbean came to the UK after the war and identify key events associated with the Windrush Generation.</p> <p>I can use a range of evidence to identify why new towns were built post war.</p> <p>I can compare and contrast key cultural changes in fashion, music and art in the 1950s, 1960s, 1970s and 1980s and evaluate the events that influenced these changes.</p> <p>I can use historical maps and a range of imagery to describe changes to Holme since World War II</p> | <p>I can identify some key features of education during different time periods</p> <p>I can produce annotated timelines to sequence information</p> <p>I can plan a historical enquiry into education in a period of history</p> <p>I can use appropriate vocabulary to define education</p> <p>I can communicate the purpose of education</p>   |
| <b>Key Subject Specific Vocabulary to be taught</b> | <p><b>Air raid:</b> An attack where bombs are dropped from an aircraft onto a ground target.</p> <p><b>Allies:</b> A country working with another for military purposes.</p> <p><b>Axis Powers:</b> A partnership between Germany, Italy and Japan in the second world war</p> <p><b>Blackout:</b> The act of blocking all your windows at night to prevent the enemy's aeroplanes from spotting your location.</p> <p><b>Blitz:</b> An intense military attack.</p> | <p><b>Heritage:</b> Property that is or may be inherited.</p> <p><b>Citizenship:</b> Being a member (citizen) of a particular country.</p> <p><b>Diversity:</b> Involving or including people of all backgrounds regardless of social standing, race, sex, religion etc.</p> <p><b>Ethnic minority:</b> A group within a community which has different national or cultural traditions.</p>  | <p><b>Class:</b> A system of ordering society based on their social or economic status.</p> <p><b>Government:</b> A group of people with the authority to govern a country or state.</p> <p><b>Dame schools:</b> A small primary school run by elderly women.</p> <p><b>Ragged schools:</b> A free school for poor children.</p> <p><b>Educational law:</b> A set of rules and regulations that guide the workings of an education</p> |

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|                 | <p><b>Censorship:</b> The banning of news or media that is seen to not be appropriate or politically acceptable.</p> <p><b>Civilians:</b> People not directly involved in a battle.</p> <p><b>Civil Defence:</b> The organisation and training of civilians to be prepared for attacks in wartime.</p> <p><b>Commonwealth:</b> An international association consisting of the UK together with states of the former British Empire.</p> <p><b>Concentration camp:</b> A place where people who were captured in the war were taken and generally mistreated.</p> <p><b>D-Day:</b> The largest seaborne invasion in history on the Normandy beaches in France.</p> <p><b>Evacuee:</b> Someone, usually a child, who is moved away from their hometown to avoid danger.</p> <p><b>Holocaust:</b> Destruction or slaughter on a mass scale.</p> <p><b>Liberate:</b> Set free from imprisonment.</p> <p><b>Nazi:</b> A German political party headed by Adolf Hitler.</p> <p><b>Occupied:</b> Being used by someone</p> <p><b>Prisoners of war:</b> Fighters of the war who are captured.</p> <p><b>Propoganda:</b> Biased or misleading advertising to promote a political point of view.</p> <p><b>Rationing:</b> Allowing people to only have a fixed amount of something.</p> <p><b>Refugee:</b> Somebody who is forced to leave their country because of war.</p> <p><b>Resistance:</b> The underground movement in France to fight German occupying forces.</p> | <p><b>Equality:</b> Being equal, especially in status.</p> <p><b>Legacy:</b> An amount of money or property left to someone in a will.</p> <p><b>Legislation:</b> Laws</p> <p><b>Injustice:</b> Lack of fairness.</p> <p><b>Prejudice:</b> Opinion that is not based on reason or actual experience.</p> <p><b>Stereotype:</b> A commonly believed but oversimplified image of a person, type of person or thing.</p> <p><b>Resistance:</b> the refusal to accept or comply with something.</p> <p><b>Independence:</b> A state of wanting or being able to do something for yourself.</p> <p><b>Town planning:</b> The planning and control of the construction, growth and development of a town.</p> <p><b>Development:</b> The process of improving and moving something forward.</p> <p><b>Immigration:</b> The action of coming to live permanently in a foreign country.</p> | <p>system.</p> <p><b>Cause and consequence:</b> Why did something happen and what effect did it then have as a result.</p> <p><b>Thematic:</b> A range of topics for study or discussion.</p> <p><b>Punishment:</b> The giving or receiving a penalty as a result of an offence.</p> <p><b>Inclusivity:</b> To provide equal access to everyone.</p> <p><b>Rejuvenation:</b> The process of giving new energy to something.</p> |
| Core Activities | <p>Visit a local war memorial.</p> <p>Examine wartime artefacts and discuss their purposes.</p> <p>Create a propaganda poster.</p>  | <p>To hold a mock election.</p> <p>Plan a modern town</p>   | <p>To have a class debate on whether education is for everyone.</p> <p>To conduct research on a key person in education and present your findings.</p>  |

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|  |                                     | Visit Eden Camp   |   |  |
|  | Assessment Activities/Key Questions | Complete a TV broadcast explaining the key events in the war and how it has come to an end. | Create a leaflet introducing the new NHS and all the benefits to all who live in Britain. | To complete a presentation on PowerPoint of the benefits of modern schooling, the key findings of what school used to be like and ways in which we could improve our schooling looking towards the future. |