

History Curriculum

*Growing, Loving and Learning
in the arms of Mary*



Early Years - Understanding The World

Nursery

Nursery children develop their everyday language linked to time.



Then

Yesterday

This morning

Tonight

Tomorrow

The children develop their use of speaking in the past tense through adult modeling and play. They use cause and effect toys.



Ran

Skipped

Created



Made

Built

Nursery children listen to traditional tales and discuss the story sequence. They begin to answer how and why questions.

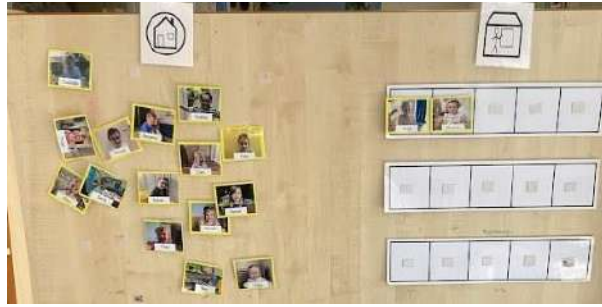


The children retell important events from their day, weekend and school holidays.



In nursery children develop a sense of time and routine through their daily timetable.





Reception



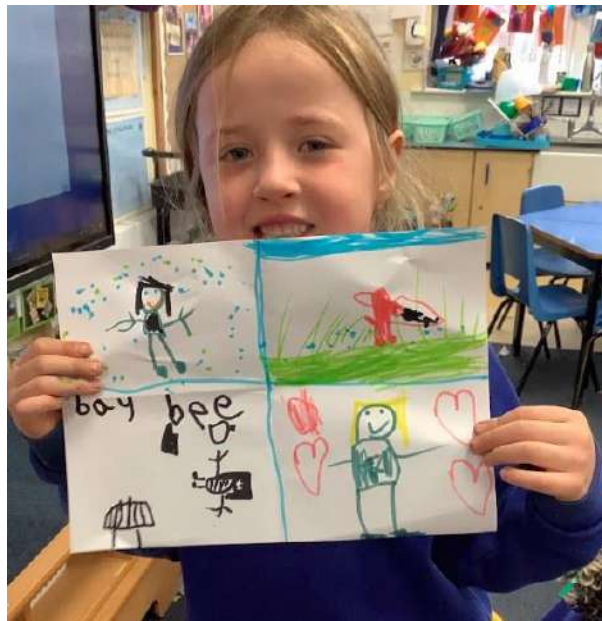
The children talk about important events that have happened in their past.

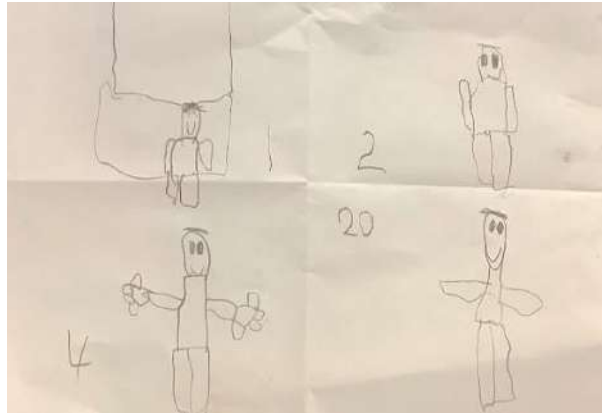


The children learn about how they have changed since being born. They discuss what they could do as babies, toddlers, now and how they will change in future.



The children have created images of themselves and how they have changed.

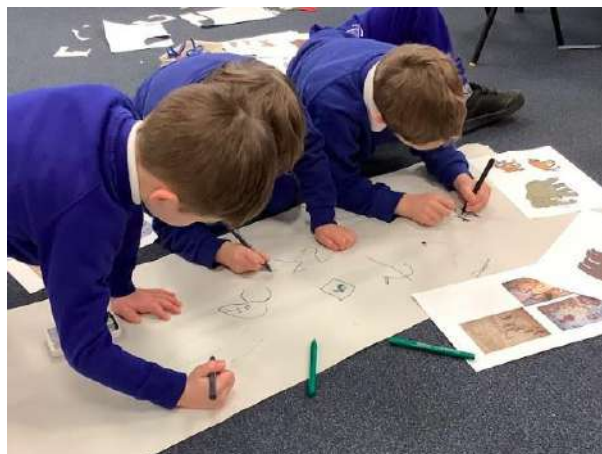




Reception children sequence stories to develop their understanding of when things happen.



The children listen to stories about the past. They distinguish between fact and fiction and discuss what they have learned.







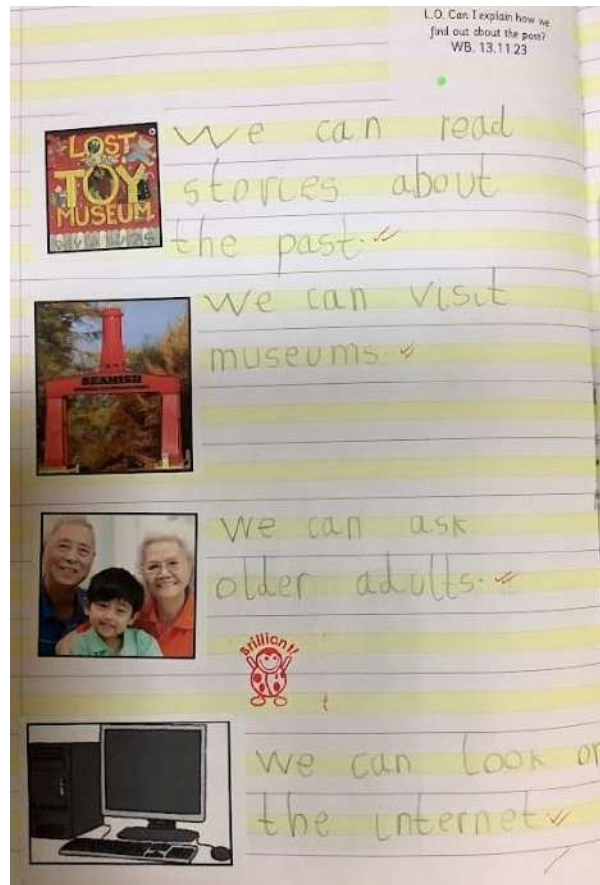
Chronology in Reception



Year One

What was life like when my Grandparents were young?

L.O. Can I explain how we find out about the past?
WB. 13.11.23



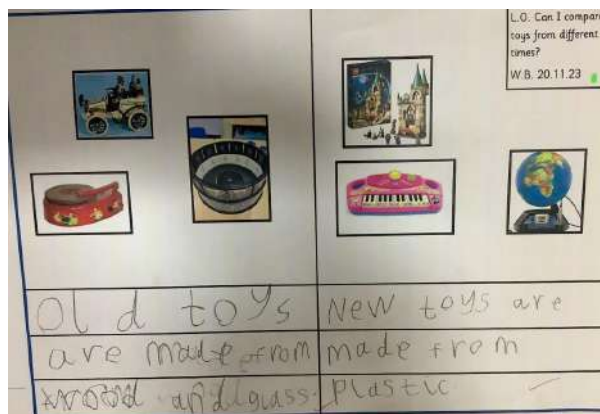
we can read stories about the past. ✓

we can visit museums. ✓

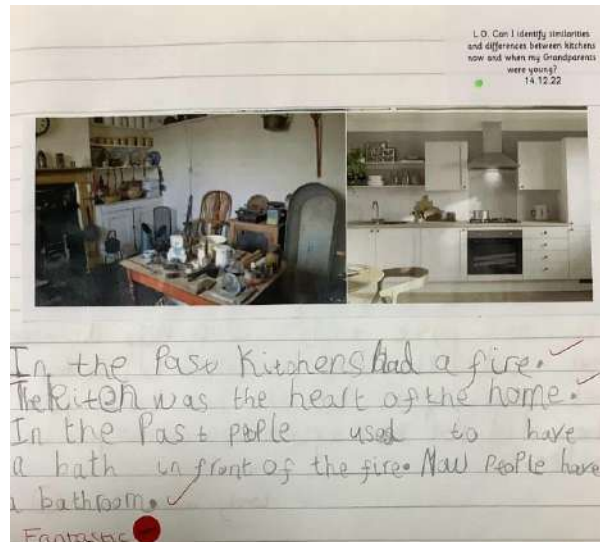
we can ask older adults. ✓

we can look on the internet. ✓

In Year One Children will find out about how toys have changed within living memory. They explored real artefacts from the past with a visit from a historian from Beamish Museum.



The children learn about how the well-being and living conditions of people has changed over time. The compare and contrast objects, homes and lifestyle.



Grace Darling

In Year One the children learn about Grace Darling as a significant individual from our local area. They discover the causes and consequences of her brave actions.

Who is Grace Darling?

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally.
- 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.
- Significant historical events, people and places in their own locality.

lighthouse



Grace Darling



survivors



storm



waves



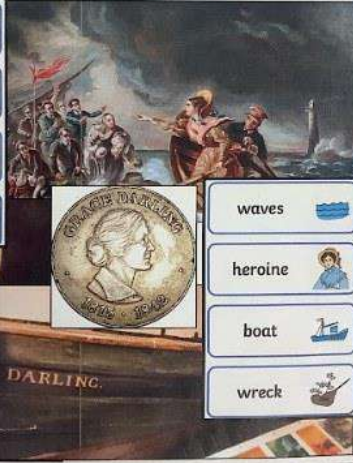
heroine



boat



wreck



L.O. Can I use a picture source to ask and answer questions about the past?
W.3. 15.04.24



storm clouds
a sinking ship
rough waves
a lighthouse
rocks

Year One visited St Mary's Lighthouse as part of their learning about Grace Darling.



Year 2


Coal Mining


Year Two develop their understanding of local history in Sunderland. The children develop a knowledge of how coal mining impacted the local environment and what the well-being and rights of miners were like.





22.11.22
L.O.
Can I compare industries
in Sunderland past and
present?


Present


CRAMS



Rope Making



Pottery


Glass


Coal mining


Mobile Phones


Computers


Ship building


L.O. Can I compare industries
in Sunderland past and
present?

This is a **miner's** tool
to measure the width of
Miner's hat.

This is a **miner's** hat
which is made
out of wood so
that it will not get
hot.

This is a **miner's** lamp
which is used to
illuminate the
mine. It is made
of glass and metal.
It is used to
illuminate the
mine.


This is a **miner's** lamp
and it is made
of glass and metal.
It is used to
illuminate the
mine.

This is a **miner's** lamp
and it is made
of glass and metal.
It is used to
illuminate the
mine.


This is a **miner's** lamp
and it is made
of glass and metal.
It is used to
illuminate the
mine.

This is a **miner's** lamp
and it is made
of glass and metal.
It is used to
illuminate the
mine.


06.12.22
L.O.
Can I find information
about jobs in a mine?
S ✓ ● ●




Pull the carts of coal. ✓



Open and close trap doors to let carts of coal through. ✓



Cut the coal with a pickaxe. ✓



Carry baskets of coal to the surface. ✓



The children explored a range of artefacts from Sunderland Museum.



Questions	Answers	Mark
1. How long did the miners work for when they began to work?	1. How long they work when they began to work	1. How did you do the question?
2. How did the miners get to work in the night?	2. How did they get to work in the night	2. How did the answer get that mark?
3. How did the miners get to the colliery every morning?	3. How did they get to the colliery every morning?	3. How did the answer get that mark?
4. Why did the miners have to change clothes when they got out of the cage in the end of their shift?	4. Why did they have to change clothes when they got out of the cage in the end of their shift?	4. How many marks did the answer worth?
5. What did the miners do before they went home?	5. What did they do before they went home?	5. Why did the answer get that mark?

1. He had to change into his pit clothes. He put his clean clothes in his locker. He put his dirty clothes in his dirty locker. Then he went to get his lamp and his tokens.
2. He had 2 pit tokens and gave one to the banksman before got into the cage.
3. There were 3 floors in a cage. So men could fit into a cage. They got into a small train under the North Sea.

- a. At the end of the shift he handed the brass token to banksman to match so they knew if everybody was back.
 - b. Before they went home they had a shower because they were full of coal dust. They put their dirty clothes in their dirty locker and took their clean clothes out of their clean locker and went home.
 - b. The danger was gas. If gas got into the mine the lamp would flick. You would have to evacuate.
- A coal cutting machine cuts very fast and makes a lot of money.

8. A prop kept the roof up. When the coal cutting machine was used to cut big holes in the walls.
9. You started training when you were 16. When you are 18, you are allowed down in the pit.
10. The miners took their sandwiches down in plastic boxes. Paper was not allowed because it could set fire and put other people's life in danger.
11. There were no toilets in the mines. So they had to find a clear space away from where they were working.




12. The miners worked 10 hours but 3 hours was traveling. So the shift working was actually 7 hours.
13. The miners went on strike because they wanted better pay and conditions like metal boots and lamps.

The Great Fire of London

Year Two find out about how The Great Fire of London impacted the well-being of future generations.

L.O. Can I understand how we know about the Great Fire of London? 16.2.23. ✓ S ● ●

Use the numbers 1-3 to number the sources of evidence in order of importance with the most important being number 1.

Source of evidence	Number	Reason
painting of London 1666 	2	This painting tells us there was a fire but it does not tell us when it happened, when it happened, when it started, how many houses burned but it showed and how long it lasted.
Samuel Pepys's diary, from 2 nd - 6 th September 1666 	1	The diary tells us when it started, where it happened, how many houses burned by it spread, that they pulled houses down and that they used cannon to stop the houses.
coins from 1666 	3	This is not good evidence because it does not tell us that there was a fire, how it spread, how many houses burned but it tells us when it started and how long it lasted.

4 - Using Sources to construct the past

27.2.23
L.O.
Can I write a factual chronological report?
S ● ● ●

London on fire

Do you know about the fire in London?
Read this information to learn more about the fire.
Where did it start?
2nd of September in Pudding Lane in Thomas Farriner's bakery. One night Thomas Farriner did not put out his oven ^{properly} and a spark jumped out. London is the capital city of England.

Why did it spread?
The fire spread because the houses were made of wood and straw. The houses were close together and it had been a long hot, dry summer. It was a windy night so sparks spread from house to house. There were no fire brigades and no phones to call for help.

A non-chronological report.


Samuel Pepys
Samuel Pepys wrote in a diary.
He buried cheese and wine so
it did not get burned in the fire.
We know about the fire because
of Samuel Pepys' diary.
He asked the King if they
could pull houses down with fire
hooks so it could stop the fire
from spreading.

The Titanic

During their learning about The Titanic, the children in Year Two, develop an understanding of the rights of different groups in the past. They find out about inequality and the need for equal rights for all people.


A collage of historical events and figures on lined paper. The items are arranged in two rows. The top row contains five items: 1. A card with the date '5th November 1620' and 'Columbus 1492' and an illustration of a man in a hat. 2. A card with the date 'On Sunday 2nd September 1864' and 'The Great Fire of London' and an illustration of a city on fire. 3. A card with the date '7th September 1818' and 'Queen Caroline rescues stranded passengers in her father's boat' and an illustration of a boat. 4. A card with the date 'April 15th 1912' and 'The Titanic Sinks' and an illustration of the Titanic. 5. A card with the date 'July 21st 1908' and 'Neil Armstrong walks on the Moon' and an illustration of Neil Armstrong. Below these is another card with the date '6th February 2022' and 'The Queen's Platinum Jubilee' and an illustration of the Queen. The bottom row contains one larger card with the title 'Coal Mining in Sunderland' and 'Worsam in Colley (1835-1900)' and an illustration of a coal mine.

TITANIC




Some people said the Titanic was unsinkable.

13.06.23
L.O.
Can I order the events leading up to the Titanic disaster?

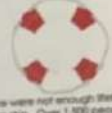


The Titanic thought to be the biggest ship in the world.




The ship filled with water and sank.


Titanic is a very famous ship.




There were not enough lifeboats on the ship. Over 1,500 people lost their lives.




Many people were traveling to America for a better life.



On April 10, 1912 it left Southampton, England for New York City, USA.

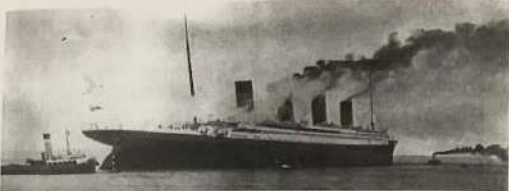


The loss of Titanic helped make ships today more safe.

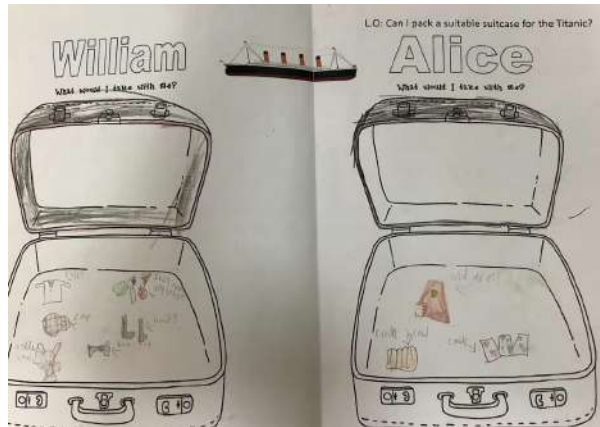


On April 14, 1912 Titanic hit an iceberg.

L.O. Can I explain why did the Titanic sank and so many people lost their lives? 20.5.23



- Why was Captain Smith to blame for the sinking of the Titanic?
Because he visited to Bruce Ismay to go across to a big and across the world.
- Why were the shipbuilders, Harland and Wolfe to blame for the sinking of the Titanic?
Because they bought cheap steel and they were cheap.
- Why was Bruce Ismay to blame for the sinking of the Titanic?
Because Bruce Ismay wanted to be rich and he wanted to be a millionaire.
- Why was Mr Andrews responsible for the sinking of the Titanic?
Because he did not build the ship with the best materials. So he was chief engineer and was using steel but the wall of steel was not strong enough.



I think mostly it was Bruce
I smay because he told captors
to go faster.

Year 3

The Victorians

In Year Three, children develop their understanding that history is split into different time periods. Children begin to develop more knowledge about British history.

9.21.2022

Queen Victoria and Queen Elizabeth II


Similarities	
<p>Low</p> <p>Working and simple</p> <p>Born in 1819</p> <p>Reigned for 63 years</p> <p>Had six grandchildren</p> <p>Married Prince Albert in 1840</p> <p>During her reign the industrial revolution began</p>	<p>Educated at home</p> <p>Loved her dog</p> <p>Once belonged reigning monarch</p> <p>Lived in Buckingham Palace</p> <p>Calm and wise</p>
	<p>Place of occupation</p> <p>Married Prince Philip</p> <p>Ascended in 1952</p> <p>During her reign electricity was invented</p> <p>Born in 1926. Reigned for 70 years</p> <p>Had 8 grandchildren</p> <p>During her reign the television</p> <p>During her reign man was</p>

LO: Can I explain how Victorian children spent their leisure time?
16.11.22 ✓

Victorian toys	Our toys
<ul style="list-style-type: none"> • Chinese tea sets • Wooden dolls • Wooden clockwork trains • Hoop and stick • Wooden boats • Chess, Ludo and board games • d i a b o l o • rocking horse • Wooden skipping rope • Soldiers • Outdoor sports and football 	<ul style="list-style-type: none"> • Plastic dolls • Plastic boats • PSE, 4 and 3 • iPad • Nintendo • TV • Electric cars • X box • Phone

Fact: Children from poor families had to make home-made toys?

7.11.2022 ✓
LO: Can I identify similarities and differences between Queen Victoria and Queen Elizabeth II?



Queen Elizabeth II

Date of coronation: 2nd June 1953

Preceding monarch: King George VI

Spouse: prince Philip of Greece

Number of children: four, Charles, Anne, Andrew and Edward


Famous for...: Longest reigning monarch

Length of reign: 70

Interesting facts: She was taught at home by a governess. died at age 96. She was 160cm tall. She owned over 1500 corgis. She had 4 thrones.

Continuity and change.


Royal home: Buckingham Palace, Balmoral and Windsor Castle.
 World events: TV, internet, personal computers, first man on the moon.



Queen Victoria
 Date of coronation: 28th June 1838.
 Spouse: Prince Albert.
 Number of children: nine.

Interesting facts: When Albert died, she wore black for the rest of her life. She has 42 children. She is the longest length of reign: 62 years 7 months.
 Famous for: the Second largest monarch
 Preceding monarch: William IV
 Royal home: Buckingham Palace, Windsor Castle, Balmoral
 World events: Industrial Revolution

Can I compare and contrast modern and Victorian schooling at the end of the 19th Century?
 15.11.22 ✓



Victorian school

dunce's hat	slate and chalk	individual
large chalkboard	pen and ink	playground games
cane	class of more than forty	abacus
strict teachers	girls and boys separate	writing on slates

From 1891, there were free schools.
 Boys learnt extra technology and crafts.

The rights of children in Britain improved during Victorian times.



Modern school

group of tables	interactive whiteboard	playground games
fun teachers	class of about thirty	calculator
behaviour chart	pen and exercise book	



Victorian cracker



Tom Smith was the first person to make Christmas crackers. He got the banging sound from the fire.

LO: Can I explain how Victorian Christmas traditions have influenced our Christmas? 18.11.22



Victorian card
John Terry Colcott made the first Christmas card and he sent it to his friend.





Prince Albert introduced the Christmas tree tradition in 1847




Victorians had to play cards after Christmas dinner.

LO: Can I write a near-chronological report about Victorian childhood?
21.11.2022 ✓


Queen Victoria

 Queen Victoria was crowned in 1838. She reigned for 63 years and 7 months.


Jobs for Victorian Children

 Victorian children had jobs like chimney sweeps, factory workers and coal miners. They were all very dangerous. They got low wages and worked for long hours.


Dr. Thomas Barnardo

 He opened 96 homes for homeless boys. He helped abandoned children.


Dr. Barnardo improved the lives and well-being of children.

LO: Can I describe what life was like for a poor child in the 1840s?
11.11.22 ✓

I'm a chimney sweep.

 I have to clean chimneys and when I stop midway, my master lights a fire and it damages my lungs.


I'm a factory worker.

 I had to work for long hours and I was paid low wages. I was treated badly.

I'm a coal worker.

 Sometimes gas explosions happen and that kills our workers.

I'm a domestic servant.

 I clean up workplaces and kitchens. I work long hours, but I get low wages.


LO: Can I explain who helped to improve the lives of Victorian children? 14.11.22 ✓

Highlighted difficulties of children in her books and even visited them.




Charles Dickens 1812-1870

He thought it was wrong to use children as cheap labour. He also opened schools.




Lord Shaftesbury 1801-1885

He helped abandoned children and Open 96 homes for homeless children.




Dr Barnardo 1845-1905

Victorian Schools
 From 1891, there were sex schools.
 boys and girls sat separately,
 boys learned technology.



A Victorian Christmas
 Prince Albert introduced Christmas trees
 in 1848.



What an amazing day we have had in Year 3 today! #Victorians #history




Year Three had a visit from 'That History Bloke'. He furthered their understanding of what life was like during the Victorian Era.

Stone Age to Iron Age

The children gain knowledge of how advancements between time periods impacted the well-being and lives of people in the past. They learn about the beliefs of Stone Age people and make comparisons between then and now.

LO: Can I explain the features and importance of Stonehenge?
7.3.23 ✓

WILTSTONE
HENGE



Where is it?
Stonehenge is in Salisbury, South of England.

What was it for?
It was used for healing, rituals, and astronomical work.

When was it built?
Work started on Stonehenge in 3000 BCE. It was built by 5000.

How does it work with the sun?
On the summer solstice, the sun rises behind the monument.

How was it built?
They shaped the stones with flint hammers. They moved the stones by roads, on land, by sea, men and rope.

L.O. Can I form an opinion about the achievements of prehistoric people? 10.3.23 ✓

Farming
-no longer need to hunt wild animals

Inventing Wheels
-easier to move things

Taming Horses
-travel more quickly

Using Metals
- can be melted and so shaped more easily

Houses
can choose where to live
keep animals out

Fire
- keep warm
- scare animals
- cook meat

Trade
-swap what you have for what you need

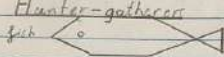
Pottery
-boil water
-carry water


Sharp Tools
-cut wood
-kill animals
-self-defence


I think Farming is the most important because you can build on things, for example, if a cow had a calf and 5 days after, the cow died, you would still have the calf. I think


L.O. Can talk about how hunter-gathering progressed to farming? 14.3.23 ✓


Hunter-gatherers


fish 

 sabre-tooth tiger


 mammoth


bird 

dog 

hyenas 

Gathering - wild food

 hazelnuts

 conkers

Farming
settled in one place Grew crops They kept cattle, sheep and pigs.

The Year Three children deepen their knowledge of chronology by being introduced to the terms BC and AD.

L.O Can I identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence? ✓
10.3.23

Pre historic people left no written records.
We know about their lives through archaeology.

Archaeologists found:

- tools
- weapons
- human remains
- remains of houses
- skeletons
- bumps and ridges in the landscape
- a pollution

5 - Significance and Interpretation

L.O Can I talk about how the advancements in the Stone Age to the Iron Age were important to the development to Britain? ✓
17.3.23

Advancements





Food
The Stone Age people in the Mesolithic and Paleolithic times used to hunt animals like horses. Then in the Neolithic times, they grew their own crops with things like wheat and kept their own.

Houses
In the Paleolithic times, lived in caves. In the Mesolithic times, the houses were a circular structures.

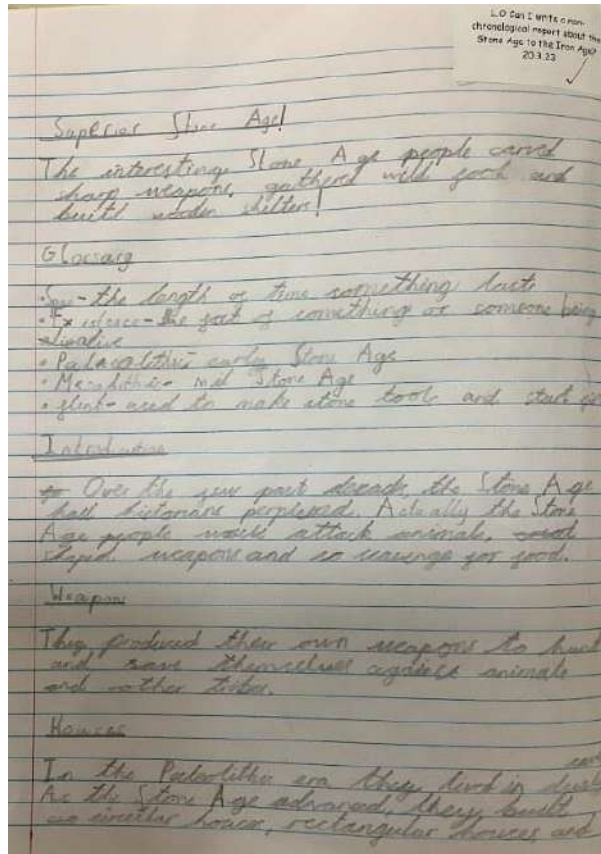
Weapons
Weapons started out using flint, stone and bone spears.

L.O: Can I identify changes in housing from the Stone Age to the Iron Age? 13.3.23 ✓

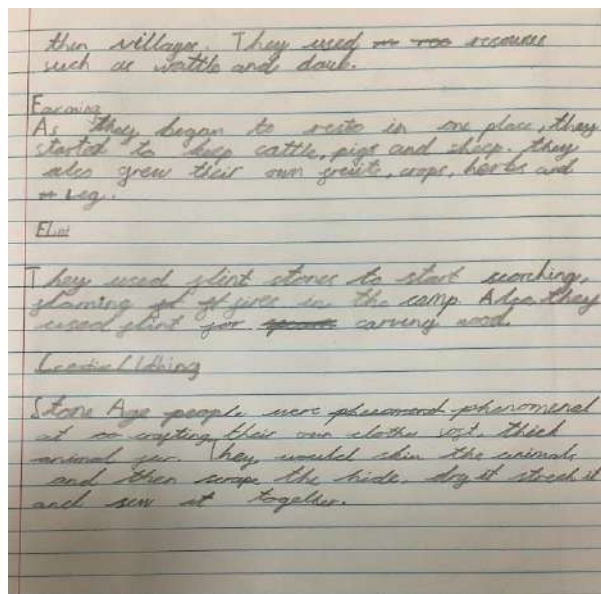
Write down the features of each type of housing from each age - think about the materials, furniture, comfort, protection etc.

Period	Image	Handwritten Notes
Paleolithic		Used caves. No houses. Used wood, stone, wool.
Mesolithic		Evidence says the Mesolithic people had a circular structures. They may have used animal skin or mud to cover the frame.
Neolithic		Evidence suggests that houses were usually rectangular in the Neolithic period.
Iron Age		Hill forts were made so they could use a shelter and some could trap around and eat their goods good.

6 - Constructing The Past



A non-chronological report. Children begin to write as historians.




The Romans


The children build on their knowledge of British History. They learn about how changes made during the Roman period have impacted on people today.


L.O. Can I discuss why the Romans invaded Britain?
3.5.23 ✓

The Romans invaded Britain in 43 CE.
They wanted to be rich, have good farmland
and get gold and silver from the mines.
After two failed attempts by Julius Caesar, the
Romans finally invaded Britain with Emperor
Claudius.

L.O. Can I discuss the achievements of the Romans and the impact that they had on Britain?
10.5.23 ✓

Cell house

 round timber
 thatched roof 1 room

Villa

 little quarters
 made from brick
 walls painted white
 mosaic on the floors
 red tiles on roof
 more rooms

My house

 Brick
 furniture
 windows
 central heating

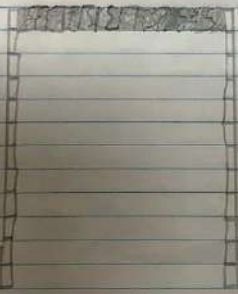
7 - Wellbeing

L.O. Can I discuss the achievements of the Romans in Britain?
9.5.23 ✓

How did the Romans make the roads?
The Roman Army made their roads
landmade and with several layers.

Why did they make them straight?
They made them straight so they get to
places quicker.

How did the roads help the Romans
and Celts?
The roads helped the Celts so they
could trade goods. They helped the
Romans by letting them travel quicker.




L.O. Can I talk about the
revere the Roman belief
Hadrian's Wall
11.5.24


Hadrian's Wall
 Hadrian's Wall was made in 120 AD
 and was built to keep the Scots out
 it was constructed by the Roman Army
 and took 6 years to build Hadrian's Wall
 started in Scotland and ended in England
 Hadrian's Wall had towers which were
 towers that could hold 1000 men


Children find out about Ancient Roman beliefs.


L.O. Can I discuss religion
in the Roman times?
12.5.23

The Romans believed in many gods
 They were offering it to the gods for
 blessing and protection.

Jupiter

 Jupiter is the god of the sky and
 & Protector of Rome.

Vesta

 Vesta is the gods of the death

Neptune

 Neptune is the god of the sea

Mars

 Mars is the god of war
 We have 1 God who
 the Romans have many

L.O. Can I discuss the importance of Boudicca in British and Roman history?
17.05.23



A statue of Boudicca in London

Boudicca was a great warrior of Britain. She married King Prasutagus, leader of the Iceni which we now call east Angles. Boudicca fought in a battle called 'The Battle of Watling Street'. Her army was called 'The British Legionaries'. They lost. There are ruins that Boudicca is buried under King's Cross Station, London, England, that she had personal health or she got sick and died.

8 - Significance and Interpretation


- 18.5.23 Roman quiz
1. Italy!
 2. traded for horses!
 3. Julius Caesar built for the Emperor Claudius
 4. Valuable metals good farmland and money!!
 5. They made straight roads and harbours!
 6. To travel faster!
 7. Celts had natural materials and Roman ones had skills!
 8. King Ptolemy built Caerwent and Caerboron!
 9. Villas! roads!
 10. Legionary Garrison!
 11. Roman Army!
 12. army!
 13. Forts, Dura!!
 14. She was a great warrior!
 15. A Roman Site!

The Maya


Year Three children compare and contrast The ancient civilisation of Maya with The Romans, who existed in Britain at the same time.

L.O. Can I compare the similarities and differences between Maya and Roman Britain houses? 17.7.23

The Maya




Stone
Pillars
on a place
with an on flight
decorated with carvings
Stone flooring




Thatched roof
Thatched roof is piped
made from wood, clay
and mud
toes

The Roman




Rough
Pillars
glass windows
rooms
under floor heating
Paintings
mosaics
tiles



Thatched roof
Thatched roofs
Made from wood, clay and mud
toes

L.O. Can I discuss similarities and differences between the Maya and Roman Britain? 18.7.23


The Maya



Made of stone
Hard rough
Made for travel through
rainy jungle
you have to be careful
ground
slight

Food
Wheat & other
Made from good
Farming
Veg
meat
corn (maize)
Cows, pigs, hens
Made tablets
gold
Silver
beads
etc

The Roman



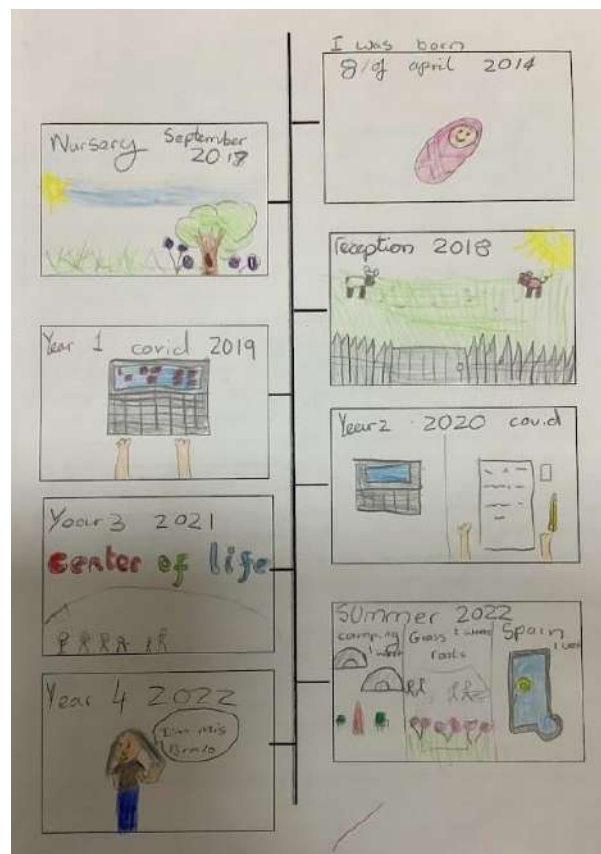
Made of stone
Hard rough
Made for travel and to
trade
straight
good

Food
Settled in one place
Farming
Veg
meat
fish
salt fish
grain
oats
honey
animal grain
eggs
etc

Year 4

WW1

In Year Four children develop a greater understanding of British history. They build on their prior knowledge of time periods from Year Three.



09.11.2022
 LF1
 LO: Can I understand who was involved in WW1?

Alliance-friendship

Triple Entente
 France
 Great Britain
 Russia

VERSUS

Triple Alliance
 Austria-Hungary
 Germany
 Italy

Key:
 ● Triple Alliance
 ● Triple Entente

An alliance is an agreement made between two or more countries to give each other help if it is needed.

Propaganda is an information, especially of a vague or unclear nature, used to create a public opinion.

Nationalism is a strong form of patriotism, they exaggerate the experience of their nationality.

British Nationalism
 English press worried the nationalist enemy by telling British that Germany is weak, possible and we must defeat them.
 The origin of British Nationalism is Victorian.
 They are used to encourage loyalty and discipline.
 The result of expansion of land caused by various colonies.

German Nationalism
 Germany was young nation, formed in 1871 after the unification of 39 German-speaking states and territories.
 The leaders of post-1871 Germany used nationalism to unite the new nation and gain public support. German culture - from the poetry of Goethe to the music of Richard Wagner - was proud and self-centered.
 The strength of nation, German leaders believed, was regulated by the strength of their military forces.

10.11.2022
 LF2
 LO: Can I understand nationalism's role in getting WW1?

The News Tonight

- 1 anchor George
- 1 journalist Lillie
- 1 witness / Black Hood Gang Member

Anchor: Include: When did the incident happen, what was the incident.
 Good evening / afternoon / morning and welcome to the 8 o'clock news. The headlines are:
Awful Death for Franz Ferdinand!
 Now over to you Lillie who is at the scene of the crime. ^{who killed him} why he killed ^{who did he die}

Reporter: Include: Who was involved, why Ferdinand was important, where it was, what happened.
 Thank you George (name of anchor).

I'm here with Clara Gomez who was eyewitness to the assassination of Franz Ferdinand.

Questions:

- 1) who was Franz Ferdinand / Maria of Austria
- 2) where did he live / Austria
- 3) when was he assassinated / 28th of June 1914 Sarajevo

Witness: Answer the questions:

- 1) why was he assassinated / i don't know
- 2) how was he assassinated / idont know
- 3) who did the black hood gang / i'm telling you i don't know

Mr Kaiser

I want to you worried about the power going across Europe, and I think this will make a problem for Germany and Italy

I'm sure you have heard about imperialism where large strong nations take over small powerless nations which is called colonies. The British Empire is huge and the sun never sets on Britain's Empire is strong because they have the largest fleet of sailing ships. We must be the first to make bigger ships and bigger battle ships called dreadnoughts.

In the 1870s only 10% of Africa was under European control. However, because of the rush for Africa by 1914 Europeans only were there 90% of the African continent. I know that our immense country has many rivers and that is a possibility in building factories this will be great victory for us because European countries dream about owning a railway that runs the length of Africa from Cape Britain to the Congo.

I have had my letter expressing my concerns for our great and noble strong held nation.

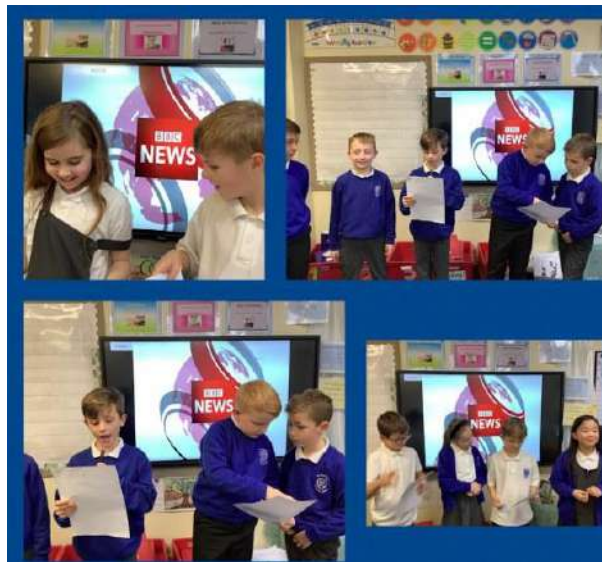
Sincerely,
 Hans


Excellent letter to inform the Kaiser what was going on Good job Lillie! :)

11.11.2022
 LFS
 10. Can I understand imperialism's role in starting WWI?


Children in Year Four focus on the well-being and impact that WWI had on the lives of soldiers.

'That Histroy Bloke' Visited Year Four to support their learning about WWI.



 **St Marys RC School** @StMarysSchoolRC - 14/12/2023
Exceptional WW1 reports from these three outstanding pupils showcasing their dedication and insightful perspectives. Well done 🌟
📖 #HistoryStars #PupilAchievements

Wanted!
Henry VIII needs a new wife!




Henry would like his wife to be
Disciplined, Able to produce a male Heir, Young, Stender, educated
Sophisticated, good manners, obedient and most of all
Not only will you be queen you will have loads of
Money, Henry's court is the best of all! You will
spend a lifetime of happiness with Henry.

So do you have what it takes to be queen?

L13
L.O. Can I understand why King
Henry VIII wanted to divorce
Katherine of Aragon?

A PAPAL Problem!



Henry VIII wanted to divorce his first wife, Katherine of Aragon, because she had not produced a male heir. The Pope refused to grant the divorce, leading to the English Reformation.

KING HENRY

Henry VIII was a powerful monarch who wanted to be a true Christian king. He believed that a king should be able to control the church in his country. This led to the English Reformation, when Henry broke away from the Roman Catholic Church and established the Church of England.

Henry VIII's desire for a male heir led to the divorce of Katherine of Aragon. The Pope refused to grant the divorce, so Henry declared himself the head of the Church of England. This led to the English Reformation.

Who Did King Henry VIII Break with Rome?

Henry VIII wanted to divorce his first wife, Katherine of Aragon, because she had not produced a male heir. The Pope refused to grant the divorce, leading to the English Reformation.

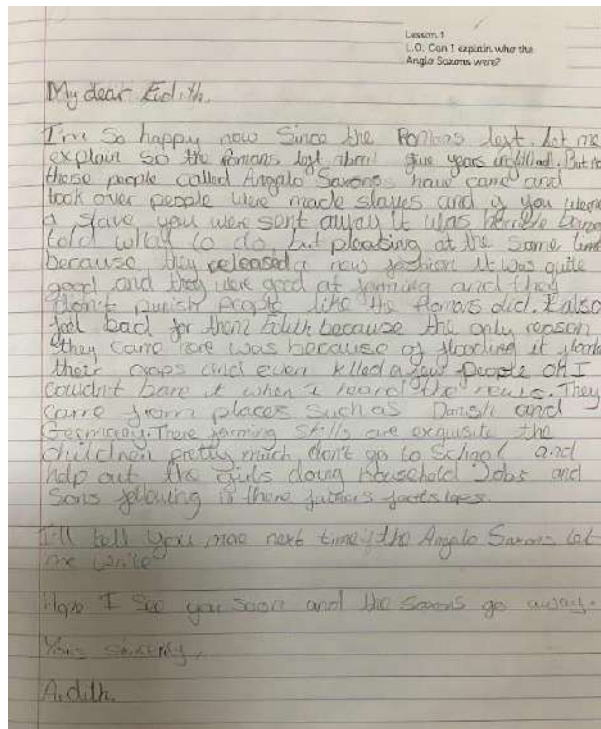
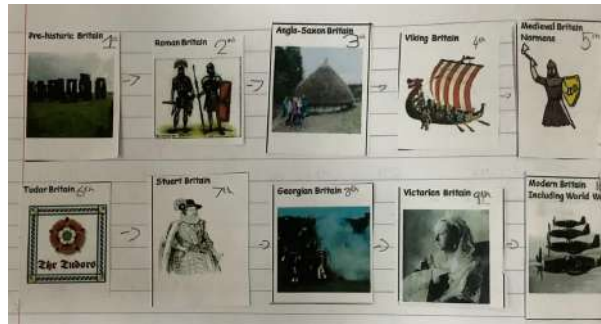
Henry VIII's desire for a male heir led to the divorce of Katherine of Aragon. The Pope refused to grant the divorce, so Henry declared himself the head of the Church of England. This led to the English Reformation.

Henry VIII's desire for a male heir led to the divorce of Katherine of Aragon. The Pope refused to grant the divorce, so Henry declared himself the head of the Church of England. This led to the English Reformation.

Henry VIII's desire for a male heir led to the divorce of Katherine of Aragon. The Pope refused to grant the divorce, so Henry declared himself the head of the Church of England. This led to the English Reformation.

Anglo-Saxons

The children will develop an understanding of how Britain changed during this historical period. They will make comparisons between Anglo Saxon and Roman time, making links to their Year three curriculum.



Lesson 2
L.O. Can I identify what life was like for Anglo Saxons?

Dear Diary,
I woke up this morning like I usually do to go and feed the chickens after a job that I collected all the eggs they had laid the night before and took them to market so she can prepare breakfast. After that I did my house work with mother and my older sister Mithred. Once I've done my chores I go out into the village and I had my best friend Alf. I've known him since I was very little and has very funny especially when he goes the long way and not through the field because he believes its haunted but I go through that because I have my lucky charm. I've just remembered today was awful because my neighbour passed away because of tuberculosis. It was very sad and to make matters worse I had a little sister but then she died.

Write to you tomorrow.

EMMA

10 - Diary entry

Lesson 2
L.O. Can I understand the importance of religion to the Anglo Saxons?

St Augustine
Augustine came to Britain in 597 AD by sea. He was the first Christian missionary to land and began to spread the Christian religion.
He had the idea that had a wife she was a Christian and then she became a Christian. 40,000 people became Christians and got baptised.
The King made a promise to protect the Christians.

St Columba
Columba was a monk who lived in Scotland. He had a vision of St Columba. He had a vision of St Columba. He had a vision of St Columba. He had a vision of St Columba.

St Aidan
Aidan was a monk who lived in Northumbria. He had a vision of St Aidan. He had a vision of St Aidan. He had a vision of St Aidan.

What did The Anglo Saxons believe?

Lesson 4
LO 1.1 Identify locally
significant areas of Anglo Saxon
life

Lincolnshire

Lincolnshire is a large North East of England area between the sea and the Humber river.

It is on an island and during the time when the tides, but you can walk on a path but when it is low you can only go there by sea boat.

It's got 160 residents but 60,000 visitors each year. The name Lincolnshire is Anglo Saxon - holy Island is derived from Viking words.

It's only 4.8 km long and 24 km wide.

In 684 AD the prison was built by St Aidan who was an Irish monk that has been sent there by King Oswald.

On 8th June the Vikings landed on Lincolnshire and killed and destroyed landowners as they stole half the population's money.

The monks fled from Lincolnshire taking St Cuthbert's body with them in 878.

After the attacks the island was called Holy Island to commemorate monks who died there.

There along the coast called St Cuthbert's called St Cuthbert's land was visible from the coast.

St Peter's Church Northwalesmouth

The original church was built in 674 AD to 675 when the area was part of the Anglo Saxon kingdom of Northumbria.

The church is Grade I listed building meaning it needs to be protected it is the one of the most historically important listed sites in NE.

The land it was built on was granted by King Ecgfrith.

The land was possibly a royal site there is evidence of royal estates nearby and inside.

During early Anglo Saxon churches were often built over Roman sites.

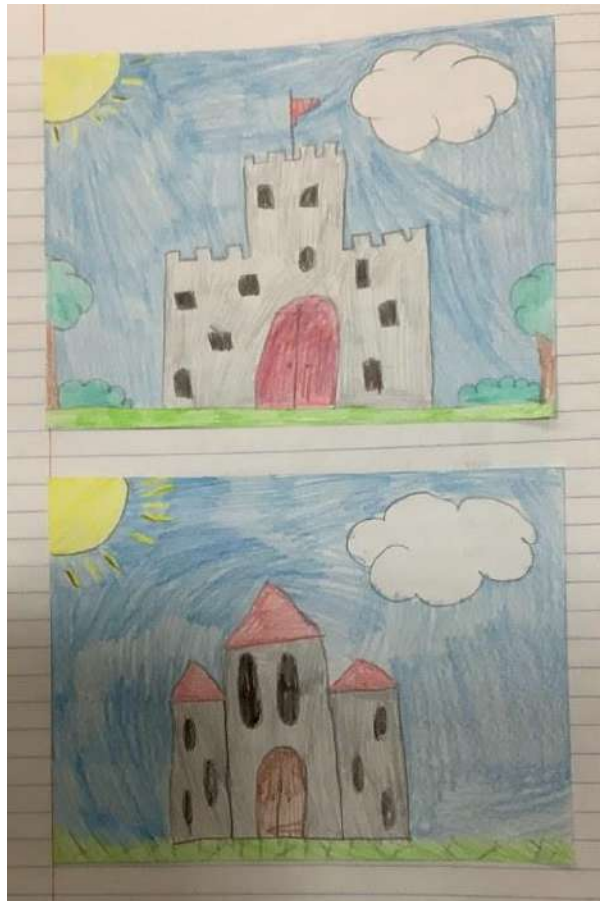
It was built as a monastery, with a church and priory.

When it was in decline times, they restored it but they had to bring stone masons and glaziers from France.

Benedict Biscop with King Oswald help constructed and restored St Peter's church.

Viking raiders sacked the church in 946 CE.

And they attacked Northumbria in 940 CE.



Lesson 5
 I.O. Can I explain what the conflict was like between the Saxons and Vikings?

What happened in Lindisfarne?

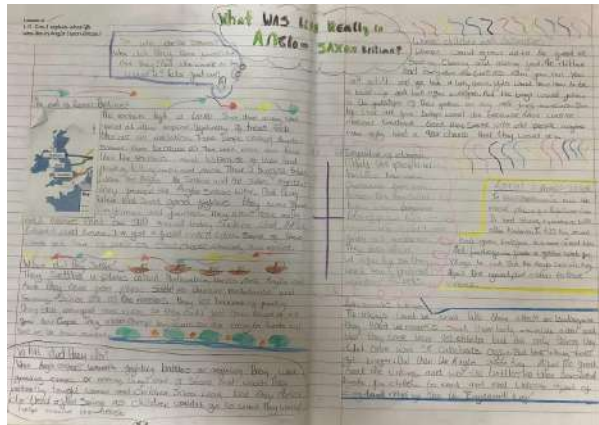
In 793 Vikings attacked on Lindisfarne or holy island. The raid in Lindisfarne was the first major Viking raid in Europe. Their Vikings target was a monastery and they have decided to do a surprise attack. The monks were used to seeing ships arriving so they welcomed them with open arms. Little did they know that these raiders will steal their treasures. When they reached Lindisfarne they left St. Cuthbert's coin because it was not important to them. The reason its called holy island is because they killed monks and spread their blood across the altar.

How did the conflict start?

The event was terrifying to English Christians not only because of the great violence inflicted but because a Christian settlement was ransacked by Vikings as they continued their raid. It was Lindisfarne importance for Christians that made the raid such a crisis. Monasteries were easy targets for Vikings because they were isolated and wealthy.

Who was Alfred the Great?

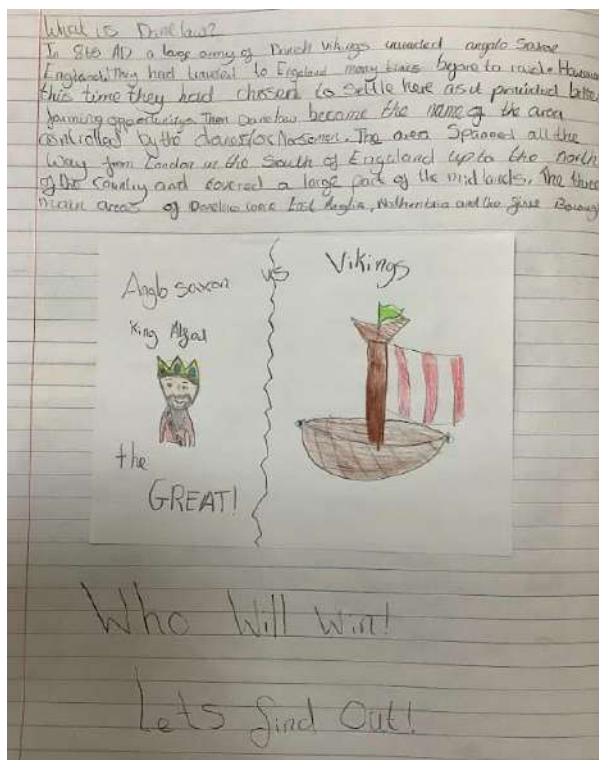
Alfred is one of the most famous Anglo-Saxon kings in Britain. Alfred read the Latin bibles with his mother when he was little learning them off by heart then to write them out into other languages telling other children read. But when they Vikings came he used his hiding as he was in hiding he was told off by his wife for letting her cakes and was said to be on the stone. Even though he drove out of his way to defeat the Vikings. He defeated them but could never drive them out of Britain. He then changed the city Wessex into England and was named King of the English.



Year 5

The Vikings

The Children in Year Five build on their prior learning of British history. They learn about continuity and change across time periods, placing British history into a context of World History when studying chronology.



3rd July 2013
 Q: Can I find reasons why the Vikings invaded Britain?
 I think the Vikings might have invaded Britain because they have lots of goods and their crops weren't fertile enough so they came here to avoid floods and grow crops which get gold and silver.
 Historians think Vikings invaded because they wanted gold, silver, books, jewels and some times took monks for slaves.
 The first major Viking raid took place at Lindisfarne, Holy Island, and Iona in monasteries because the monks who lived would be useless and the people will pay their money in respect for God and monks would get gold, silver and bronze crosses so no christian would take it but the Vikings weren't christian so they took all of jewels and valuables. They slaughtered anyone who got in their way and took the rest as slaves, plundered everything valuable in sight, the locals described them as heathen men. The Vikings came in 793 AD on longships to help them just to be able to run at the monasteries. Sometimes Vikings stripped monks, insulted them and sometimes drowned them. Monks may have welcomed them because they get lots of trade but little did they know what fate would await them.

11 - Significance and Interpretation

The children in Year Five learn about how and why the Vikings invaded Lindisfarne. They learn that this was a significant event in our local history.

Q1. Can I find reasons why the Vikings invaded Britain?
 I think the Vikings might have invaded Britain because they have lots of goods and their crops weren't fertile enough so they came here to avoid floods and grow crops which get gold and silver.
 Historians think Vikings invaded because they wanted gold, silver, books, jewels and some times took monks for slaves.
 The first major Viking raid took place at Lindisfarne, Holy Island, and Iona in monasteries because the monks who lived would be useless and the people will pay their money in respect for God and monks would get gold, silver and bronze crosses so no christian would take it but the Vikings weren't christian so they took all of jewels and valuables. They slaughtered anyone who got in their way and took the rest as slaves, plundered everything valuable in sight, the locals described them as heathen men. The Vikings came in 793 AD on longships to help them just to be able to run at the monasteries. Sometimes Vikings stripped monks, insulted them and sometimes drowned them. Monks may have welcomed them because they get lots of trade but little did they know what fate would await them.

12 - Using Sources

I think this is one of the most pieces of evidence because it was written in 1857, 1064 years after the Lindisfarne battle and it says like there is way to many vikings just to kill three monks and the vikings looks more humanly like the vikings.
 Sure thing missing - well done 😊

How did environmental factors influence The Vikings?

10: Can I explain why the Vikings settled in Britain?

Map of Viking Homelands and Settlements

Key

- Viking Settlements
- Viking Homelands

On land
 Norway, Sweden and Denmark have not very fertile land so groups of people moved to England because Norway's land was better so it will be hard to grow the crops on the side as a result of this. In the 8th and 9th century a number of small Viking groups or gangs will have spread all the way west that would take them to early Denmark. Some of the earliest and most famous in England is in the west which is now called the Danelaw. Some of the earliest and most famous in England is in the west which is now called the Danelaw.

From land
 Scandinavia has a much more plentiful and warmer climate which means you could see that had to get more food to support all the people. In the Viking period food is difficult to grow so the land and other things would have to get more expensive.

Language
 The Vikings brought over vocabulary such as gold, silver and jewels when they moved.

13 - Constructing The Past

10: Can I explain what happened during the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor?

Viking Timeline

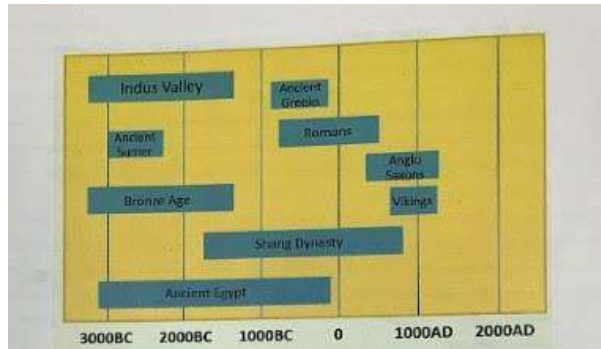
865	865-866	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000
-----	---------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

- When did the great Viking army invade England?
- What major event happened in 867?
- What happened at the Battle of Redburn?
- Explain what the Danelaw was and how it came to be.
- What happened between 1014 and 1042?

1) The great Viking army invaded England in 865.
 2) The major event that happened in 867 was the Battle of Redburn. The Vikings captured York and made it their kingdom.
 3) At the battle of Redburn, King Ethelred and his brother Alfred defeated the Viking army.
 4) The Danelaw is a name given to the area where the Vikings lived and they could live in the north and west of England as long as they agreed to Christianise.
 5) The event that happened in 1014 and 1042 is King Canute's invasion of the south of England and then he was given Denmark. Then Canute the language took over and it was...

Ancient Civilisations

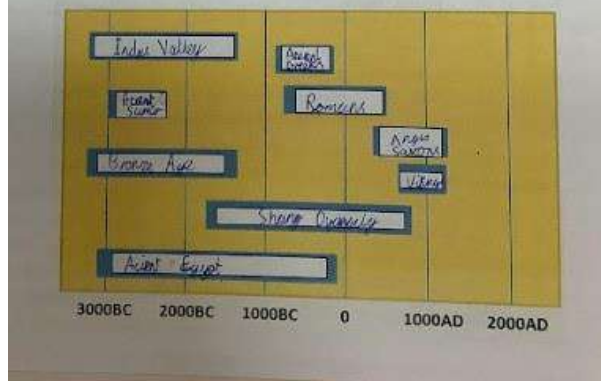
Year Five children study Ancient Civilisations with an in-depth study focusing on Ancient Egypt.



Which ancient civilisations existed at the same time?

The Indus valley was around for Ancient Sumer, Bronze age and Shang dynasty.

Now cover the timeline above and complete the blanks in the timeline below.



14 - Chronology

✓ I can explain the achievements of the ancient civilisations.

I believe the most important achievement of ancient civilisations is to bring ideas from them were the first people to build towns and cities and the writing and they had the first writing systems. I will write down the names of each civilisation. They were made by hand.

✓ I.O. Can I discover information about ancient civilisations?

Use your historical knowledge to complete the table with information about some different world civilisations.







Civilisation	When and Where it Existed	Notable Features: What is special about this civilisation?
The Shang dynasty	Modern name: China 1600 BC	• Cowrie shells used as money. • There were lots of troops because there lots of battles. • They used bronze or ox bones to write. • They made weapons: swords, spears and arrows. • They invented the first writing system with pictograms. One of the first civilisations to write using clay tablets, and words they invented: wheels, chariots, which some people used to school. Good farmers, had time to spare.
Sumerian	Modern name: Iraq started around 4000BC	• They built walls to stop floods. They made laws. They built pyramids to help them build and work of day. They built the wheel method. They made some workers who they were given things to work for.
Indus valley	3100 BC Modern name: Pakistan	• They built walls to stop floods. They made laws. They built pyramids to help them build and work of day. They built the wheel method. They made some workers who they were given things to work for.

15 - Constructing The Past


Ancient Greece

Children learn about people's rights in Ancient Greece by finding out about early democracy. The children develop their knowledge of different groups of people within Ancient Greece and how their beliefs, well-being and rights differed.

LO: Can I Describe changes taking place in Ancient Greece and the wider world in the time period 2000-30 BC?

Dates BC	2000-1500	1500-1100	1100-800	800-480	480-323	323-30
						
Name of period	2000-1500 BC	The Mycenaean era	The Dark Age	The Archaic period	The Classical period	The Hellenistic period
Events in Greece during that period	The Mycenaean were known for building palaces and the myth of the minotaur. There was also what the Greek word for bronze.	They were the first to use iron. They were the first to use iron. They were the first to use iron. They were the first to use iron.	There was a period of decline. There was a period of decline. There was a period of decline. There was a period of decline.	There was a period of growth. There was a period of growth. There was a period of growth. There was a period of growth.	There was a period of height. There was a period of height. There was a period of height. There was a period of height.	There was a period of decline. There was a period of decline. There was a period of decline. There was a period of decline.
World events during that period	Golden Valley in India. Middle Kingdom in Egypt.	Egyptian New Kingdom. Heavy dynasty in China.	Little people came in Britain.	Rome was founded.	Egyptian conquest by Assyrian.	First wall of China built.

LO: Can I compare the city-state of Ancient Greece



The city-states have a main city and lots of smaller towns and villages.
 Each city-state has their own government, army and laws.
 Famous city in Greece are Athens, Sparta and Corinth. They all have unique ways.
 People from every city-state have to participate in wars and expected to help the government.

LO: Can I compare the city-state of Athens and Sparta?

Athens
 It was used to be a democracy but it was not a democracy. It was used to be a democracy but it was not a democracy.

Sparta
 Sparta was ruled by two kings and a council of elders. There were some slaves but they did not have much power.

Athens
 It was ruled by one king. They thought the king was important but they thought the people were more important.

Sparta
 It was ruled by two kings. They thought the king was important but they thought the people were more important.

Athens
 It was ruled by one king. They thought the king was important but they thought the people were more important.

Sparta
 It was ruled by two kings. They thought the king was important but they thought the people were more important.

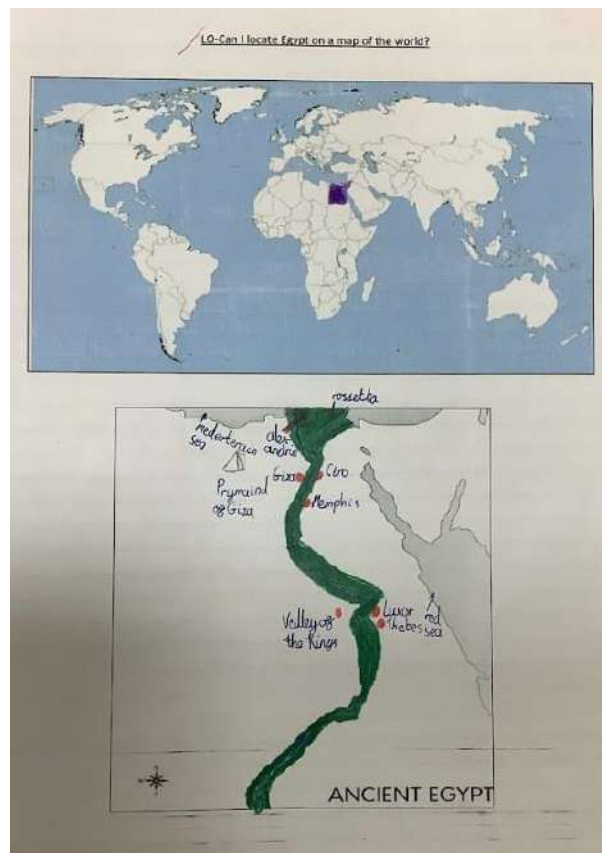
Athens
 It was ruled by one king. They thought the king was important but they thought the people were more important.

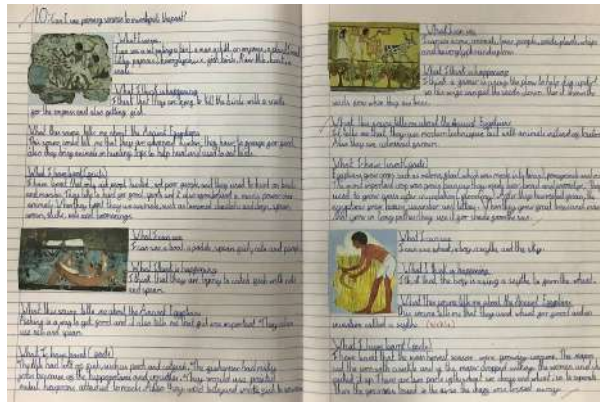
Sparta
 It was ruled by two kings. They thought the king was important but they thought the people were more important.



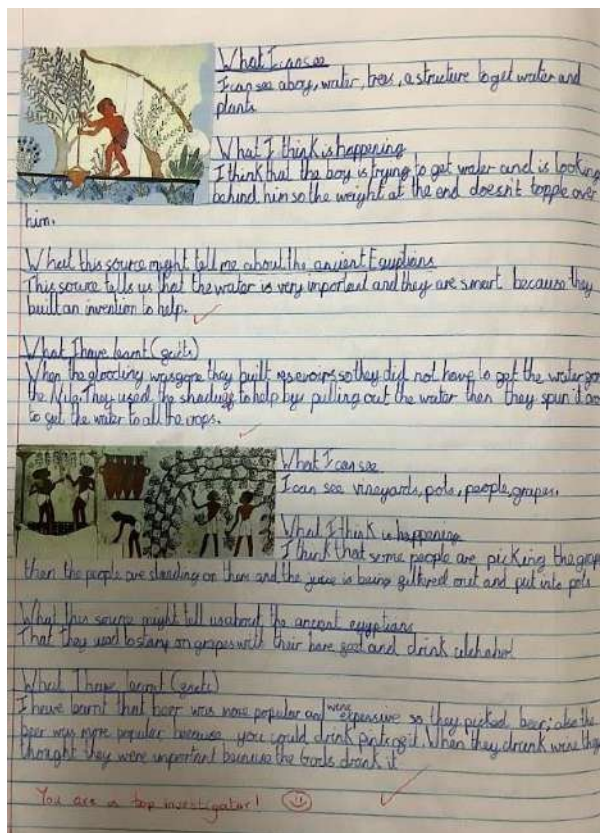
Ancient Egypt

While studying Ancient Egypt the children learn about how the environment of The Nile supported the early civilisation. They find out about what life was like for people living in Ancient Egypt including their beliefs, well-being and the rights of different groups within the society.





Year Five use sources and give their own interpretations of them.



How did the Nile impact The Ancient Egyptian's well-being and beliefs?

Local History

Year 5 took part in a Coals For Goals workshop to find out about local history.





Year 6

WW2

Year 6 develop a deep understanding of WWII by focussing on themes which have a Worldwide, European and British focus.

1914: How did we get to the start and end date?

World War II timeline

World War II: 1914-1918. These were the years of the war and the start of the war. There is a timeline table with the years.

1914: August 4 - Britain enters war in support of France.

1914: September 1 - Germany invades Belgium.

1914: October 4 - First Battle of the Marne.

1915: January 20 - Battle of the Ypres.

1915: April 9 - The British attack the Dardanelles.

1915: August 8 - The Battle of the Somme.

1915: September 18 - The Battle of Loos.

1916: January 17 - The Battle of the Somme.

1916: June 4 - The Battle of the Somme.

1916: November 11 - The Armistice.

World War II begins.

1939: September 1 - Germany invades Poland.

1939: September 3 - Britain and France declare war on Germany.

World War II ends.

1945: April 25 - The Soviet Union invades Berlin.

What was life like during the Blitz?

Life was frightening and hard in London and other cities. It was bombed nearly every night.

How did the government try to protect cities from being bombed?

Barriage balloons were set up to make it harder to drop bombs on cities.

Redoubt Fort


This fort was an anti-aircraft fort to shoot down Luftwaffe bombers off the coast of Britain.

When did the Blitz end?


It ended in mid-May 1941 when the air force was moved to Russia.

Date: 1, 3, 23


Who Were the Dictators?




German flag




USSR flag




Italian flag



Communist symbol




Fascist symbol




Nazi symbol

Nazi's

Name

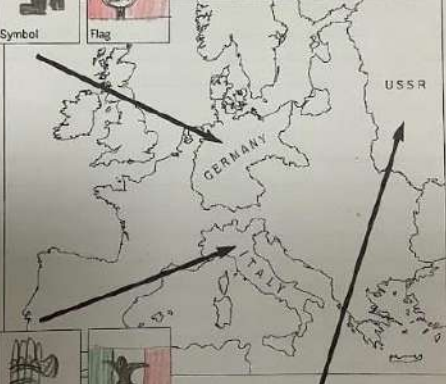


Symbol




Flag

Outline map of Europe - the three main dictatorships




Italy

Name




Symbol




Flag

Russia

Name



Symbol



Flag








7

The Atomic Bomb

An exploration of the impact that The Atomic Bomb had on people's longterm wellbeing and the environment.

Was America justified in the use of the A-Bomb?

Timeline: The Road to Hiroshima

December 1941		Japan bombs Pearl Harbor and the United States enters World War II.
1942		The USA secretly built and tested an atomic bomb. The project originally began to counter Nazi Germany.
May 7, 1945		Germany agrees to unconditional surrender, ending the war in Europe.
July 16, 1945		The United States successfully detonates the world's first atomic bomb at the Trinity test site in the desert of New Mexico.
August 6, 1945		The United States dropped an atomic bomb on Hiroshima, Japan.
August 9, 1945		An atomic bomb is dropped over Nagasaki, Japan.
August 15, 1945		Japan surrenders, ending World War II.

Fact or opinion - Information about dropping the Atomic bomb

Statement	Fact	Opinion
Which of these are FACTS and which are OPINIONS? List your answers.		
The atomic bomb exploded with the force of 20,000 tonnes of TNT.	✓	✓
The end of the Japanese war no longer depended upon the pouring in of armies.		✓
The Americans estimated that the bombs killed 117,000 people.	✓	
Wind swept out at 500 miles per hour.	✓	✓
The temperature at the centre of the explosion reached 300,000 degrees centigrade.	✓	✓
Fifty times hotter than the surface of the sun.	✓	✓
This barbarous weapon was of no real use in our war against Japan.		✓
The Japanese were already defeated and ready to surrender.		✓
People were vaporized. All that was left were their shadows, burned into the pavement.	✓	
The Japanese estimated that the bombs killed 240,000 people, injured 37,000 people and left 14,000 missing.	✓	
The mushroom cloud rose to 50,300 feet and fires burned in Hiroshima for 3 days.	✓	

The effects of dropping the Atomic Bomb on Hiroshima and Nagasaki.

The atomic bomb changed the world forever after the end of the war.

Atomic Bomb by the Numbers

140,000 - Number of people in Hiroshima killed instantly or within months.

80,000 - Number of people estimated to have died in Nagasaki.

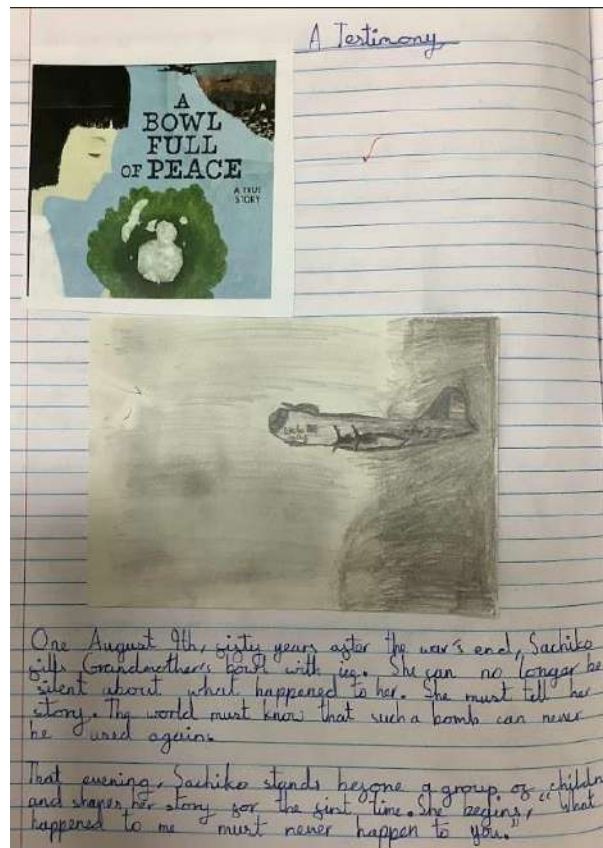
237,062 - Estimated total number of dead due to acute effects, including radiation poisoning and cancer.

As well as the high number of people who lost their lives, those who survived the blast suffered from terrible illnesses.

Among the long-term effects suffered by atomic bomb survivors, the most deadly was leukemia.

An increase in leukemia appeared about two years after the attacks and peaked around four to six years later.

Children represented the population that was affected most severely.



The Holocaust

The children, as historians, develop their understanding of how the beliefs of people led to them being persecuted. The children discuss the rights and wellbeing of different groups throughout their learning.

What was the Holocaust?

The Holocaust was a period in history at the time of World War Two (1939-1945) when millions of Jews were murdered because of who they were. The killings were organised by Germany's Nazi party, led by Adolf Hitler. Jews were the main target of the Nazis and the greatest number of victims were Jewish. Nearly seven out of every 10 Jews in Europe were murdered because of their identity. Some people believe that the Holocaust started in 1933 and others don't. Each victim had a number tattooed on them. These people were jammed in one bed or wooden plank as that's what it was.

This is the Nazi symbol also known as the swastika.



Hitler didn't like anyone like Jews, Russians, Poles, disabled, homosexuals, Roma (Gypsies), Political, Communists and socialists.

Dates	Timeline to show the events of the holocaust
1933	The Nazi Party took control of the country of Germany.
Early 1933	Adolf Hitler was the head of the Nazi party. He ordered acts of anti-Semitism (acts against Jews) as soon as he took power. Many Jews lost their jobs.
1935	Jews lost their German citizenship.
November 1938	Crowds burned synagogues (Jewish houses of worship) all over Germany. They also broke windows of shops owned by Jews. Instead of attacking the attackers, the Nazis arrested thousands of Jews. They sent the Jews to concentration camps (large prison centres). The event was called Kristallnacht, or Night of Broken Glass.
1939	Jews could not attend school or own businesses. In many areas, the Nazis made all Jews wear badges so they would not blend in with non-Jews. In some cities, the Nazis forced Jews to live in overcrowded areas called ghettos.
Late 1941	German victories in World War II put most European Jews under Nazi control. During this time the Nazis began to kill large numbers of Jews and other victims. Special units of soldiers rounded up Jews, shot them, and dumped the bodies in mass graves.
1942	The Nazis planned a "final solution" to what they called "the Jewish question." They decided to kill all Jews in all areas controlled by Germany. The Nazis built special death camps in Poland. Some of their names were Auschwitz, and Belzec. At the camps, the Nazis killed people with poison gas. They then burned the bodies. The Nazis kept some people alive to work as slaves. Many were also prisoners.
1945	The Holocaust came to an end when the Allies—the United States, France, Great Britain, and the Soviet Union—defeated Germany. Allied soldiers discovered the death camps and released the remaining prisoners.
1945-1946	The Allies also set up a court to try Nazi leaders for their crimes. The biggest trial took place in Nuremberg, Germany. After this trial, seven Nazi leaders went to jail, and 30 were hanged.
Today	Many countries have Holocaust Remembrance days to remember the victims.

✓ Jewish life before the war.

88% of all Jews lived in Europe before the war. Then it dropped to 50%.



Jews were allowed to take part in clubs like clubs or scouts or sports groups. Jews lived normal lives before the war started. Unfortunately they didn't know what was coming.



Jews had celebrations like most people back then.



Jews were allowed to go to school and share classes with other religions.



Jews could go to college and get a good degree for a future job.



Jews could go to the beach and tourist attractions.



Jews could go outside to play outside with their friends and have fun.



Jews could play sports with people.



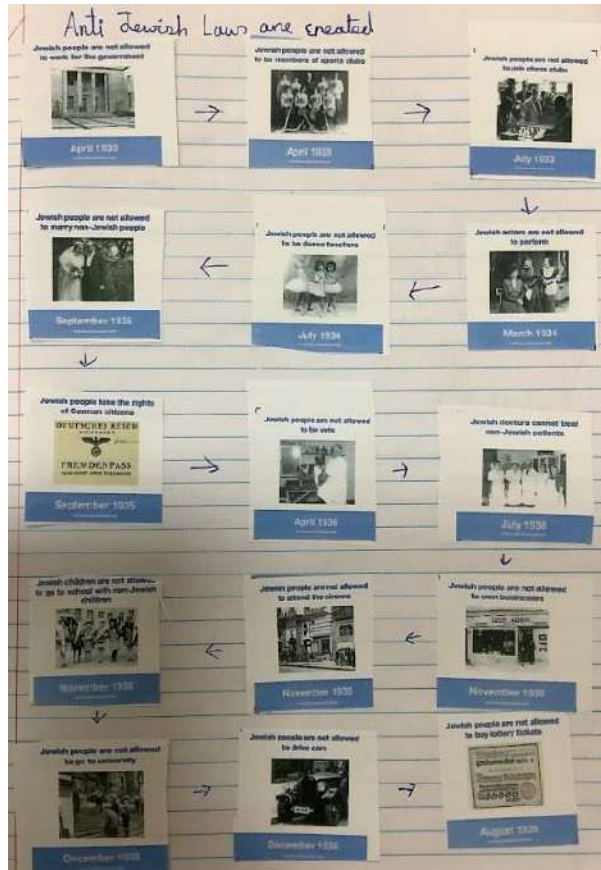
Jews performed shows and went to shows.

Flashback

They could play ✓ ✓

Have an education ✓

Go to work ✓



Jewish people are not allowed to own radios. → Jewish people must be at home from 8pm to 11pm and then in the afternoon.










September 1938 → September 1938

A law that makes me angry is no sports club because as a kid it's pretty big deal.
 A law that makes me sad is no radio because that's all your information gone.
 A law that makes me scared is you can get kicked out of your house because that was your home.

Flashback 3

Can't own radios.
 Can't marry non-jews.
 Lose their German citizenship.

Vera's Journey

	I was born on 24th January 1930 in Prague and grew up in a small town called Kletory. My father was a lawyer and the head of the Jewish community. My mother was a doctor.
	I was an only child but had lots of school friends. I spoke Czech but had to learn German when my Grandmother came to live with us in 1934.
	I was quite a naughty child and on one occasion I remember taking some large scissors and cutting up my mother's dress.
	One day my mother met me after school and she took me to a little park across the road and said as time went on we weren't safe. I was going on a Kindertransport to England.
	I had never heard of England before so I had mixed feelings.
	I remember the gloom of the station. I didn't know anybody else. The last sight of my parents was them behind the barriers.
	Everyone had been picked up except finally a lady came to get me. She spoke German.
	England was very different to what I had heard. The culture I couldn't speak English either.
	When the war ended I received a letter from the red cross saying my family had all died. I rebuilt life.

Holocaust Memorial Day

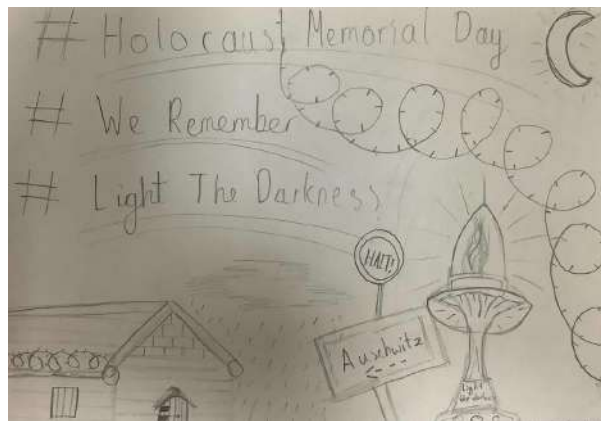




#Light the Darkness

#We remember

#Holocaust Memorial Day



Flashback three.

6000-800BC → 800BC-AD43 → 27BC-AD467
 Bronze age Iron age Roman Empire

AD1439-1945 ← AD1914-1918 ← AD793-1066
 WW2 ✓ WW1 Vikings

✓ Kristallnacht

Violence against Jews broke out all over Germany and its territories. Mobs attacked an estimated 7,500 Jewish-owned stores and businesses, breaking windows and looting. They broke into synagogues, vandalizing their interiors, smashing everything they could find, and burning more than 1,000 places of worship.

On November 9 to November 10, 1938 is an incident known as Kristallnacht.

30,000 Jewish Men Arrested

Nazis in Germany torched synagogues, vandalized Jewish homes, schools and businesses, and killed close to 100 Jews. In the aftermath of Kristallnacht, also called the "Night of Broken Glass", some 30,000 Jewish men were arrested and sent to Nazi concentration camps.

✓
Concentration Camps - All Jewish people were eventually to be brought to concentration camps.

The concentration camps were dreadful places.

1,100,000 Jews were sent to concentration camps. They were exterminated just for being Jewish.



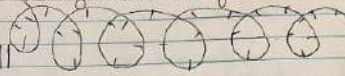
They were told they were relocating to a new and better place, but this was not the case. Concentration camps were like prison camps. People were forced to do hard labour. The weak were quickly killed or died of starvation.

NEVER FORGET!

Some camps even had gas chambers. People be led into the chamber in large groups, only to be killed with poison gas. The gas was called Zyklon B. It allowed the Nazis to kill the Jewish people very cheaply. It is inventions meant the master plan of the 'final solution' was possible for the Nazis.

✓ Ghetto - more freedom took away.

Ghetto During World War II



Ghetto were located in the poorest of neighbourhoods. The largest ghetto was established in Warsaw.

When the Nazis would take over a city in Europe they would force all of the Jewish people into one area or town. This area was called a ghetto and was fenced in with barbed wire and guarded. There was little food, water, or medicine available. It was also very crowded with multiple families sometimes sharing a single room to live in.

If anybody tried to smuggle something they would be killed. Even children! In fact most people sent small children to smuggle food as they were quite small.

Jewish ghettos were overcrowded, very poor, full of disease, very insanitary and it was common to starve of the lack of food.

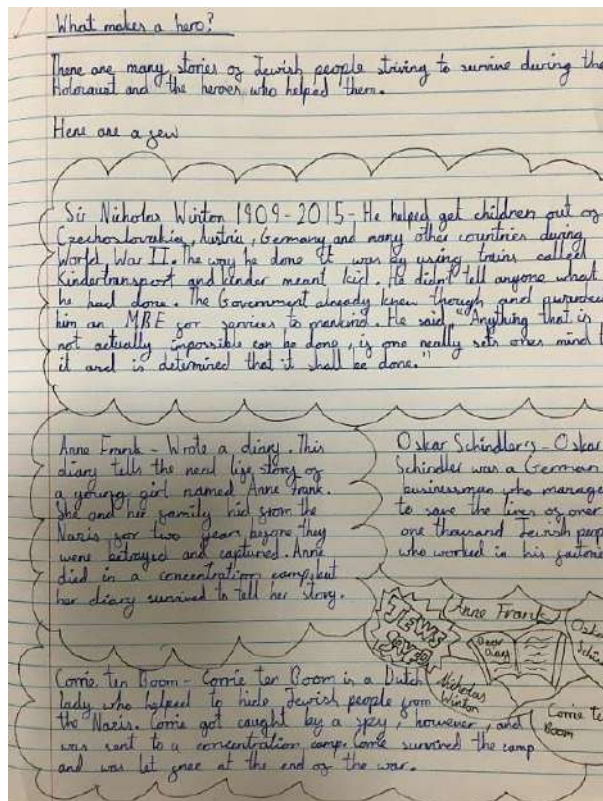
SS soldiers basically German special forces guarded the ghetto and made most Jews work for nothing.

The Nazi party made nearly more than 1,000 ghettos in Eastern Europe.

A good quote is "Hunger is a merciless beast in the ghetto."

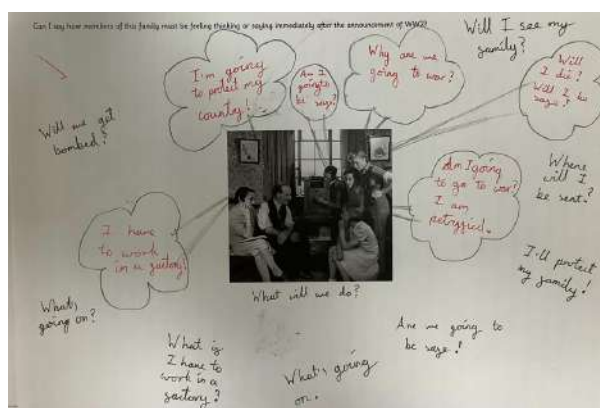


WOOD



Evacuees

During this enquiry based unit Year 6 find out about the wellbeing of children during WWII. They gain a strong understanding of the rights that children had during this time.



A Timeline to Show When Food Rationing was Introduced During World War Two

- 1940**
 - March - Meat
 - July - Cooking fat
- 1941**
 - March - Jam
 - May - Cheese
 - June - Eggs
- 1942**
 - January - Rice
 - January - Dried yeast
 - February - Peas
 - February - Tinned tomatoes
- 1943**
 - Fish
 - Milk

Before the Second World War started, Britain imported about 55 million tons of food a year from other countries.

- When the war started German submarines torpedoed many merchant ships so Britain cut down the food. There was a worry there would be a big shortage of food and the British government developed a rationing to help the shortage to go.

Everyone was given a ration book. They had to register and buy their food from their chosen shops. There was also no supermarkets back then. When people bought food it was ticked off the ration book by the shopkeeper.

What was the Blitz?

The Blitz was a series of air raids on Britain by the German Luftwaffe during the Second World War. It began on September 7, 1940, and lasted until May 1941. The most intense period was from October 1940 to May 1941, when London was the main target.

During the Blitz, over 50,000 people were killed and over 1 million were injured. The Blitz caused the deaths of 30,000 people in London alone.

The Blitz was a major turning point in the war, as it showed that Britain could withstand a sustained bombing campaign.

What else was bombed?

Other cities and towns were bombed, including Birmingham, Coventry, Liverpool, Manchester, and Cardiff. The Blitz also caused the deaths of 10,000 people in other parts of the country.

The Blitz was a major turning point in the war, as it showed that Britain could withstand a sustained bombing campaign.

What was the Blitz?

The Blitz was a series of air raids on Britain by the German Luftwaffe during the Second World War. It began on September 7, 1940, and lasted until May 1941. The most intense period was from October 1940 to May 1941, when London was the main target.

During the Blitz, over 50,000 people were killed and over 1 million were injured. The Blitz caused the deaths of 30,000 people in London alone.

The Blitz was a major turning point in the war, as it showed that Britain could withstand a sustained bombing campaign.

The Blitz

The Blitz was a series of air raids on Britain by the German Luftwaffe during the Second World War. It began on September 7, 1940, and lasted until May 1941. The most intense period was from October 1940 to May 1941, when London was the main target.

During the Blitz, over 50,000 people were killed and over 1 million were injured. The Blitz caused the deaths of 30,000 people in London alone.

The Blitz was a major turning point in the war, as it showed that Britain could withstand a sustained bombing campaign.

What was the impact of WWII on children both during and after the war?

During the war: Children were evacuated from their homes to the countryside to escape the threat of German bombers. This was a major movement of people and was a huge task. Children were often separated from their families and had to live in unfamiliar surroundings. Many children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes.

After the war: Children who were evacuated during the war often found it difficult to return to their homes. Many children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes.

Education: Children who were evacuated during the war often found it difficult to return to their homes. Many children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes.

Health: Children who were evacuated during the war often found it difficult to return to their homes. Many children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes.

Psychology: Children who were evacuated during the war often found it difficult to return to their homes. Many children were evacuated to the countryside and stayed in private homes. Some children were evacuated to the countryside and stayed in private homes.



The End of War

The Second World War ended in 1945, after the surrender of Germany and then Japan. Victory in Europe (VE Day) was celebrated on 8th May, and victory over Japan on 15th August. On VE Day there were thousands of street parties, fancy dress parades and bonfires held across the country.

Evacuees re-joined their families a few years older and others came back.