



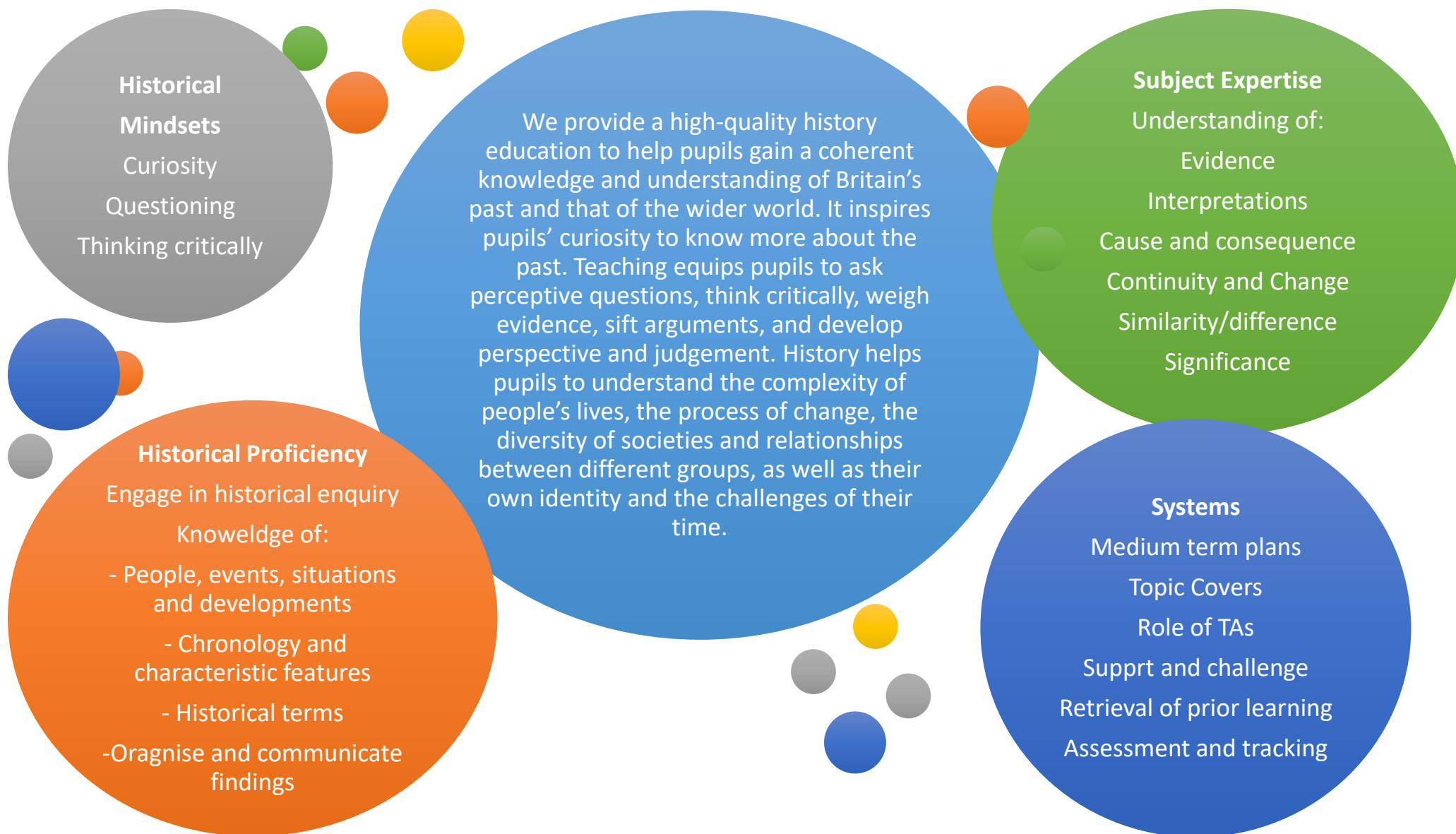
**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

## **LSP History Plans**

### **2020-2021**



## Intent




## LSP History Long Term Plan

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b> <b>Autumn 2</b>	What toys did our Grandparents play with?	The Gunpowder Plot  5 Nov. 1605 AD	Stone Age  2.6 Million Years ago to 3,300 BCE	Romans  27 BCE – 476 AD	Benin Kingdom  1180– 1897 AD	World War 2  1 Sept. 1939 – 2 Sept. 1945 AD
<b>Spring 1</b> <b>Spring 2</b>	The Great Fire of London  2 September 1666 to 6 September AD	Comparing the lives of 2 significant individuals: Mary Seacole Born: 23/11/1805 Died: 14/05/1881 and Florence Nightingale Born: 12/05/1820 Died: 13/08/1910	Ancient Egypt  3100 – 30BCE	Anglo Saxons and Scots  449–1066 AD	Medieval and Tudor Monarchs  1458 –1603 AD	
<b>Summer 1</b> <b>Summer 2</b>	How has [school location] changed?	Isambard Kingdom Brunel  Born: 09/04/1806 Died: 15/09/1859  Clifton Suspension Bridge opened in: 1864 AD	Ancient Greece  800 – 146 BCE	Vikings  793 – 1066 AD	The Industrial Revolution and Victorians  1760 –1840 AD	The Windrush Generation  1948 –1970 AD  Civil Rights and the Bristol Bus Boycott  1963 AD

## LSP History Curriculum Overview: Year 1

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
1	What toys did our Grandparents play with?	<p><b>EYFS:</b> <u>People and communities-</u> Children talk about past and present events in their own lives and the lives of family members. <u>Speaking-</u> Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>NC: changes within living memory</b></p> <ol style="list-style-type: none"> <li>1. How long ago did our grandparents play with their toys?</li> <li>2. What toys did our grandparents play with?</li> <li>3. What books did our grandparents read?</li> <li>4. How have toys changed in the 20th century? How are they the same?</li> <li>5. Which toys are the best and why?</li> <li>6. Old or new? How can we tell?</li> </ol>	<p>Timeline Then/Now Entertainment Past Long ago 1950s/60s Year Decade Century Modern Present Mechanical Old New Lifetime Memory Old fashioned Rusty Scruffy Broken Dirty Clean Shiny Artefact</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	<p>Mystery readers - grandparents and parents invited in to share their favourite stories from when they were children.</p> <p>Mystery guests - grandparents invited in to talk about/show their favourite toys as children.</p> <p>What is that toy? - show the children a mystery artefact and they can discuss what it might be and how it might have been used.</p> <p>Set the classroom up as a museum with a selection of new and replica toys to handle and explore.</p> <p>Sorting toys into a Venn diagram (Old, New and Both)</p> <p>Take photographs of an old or new toy- focus on certain features and write labels to accompany the photographs. Use these pics and labels to set up a class museum where the children can share their 'findings' with their</p>

						'visitors' (parents and grandparents invited in)
1	The Great Fire of London	<p><b>EYFS:</b> <u>Listening and Attention-</u> <i>Children listen to stories... and respond to what they hear with relevant comments, questions or actions.</i></p> <p><u>Understanding-</u> <i>Children answer 'how' and 'why' questions about their experiences and in response to stories and events.</i></p> <p><u>Speaking-</u> <i>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</i></p>	<p><b>NC: events beyond living memory that are significant nationally or globally</b></p> <ol style="list-style-type: none"> <li>1. Where and when did the Great fire of London take place?</li> <li>2. Why did the fire spread so quickly?</li> <li>3. How did the people try to put out the fire?</li> <li>4. How long did the fire last?</li> <li>5. Who was Samuel Pepys and what can we learn from him?</li> <li>6. How has the Great Fire of London affected life today?</li> </ol>	<p>History Historian Chronological order Year Timeline Long ago Past Significant event Beyond living memory Primary Source Secondary Source 2<sup>nd</sup> September 1666 Samuel Pepys Pudding Lane Bakery Thomas Farnyor Drought Fiver Thames Fire service Diary Wooden Spread</p>	<ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Significance</li> <li>• Evidence</li> </ul>	<p>Book: </p> <p>Create a collaborative model of Pudding Lane- Each child can make a building and explore how close the houses were to each other, design of the houses, materials used, etc. Create a timeline of events.</p> <p>Role play- think of questions to ask various characters from the time- children or adults can role play these characters and answer the questions.</p> <p>Compare the Fire Service then and now- invite local crew to school to share some of the modern equipment and its uses.</p> <p>Create and film a news report on the events of the fire.</p>

				Fire appliances		<p>Singing: 'London's Burning' to perform.</p> <p>Role play area as a fire station- first as a modern fire station, then as one from the time of the Great Fire.</p> <p>In English, writing diary extracts as Samuel Pepys.</p>
1	How has [school location] changed?	<p><b>EYFS:</b>  <u>People and communities-</u>          Children talk about past and present events in their own lives and the lives of family members.  <u>Speaking-</u>          Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b>NC: significant historical events, people and places in their own locality</b></p> <ol style="list-style-type: none"> <li>1. When was our school built?</li> <li>2. What was it like here 10 years ago?</li> <li>3. What was it like here 50 years ago?</li> <li>4. What was it like here 100 years ago?</li> <li>5. What was it like here in Victorian times?</li> <li>6. How has the school/ area changed? How is it the same?</li> </ol>	<p>Year          Decade          Century          Modern          Village          Town          City          Education          Victorian          Long ago          Memories          Generations          Photographs          Evidence          Research          Victorian</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	<p>Field trips around local area to look at buildings- use photographs and pictures to try to find buildings and objects created in different time periods.</p> <p>Photograph studies- looking closely at photos from different time periods and discuss what it was like at that time. What can we tell from the photos (evidence)?</p> <p>Use artefacts, such as school photos and archived documents to research schools history.</p>

## LSP History Curriculum Overview: Year 2

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
2	The Gunpowder Plot	The Great Fire of London	<p><b>NC: events beyond living memory that are significant nationally or globally</b></p> <ol style="list-style-type: none"> <li>1. Why do we celebrate Bonfire Night?</li> <li>2. Who was Guy Fawkes?</li> <li>3. What was The Gun Powder Plot?</li> <li>4. What went wrong with the Plot and how do we know?</li> <li>5. Why do we 'Remember, Remember, the 5<sup>th</sup> November'?</li> <li>6. How do we celebrate Bonfire Night today?</li> </ol>	Parliament The Gunpowder Plot London Explosives Guy Fawkes Bonfire Evidence Research Historian King James Catholic Protestant Secret Plotters Traitor Treason 5 <sup>th</sup> November 1605 Robert Catesby	<ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Evidence</li> <li>• Interpretation</li> <li>• Historically-valid questions</li> <li>• Create own structured accounts</li> </ul>	<p>Learn poetry together: 'Remember, Remember the 5<sup>th</sup> November...'</p> <p>Making 'Guys'.</p> <p>Children create and perform puppets shows about The Gunpowder Plot.</p> <p>Children play the role of detectives that have to find evidence to back up statements that have been made about the Gunpowder plot. They are given responsibility for a range of statements and work in pairs to find evidence that backs up the statements they have been given. They do this using the gallery approach, whereby 19 key images are placed around the room. Using clipboards and recording sheets, they set off to hunt down the images that match the statements. LINK:  <a href="https://www.keystagehistory.co.uk/keystage-1/the-gunpowder-plot-prove-it-using-a-gallery-of-images-2/">https://www.keystagehistory.co.uk/keystage-1/the-gunpowder-plot-prove-it-using-a-gallery-of-images-2/</a></p> <p>'Firework' art</p> <p>Conscience Alley- children to debate The Gunpowder Plot- those for and those</p>



						against must try to persuade a 'judge' that Guy Fawkes was either a 'hero' or a 'villain'.
2	Comparing the lives of two significant individuals: Mary Seacole and Florence Nightingale	How has [school location] changed?	<p><b>NC: the lives of significant individuals in the past who have contributed to national and international achievements</b></p> <ol style="list-style-type: none"> <li>1. Who was Florence Nightingale and when did she live?</li> <li>2. How successful was Florence Nightingale at Scutari Hospital?</li> <li>3. Who was Mary Seacole and when did she live?</li> <li>4. How did Mary Seacole improve the lives of soldiers during the Crimean war?</li> <li>5. What are the similarities and differences</li> </ol>	<p>Florence Nightingale Born: 12<sup>th</sup> May 1820 Died: 13<sup>th</sup> August 1910</p> <p>Mary Seacole Born: 23<sup>rd</sup> November 1805 Died: 14<sup>th</sup> May 1881 Female Nurse Chronological Crimea Crimean War Turkey Scutari Hospital Patients Chamber pots Soldiers Timeline</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	<p>BBC 'True Stories': <a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt">https://www.bbc.co.uk/teach/class-clips-video/true-stories-florence-nightingale/z68fcqt</a></p> <p>Fact finding- children to Google each character and try to find out information about each. Then share the facts found to create a group mind - map about each character.</p> <p>Role play- think of questions to ask various characters from the time - children or adults can role play these characters and answer the questions.</p> <p>In English, write a diary extract or letter home as Mary Seacole and/or Florence Nightingale.</p> <p>Create and film a documentary style report: 'A day in the life of.....' [Mary Seacole and/or Florence Nightingale].</p> <p>Children can look at/create a 'job description' of being a nurse at that time and discuss how each character met these 'requirements'. They can then discuss the similarities and differences of the two women.</p>



			between Florence Nightingale and Mary Seacole? 6. How were their beliefs different to other nurses at that time?			
2	Isambard Kingdom Brunel and Bristol	<p><i>YR1 NC: significant historical events, people and places in their own locality- How has [school location] changed?</i></p> <p><i>YR2 NC: the lives of significant individuals in the past who</i></p>	<p><b>NC: significant historical events, people and places in their own locality, the lives of significant individuals in the past who have contributed to national and international achievements</b></p> <ol style="list-style-type: none"> <li>Who was Brunel and when did he live?</li> <li>Why do we remember Brunel?</li> <li>How did he build the Thames Tunnel?</li> <li>What problems did Brunel face</li> </ol>	Isambard Kingdom Brunel Born: 9 <sup>th</sup> April 1806 Died: 15 <sup>th</sup> September 1859 Inventor Engineer Transport Travel Victorian Era SS Great Britain Great Western Railway Thames Tunnel Bridges Clifton Suspension Bridge	<ul style="list-style-type: none"> <li>Evidence</li> <li>Interpretations</li> <li>Cause</li> <li>Change</li> <li>Similarity/ difference</li> <li>Significance</li> </ul>	<p>Educational Visit: SS Great Britain, Suspension Bridge</p> <p>Harry Cadwaller- dresses up as and role plays stories with the children about the life and achievements of Brunel.          'Cadcharacters':  <a href="http://cadcharacters.co.uk/about">http://cadcharacters.co.uk/about</a></p> <p>BBC 'True Stories':  <a href="https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7">https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7</a></p> <p>Using the evidence gathered from trips/videos/ storytelling, children use biographical sources to find out more about Brunel, his life and his achievements. The information collected could be used to create an autobiography or collection of memoires.</p> <p>Children devise and script a play about Brunel, each choosing a part of his life to act out. These could then be put in chronological order to perform.</p>

		<p><i>have contributed to national and international achievements- Comparing the lives of Mary Seacole and Florence Nightingale</i></p>	<p>when designing the Great Western Railway?</p> <p>5. Why was the SS Great Britain so important?</p> <p>6. What is so spectacular about the Clifton Suspension Bridge?</p>			<p><i>“Which of Brunel's achievements was the greatest?” The class could debate the question and take a vote.</i></p>
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## LSP History Curriculum Overview: Year 3

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
3	Stone Age to Iron Age	New inventions (great inventors eg Brunel)  Identifying similarities and differences	<b>NC: changes in Britain from the Stone Age to the Iron Age</b> 7. How do we know about life in the Stone Age? 8. Which animals lived during the Ice Age? 9. What were the different periods of the Stone Age? 10. What was life like in a Stone Age settlement? 11. How did the Bronze Age change how people lived? 12. Who were the Celts and why did they use iron?	Homosapien The Ice Age Palaeolithic era Mesolithic era Neolithic era Extinct Torc Bronze Copper Tin/Ore/Iron Settlement Skara Brae Round house Flint Blacksmith Plough Axe Hunter Gatherer	<ul style="list-style-type: none"> <li>• Similarity/difference</li> <li>• Cause</li> <li>• Change</li> </ul>	Educational Visit:  Cheddar Caves or Visit Leigh Woods  Visit St Fagans' iron age houses  Wow day Dress up
3	Egyptians	Geography skills (Rivers)  Stone age and what life is like without mod cons	<b>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of Ancient Egypt</b> 1. Why was the River Nile so important to Ancient Egyptians? 2. What was the structure of Ancient Egyptian society?	Afterlife Pyramid River Nile Irrigation Pharaoh Delta Mummification King Tutankhamun	<ul style="list-style-type: none"> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> <li>• evidence</li> </ul>	WOW DAY – Egyptologist visitor  Hieroglyphic name plaque  Visit Bristol museum

		Early tools / technology (stone / iron age)	3. What was life like for Ancient Egyptians? 4. What did Ancient Egyptians believe about life after death? 5. Discover how the Egyptians built the pyramids. 6. How do we know so much about Tutankhamun?	Sarcophagus Sphinx Flooding Fertile Climate Canopic jar Anubis/Ra ... Hieroglyphics Papyrus		Make canopic jars  Make paper
3	Ancient Greece	Cultures which believe in many Gods (Egyptians)  Building techniques of an ancient civilisation (Egyptians)  Structured societies	<b>NC: a study of Greek life and achievements and their influence on the western world</b> 7. How was Ancient Greece organised? 8. What was the Golden Age in Greece? 9. What did the Greeks believe? 10. Who were the Ancient Greek philosophers? 11. Why was Alexander so great? 12. Discover how our lives today have been influenced by the Greeks?	Helles/ Hellenes Polis BCE Golden age Socrates Pythagoras Euclid Plato Aristotle Alexander the Great Agora Olympic City state Philosophy Democracy Myth Zeus, Athena... Parthenon Atlas Temple	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Significance</li> <li>• Similarity /difference</li> </ul>	Perform a myth eg story of Perseus  Paint a vase in Greek style  Wow day ancient Greek visitor  Stage an Olympic event  Have a debate

## LSP History Curriculum Overview: Year 4

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
4	Romans	<p>Democracy - link to Ancient Greeks as a comparison.</p> <p>Life before the roman invasion (Celts)</p> <p>Belief in multi theistic Faith (Egyptians and Greeks)</p> <p>Concept of travelling to new countries and exporting own ways and culture (Ancient Greeks)</p>	<ol style="list-style-type: none"> <li>1. How did the Roman Empire become so powerful?</li> <li>2. How did the Romans conquer Britain?</li> <li>3. Why did Boudicca lead a revolt against the Romans?</li> <li>4. How did the Romans change Britain?</li> <li>5. What did the Romans believe?</li> <li>6. Why did the Romans leave Britain?</li> </ol>	Amphitheatre Aqueduct Barbarian Centurion Citizen Client King Culture Dictator Emperor Empire Government Import Latin Legion Oppidum Paganism Rebellion Taxes Toga Villa Invade Icenii Boudicca Celt Forum Mosaic	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Cause</li> <li>• Change</li> <li>• Significance</li> </ul>	<p>Visit Carleon barracks and baths</p> <p>Roman feast</p> <p>Make mosaics</p> <p>Build a roman road/hypocaust/villa</p>
4	Anglo Saxons and Scots	Celts (Y3)	<ol style="list-style-type: none"> <li>1. How do we know about the Anglo Saxons?</li> </ol>	Anglo Saxons Artefacts Invaded/Invader	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Similarity/difference</li> </ul>	Anglo Saxon visitor

		<p>Empires and Invasions (Romans Y4, Greeks Y3)</p> <p>Understanding strength of different evidence.</p>	<ol style="list-style-type: none"> <li>2. Why did Vortigern make a deal with the Anglo Saxons?</li> <li>3. What was life like for the Anglo Saxons?</li> <li>4. What did the Anglo Saxons believe?</li> <li>5. What was the heptarchy?</li> <li>6. How did Alfred the Great protect the Anglo Saxons?</li> </ol>	<p>Heptarchy          Jutes          Picts          Scots          Angles          Saxons          Jutes          Paganism/Pagan          Bretwalda          Burhs          Athelstan          Kingdom          Alfred          Sutton Hoo          Longbarrow          Cremation          Burial          helmet</p>	<ul style="list-style-type: none"> <li>• Significance</li> </ul>	<p>Make Anglo Saxon honey shortbread</p> <p>Make a leather purse and some foil coins</p> <p>Make armour</p>
4	Vikings	<p>Empires and Invasions (Romans , Anglo Saxons Y4, Ancient Greeks Y3)</p> <p>Multi theistic faiths (Egyptians, Greeks, Romans)</p>	<ol style="list-style-type: none"> <li>1. Why did the Vikings invade Britain?</li> <li>2. What happened at Lindisfarne in 793?</li> <li>3. Why did Alfred sign a treaty with Gurthum?</li> <li>4. How did the Vikings travel and were they the first Europeans to discover the Americas?</li> <li>5. Who were the Norse Gods?</li> <li>6. Did King Cnut try to stop the tide from coming in?</li> </ol>	<p>Vikings          Danelaw          Raid          Danegeld          Long ship          Pagan          Monotheist          Polytheist          Saga          Valhalla          Asgard          Thor          Odin          Myth</p>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Significance</li> <li>• change</li> </ul>	<p>WOW day – Viking Visitor</p> <p>Create a long ship</p> <p>Perform a Norse myth</p> <p>Design your own Viking jewellery</p>

## LSP History Curriculum Overview: Year 5

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement Activities
5	Benin Kingdom	Empires and Invasions (Romans , Anglo Saxons, Vikings Y4)  Trade links (Industrialisation Y2)	<ol style="list-style-type: none"> <li>1. How did the Benin Kingdom begin?</li> <li>2. What was life like for the Edo people in the Benin Kingdom?</li> <li>3. How were trade links established by the people?</li> <li>4. What goods did the people trade?</li> <li>5. What led to the Civil war in the 1700s?</li> <li>6. What was the Transatlantic Slave Trade?</li> <li>7. Why did the British colonise Benin and what impact did this have?</li> </ol>	Oba Ogisos Empire Guild Animism Voodoo Cowrie shells Civil war Moat Colonisation	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	Debate: Whether original art from the Benin Kingdom should now be returned to Nigeria?  Possible visit to British Museum in London to see Benin artefacts.  Investigation: how do we know about periods of history without primary sources?
5	Medieval and Monarchs	Succession Invasions (Vikings Y4) Trade links (Benin Kingdom) Slavery and feudal system – Ancient Egypt, Benin Kingdom The Gunpowder Plot – monarchs and	<ol style="list-style-type: none"> <li>1. In 1066, who was the rightful heir to the throne?</li> <li>2. What happened at the Battle of Hastings?</li> <li>3. Who was responsible for the death of Thomas Becket?</li> <li>4. Who was the worse King: Richard or John?</li> <li>5. Why did Henry VIII initiate the Reformation?</li> <li>6. Was Elizabeth I 'weak and feeble'?</li> </ol>	Monarch Government Democracy Crusades Domesday book Magna carta Feudal system (feudalism) Baron Knights Peasant Protestant	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/ difference</li> <li>• Significance</li> </ul>	Battle of Hastings re-enactment  Visit to Tudor Red Lodge in Bristol (knot garden, tour a house QEII stayed in, role play activities)



		religious disagreements (Y2)		Catholic Armada		
5	Industrial Revolution/ Victorians	Brunel (Y2)  Victorian Holidays (Y1)  Monarchs (Medieval monarch Y5)  Mary Seacole and Florence Nightingale (Y2)	<ol style="list-style-type: none"> <li>1. What were the key features of Victorian society?</li> <li>2. Ask in the Industrial Revolution, what living conditions were like for families? What was life like?</li> <li>3. How did working conditions change during the Industrial Revolution?</li> <li>4. What inventions revolutionised the lives of British people?</li> <li>5. What impact did Brunel have on the Victorian Era?</li> <li>6. Could include a question about the changing power of monarchs: How did Queen Victoria change life for British people during her reign?</li> </ol>	Industry Population Economy Agriculture Textiles Mass production Poverty Sanitation Child labour Locomotive Workhouse	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Interpretations</li> <li>• Cause</li> <li>• Change</li> <li>• Similarity/difference</li> </ul>	WOW day – Victorian school day  Trip to M -Shed Bristol, St Fagans or Black Country Museum  Visit to SS Great Britain/Suspension Bridge/Temple Meads to see the inventions of Brunel

## LSP History Curriculum Overview: Year 6

Phase/ Year Group	History Unit	Prior Learning	Historical Knowledge: Key Questions	Vocabulary	Historical Concepts and Skills	Enrichment and Engagement activities
6	World War Two	Significance/ change/ continuity – invasions, conflict and defence – Romans, Vikings	<p><b>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <ol style="list-style-type: none"> <li>1. Was the Second World War inevitable?</li> <li>2. How did Britain prepare for war and what was the phoney war?</li> <li>3. Was the evacuation of Dunkirk a victory or disaster?</li> <li>4. What was the Battle of Britain?</li> <li>5. Was D-Day an important factor in determining the end of WW2?</li> <li>6. How did the Second World War end and what was its legacy?</li> </ol>	Allies Axis Air raid/ shelter Blitzkrieg Defeat Evacuation/ Evacuee Home front Home guard Invasion Nazi party Propaganda Rationing Appeasement Atomic bomb Blitzkrieg Evacuation Holocaust Luftwaffe Nazi Party Propaganda Soviet Union	<ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; consequence</li> <li>• Similarity &amp; difference</li> <li>• Significance</li> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretations</li> </ul>	Educational Visit - WW2 evacuation experience  VE day celebration
6	Civil Rights Movement/ Bristol Bus Boycott/The Windrush Generation	Understanding of segregation and racial issues in America (Y5 – hidden figures)	<p><b>NC: a local history study</b></p> <ol style="list-style-type: none"> <li>1. What was the United States of America like in the 1950s?</li> <li>2. Why did Oliver Brown take the Board of education to the Supreme Court?</li> </ol>	Boycott Civil rights Civil disobedience Integration Jim Crow	<ul style="list-style-type: none"> <li>• Change &amp; continuity</li> <li>• Cause &amp; consequence e.g. labour</li> </ul>	Educational Visit - M Shed, Bristol  2020 Black Lives Matters

		Benin Kingdom, slavery and equality	<ol style="list-style-type: none"> <li>3. Why did Rosa Parks NOT give up her seat on the bus?</li> <li>4. What was Dr Martin Luther King Jr's dream?</li> <li>5. What was the influence on the UK and what was the Bristol Bus Boycott?</li> <li>6. What do you imagine it would have felt like if you had been one of the 492 migrants who travelled to Britain on the Windrush?</li> <li>7. Why did the Windrush Generation come to Britain?</li> <li>8. What does the Black Lives Matter Movement?</li> </ol>	Laws Klu Klux Klan Segregation Separate but equal NAACP Non-violence	shortages/Windrush Generation <ul style="list-style-type: none"> <li>• Similarity &amp; difference</li> <li>• Significance e.g. Bristol Bus Boycott</li> <li>• Chronology</li> <li>• Evidence</li> <li>• Interpretations</li> </ul>	marches and events in Bristol.  Between 1948 and 1970, nearly half a million people from the Caribbean came to Britain. Research some true stories.
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