
























History Curriculum




History Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>All about me My Family History</p> 		<p>Our Local Heroes</p> 		<p>Transport – the first flight Introduction of railways</p> 	
Year 2		<p>Great Fire of London Gunpowder plot</p> 		<p>Polar Explorers Ernest Shackleton</p> 		<p>Seaside holidays in the past</p> 
Year 3		<p>The Stone Age</p> 		<p>The Bronze Age to Iron Age</p> 		<p>Local History</p> 
Year 4	<p>Ancient Egypt</p> 		<p>Crime and punishment</p> 		<p>Roman Empire</p> 	
Year 5	<p>Britain's Settlement by Anglo-Saxons and Scots</p> 		<p>Vikings</p> 		<p>Journeys</p> 	
Year 6		<p>The Maya</p> 		<p>Ancient Greece</p> 		<p>The Impact of War</p> 

Year 1

	Autumn Term	Spring Term	Summer Term
	<p>All about me My Family History</p> 	<p>Our Local Heroes</p> 	<p>Transport – the first flight Introduction of railways</p> 
	Autumn 1	Spring 1	Summer 1
Enquiry Question	What was life like when our grandparents were children?	Who are our local heroes?	How did the first flight change the world/why were the Rainhill trials important?
Key Skills	<ul style="list-style-type: none"> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical terms • ask and answer questions, choosing parts of sources to show that they know and understand key features • understand some of the ways in which we find out about the past • identify different ways in which it is represented. 	<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods.
Knowledge	Children will explore similarities and differences between their own lives and those of people their grandparents' age. They will look at homes, toys, shops and schools over time.	Children will learn about the lives of some of the most significant people in the history of their locality.	Children will learn about the first aeroplane flight and look at early aeroplanes in greater depth. They will also focus on the Rainhill Trials of Stephenson's Rocket.
Key Vocabulary	same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, modern, old, terraced, flats, bungalow, semi-detached, grocer, greengrocer, market, delivery vans, cash register, rationing, playground games, punishments, school, chalk board, dip pen and ink.	Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects	Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing, gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.
Resources Required	Real objects, photographs, artefacts from 1950s and 1960s, sticky notes, visitors, collections of old and new toys, camera/iPad, maps of the area, music from the 1950s/1960s, playground game equipment: skipping ropes, hoops, balls, etc. News clip of a famous events, hand bell to signify the start and finish of lessons, a chalk board, dip pen and ink, tables in rows	Photographs, sources, books about significant people, images of six (or fewer) other local heroes, with separate cards listing dates of birth and death, local map, class timeline, a group of objects belonging to a person they know, ideally in a bag or case, working wall/display area, objects related to the heroes, ideally wrapped in cloth, examples of some of the different types of document – newspaper, diary and letter,	Photographs Sources Stop watch Timer Victorian costume (adult and child) Smell of a steam railway (can be purchased) Map of the UK

Year 2

	Autumn Term	Spring Term	Summer Term
	Great Fire of London Gunpowder plot 	The Greatest Explorers 	Holidays in the past 
	Autumn 2	Spring 2	Summer 2
Enquiry Question	Did the Great Fire make London a better or worse place? Should we still celebrate Bonfire night?	Who were the greatest explorers? How has being an arctic explorer changed over time?	How have holidays changed over time?
Key Skills	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time choose and use parts of stories and other sources that they know and understand key features of events understand some of the ways in which we find out about the past identify different ways in which it is represented use a wide vocabulary of everyday historical terms know where events they study fit within a chronological framework. 	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> know where the people they study fit within a chronological framework develop an awareness of the past, using common words and phrases relating to the passing of time understand some of the ways in which we find out about the past identify different ways in which it is represented ask and answer questions, choosing and using sources to show that they know and understand the key features of events use parts of sources to show that they know and understand key features of events use common words and phrases relating to the passing of time. 	<ul style="list-style-type: none"> learn about changes within living memory understand historical concepts such as continuity and change, similarity and difference ask historically valid questions identify similarities and differences between ways of life in different periods ask and answer questions understand some of the ways in which we find out about the past identify different ways in which the past is represented use a wide range of everyday historical terms use parts of stories and other sources to show they know and understand key features of events use sources to show they know and understand the past suggest reasons why changes took place.
Knowledge	<p>Children will learn about the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar, with opportunities provided for families to recount their Bonfire Night experiences.</p> <p>Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there.</p>	<p>Children will investigate the lives and journeys of five explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that.</p>	<p>Children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s.</p> <p>They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. They will begin to consider the use of story as a source of evidence. The resources provided reference mostly the 1950s and 1960s and refer</p>
Key Vocabulary	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.	Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.	Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.
Resources Required	Self-made ballot box, props for role play, Great Fire sequence cards,	World map, globe, role play proper, pictures, Captain Scott's diary extracts,	A calendar, visitor to talk about their holidays in the 50's, images of local seaside resorts, film clips of seaside resorts, selection of souvenirs, postcards and photographs from holidays in 1950's, holiday brochures, seaside noises (such as waves and seagulls, available on YouTube), air freshener, incense or candles to reproduce the smell of the seaside, games played on the beach, for example quoits, deck chairs, bucket and




spades, shells, sand, sunglasses and sun hats,
 food from a typical seaside experience
 (candy floss, ice cream, rock).

Year 3

	Autumn Term	Spring Term	Summer Term
	The Stone Age 	The Bronze Age to Iron Age 	Local History 
	Autumn 2	Spring 2	Summer 2
Enquiry Question	What was new about the New Stone Age?	Which was more impressive – the Bronze Age or the Iron Age?	Why should we preserve our locality?
Key Skills	<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study. 	<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance. 	<ul style="list-style-type: none"> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources.
Knowledge	Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.	Children will look at key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods. Links will be made to the Stone Age period. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.	Children will investigate Skipton and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning.
Key Vocabulary	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction, drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.	Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort	Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.
Resources Required	Selected rubbish, genuine or replica Stone Age artefacts, Skara Brae images and artefacts, Stonehenge storyboard, props for role play.	Artefacts	Image of a local listed site, tablets/computers with internet access, large map of the locality, map of the locality including chosen listed building, local history books, street directories, old photographs.




ballot box/paper, local residents/experts from a local history group, civic trust, heritage groups, the church, census returns, materials.

Year 4

	Autumn Term	Spring Term	Summer Term
	Ancient Egypt 	Crime and punishment 	Roman Empire 
	Autumn 1	Spring 1	Summer 1
Enquiry Question Key Skills	How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> study the achievements of the earliest civilisations develop a chronologically secure knowledge and understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address and devise historically valid questions about similarity, difference and significance construct informed responses that involve thoughtful selection and organisation 	How has Crime and Punishment changed over time? <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history establish clear narratives over periods of study note connections, contrasts and trends over time and develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address historically valid questions about continuity, and change and cause address and devise historically valid questions about continuity and change, similarity, difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	What happened when the Romans came to Britain? <ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time and develop the appropriate use of historical terms address and devise historically valid questions about similarity and difference.
Knowledge	Children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The children will study Ancient Egypt in the context of three other early civilisations (China, Ancient Sumer and the Indus Valley civilisation). Children in understanding where they were located in time and place. It looks at some of the common features that made them so successful.	Children will learn why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes.	Children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did.
Key Vocabulary	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.	Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe, crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.	Invasion, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.




Resources Required	World map, Ancient Egyptian artefacts, iPad, books, images, image of mummified body, time capsule container.	Artefacts, images, copy of school/class rules, punishment cards, crime cards, factual accounts of Dick Turpin, police resources, prison sources,	World map, soft balls, shields and other props created and designed by children for the battle within Art or DT session, artefacts.
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Year 5

	Autumn Term	Spring Term	Summer Term
	Britain's Settlement by Anglo-Saxons and Scots 	Vikings 	Journeys 
	Autumn 1	Spring 1	Summer 1
Enquiry Question	Was the Anglo-Saxon period really a Dark Age?	Would the Vikings do anything for money?	What makes people go on a journey?
Key Skills	<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history develop the appropriate use of historical terms understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of relevant historical information note connections, contrasts and trends over time regularly address and devise historically valid questions about significance. 	<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British history understand how our knowledge of the past is constructed from a range of sources establish clear narratives within and across the periods develop the appropriate use of historical terms address historically valid questions about cause and significance construct informed responses that involve the thoughtful selection and organisation of relevant historical information note contrasts and connections over time. 	<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British and world history establish clear narratives address and devise historically valid questions about significance and cause and change understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time.
Knowledge	<p>Children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'.</p> <p>There is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.</p>	<p>Children will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred's struggle and victory over the Vikings</p>	<p>Children will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees.</p> <p>The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why refugees make dangerous journeys today. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period.</p>
Key Vocabulary	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet,	Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor,

	millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.	factors, significant, Wessex, monarch, cult, runes, longhouses, saga.	indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.
Resources Required	Map of the locality, metal detector, artefacts.	Viking sources, Viking journey map, map of the locality, ipad.	World map, Elizabethan ship, sources, guest speakers, map of the UK, atlas.

Year 6

	Autumn Term	Spring Term	Summer Term
	The Maya 	Ancient Greece 	The Impact of War 
	Autumn 2	Spring 2	Summer 2
Enquiry Question	Why should we remember the Maya?	What did the Greeks do for us?	Did WWI or WWII have the biggest impact on our locality?
Key Skills	<ul style="list-style-type: none"> establish clear narratives within and across periods they study regularly address historically valid questions about similarity and difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time develop the appropriate use of historical terms address and devise historically valid questions about change, cause and significance. 	<ul style="list-style-type: none"> develop the use of historical terms address and devise historically valid questions understand how our knowledge of the past is constructed from a range of sources construct informed responses that involve thoughtful selection and organisation of relevant historical information continue to develop a chronologically secure knowledge and understanding of world history consistently answer and ask historically valid questions about similarity and difference. 	<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history address and devise historically valid questions about change, cause and significance understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends construct informed responses that involve thoughtful selection and organisation of historical information develop the use of appropriate historical terms.
Knowledge	Children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.	The children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture.	The children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence.
Key Vocabulary	Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction,	Minoan, Mycenaean, Classical, Hellenistic, Roman, Greek, city-state, democracy, architecture, empire,	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty,

Resources Required	<p>archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p>	<p>culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>	<p>protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
	<p>Small cards, string, visualiser, materials for making the codices.</p>	<p>Modern Greece images, mind map, chronology cards, Ancient Greece images, Greek God cards, iPads, books</p>	<p>A selection of images of people from the local community whose life was changed by either the First or Second World War, detailed images of the local war memorial, newspaper report, photos, , newspaper, images, local maps, materials to create the selected war memorial (tissue paper, cardboard, etc.)</p>

Greatwood CPS 2020