



## History Curriculum Overview 2023-24

**HISTORY CORE QUESTIONS: How has an event/person or civilisation changed the future? How do we know about the past?**

**Key:**

**Chronological Understanding**

**Knowledge and Understanding of events and people in the past.**

**Historical Interpretations - representations**

**Historical Inquiry – questioning and evaluating**

**Organisation and communication**

**Links with previous learning**

**History: EYFS**

Ourselves	Celebrations	Traditional Tales	Local Area/Arctic/Jungle	Plants and Growing	Seaside Minibeasts
<b>EYFS Framework &amp; Development Matters</b>					
<p><b>Understanding the World:</b>  <b>Children in Reception:</b>            Talk about members of their immediate family and community.            Comment on images of familiar situations in the past.            Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG:</b>            -Talk about the lives of the people around them and their roles in society.            -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.            -Understand the past through settings, characters and events encountered in books read in class and storytelling</p>					
<b>Knowledge Coverage</b>		<b>Knowledge Coverage</b>		<b>Knowledge Coverage</b>	
Look at photos of themselves as babies	Comment on images of familiar situations in the past. E.g. black and white photo's, horse drawn	Compare and contrast characters from stories including			Comment on images of familiar situations in the past. E.g. black and white photo's, horse drawn carts,

and talk about how they have changed	carts, new, newer, newest pictures.	figures from the past. E.g. dogger			new, newer, newest pictures.
Look at class timeline of the year, add a photo of the children's first day of school. Talk about changes that have happened within their living memory.					
<b>Core End Points:</b>					
-How have you changed since you were a baby? -How are things different now from the past? -What do you think life was different in the olden days?					
<b>Vocabulary</b>		<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	
<b>Now, next, old, new, ago, past, present, ago, now,</b> change, memory, remember	<b>Now, next, old, new, ago, past, present, ago, now,</b> Photo, changes, differences, similarities, new/newest, old/oldest	<b>Now, next, old, new, ago, past, present, ago, now,</b> Compare, same, different, characters			<b>Now, next, old, new, ago, past, present, ago, now,</b> Photo, changes, differences, similarities, new, newest, old, oldest

History: Year 1

Traditional Tales	Space	Paddington	Hot and Cold Places	Castles	Seaside
	<b>Civilisation</b>			<b>Invasion/Monarchy</b>	<b>Civilisation/Trade</b>
<b>Core End Points</b>	<b>Core End Points</b>	<b>Core End Points</b>	<b>Core End Points</b>	<b>Core End Points</b>	<b>Core End Points</b>
	Who was Neil Armstrong?  What was Neil Armstrong's lasting legacy?			What were castles like?  Who lived in a castle?  How have castles changed over time?	How have seaside holidays changed over time?  Who used to visit the seaside in the past?  Why did it get easier for everyone to visit the seaside?



	<ul style="list-style-type: none"> <li>Use photos, videos, stories, adults talking about the past and artefacts to find out about the past.</li> </ul> <p>Ask and answer questions about Space related to history of Neil Armstrong/Katherine Johnson</p>			<ul style="list-style-type: none"> <li>Use photos, stories, adults talking about the past and artefacts to find out about the past.</li> </ul> <p>Ask and answer questions about castles in the past</p>	<ul style="list-style-type: none"> <li>Use photos, stories, adults talking about the past and artefacts to find out about the past.</li> </ul> <p>Ask and answer questions about sea sides in the past</p>
	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
	<p>a long time ago, before and after, then/now, century, timeline, famous, remember, same/different</p> <p>space station, astronaut, The Space Race, international, NASA, racism</p>			<p>a long time ago, before and after, then/now, century timeline, famous person, remember, same/different</p> <p>castle and parts e.g. moat, drawbridge, king, queen, reign, monarchy, peasant, trade, Victorian,</p>	<p>a long time ago, before and after, century timeline, famous person, remember, same/different</p> <p>seaside, holiday, popular, tourist resort, rich, poor, trade</p>

History: Year 2

<b>Pirates Invasion/Trade</b>	<b>Great Fire of London Civilisation/Housing</b>	<b>Where I live</b>	<b>Africa</b>	<b>All Creatures Great and Small</b>	<b>Superheroes Legacy</b>
<b>Core End Points:</b>	<b>Core End Points:</b>	<b>Core End Points:</b>	<b>Core End Points:</b>	<b>Core End Points:</b>	<b>Core End Points:</b>
<p>How have ships changed since pirate times? Who is Captain Cook and Why is he famous?</p>	<p>How did the events of the Great Fire of London leave a lasting legacy? Why was the GFoL a significant event? When and Why did the GFoL happen?</p>				<p>Who has changed the future of the world? What was their lasting legacy?</p>

	<p>How did the fire start and why did it spread so far?</p> <p>What happened in the GFoL?</p> <p>How did the GFoL stop?</p> <p>What happened to London and the people living there after the fire?</p>				
<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>
<p>Place Piracy on the timeline.</p> <p>Place Captain James Cook (a significant person in our locality) on the timeline 1728-1779.</p> <p><b>Compare with Year 1 timeline</b></p> <p>Understand how pirates lived on board their ship, food, clothes and methods of navigation.</p> <p>Understand the difference to Captain Cook and the Navy today.</p>	<p>Place GFL on the timeline.</p> <p>Know the key events of the GFoL.</p> <p>Identify similarities and differences between how houses were built in the past to how they are built now.</p> <p>Understand how events were recorded in the past – focus on Samuel Peeps diary and pictures.</p>				<p>Place Rosa Parks, Martin Luther King and Florence Nightingale on a timeline.</p> <p><b>Compare with Year 1 timelines</b></p> <p>Understand how the actions of these significant people shaped the future.</p>
<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>
<p>To identify different ways to represent the past – paintings pictures of Captain Cook / Pirates.</p>	<p>To identify different ways to represent the past – diary writing and pictures.</p>				<p>To identify different ways to represent the past</p> <p>Ask and answer questions about key historical figures.</p>

Ask and answer questions about Pirates	Ask and answer questions about GFL				
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p>source, sequence, timeline explain, evidence, century, similarities, differences, earlier, later, research, historical event, eyewitness</p> <p>explorer, unchartered pirates, ship, navigate, navigation, compas, directions, navy, captain, hammock, scurvy,</p>	<p>source, sequence, timeline explain, evidence, century, similarities, differences, earlier, later, research, historical event, eyewitness</p> <p>legacy, diary, capital city, London, fire brigade, St Paul's Cathedral, River Thames, bakery,</p>				<p>source, sequence, timeline explain, evidence, century, similarities, differences, earlier, later, research, historical event, eyewitness</p> <p>legacy, significant person, racism, equality, future, past, present,</p>

### History: Year 3

<b>Who Lived in Britain? Stone Age to Iron Age</b> <b>Civilisation/Housing</b>	<b>Why were the Romans so powerful?</b> <b>Invasion/Trade</b>	<b>What makes the Earth angry?</b>
<b>Core End Points:</b>	<b>Core End Points:</b>	<b>Core End Points:</b>
<p>Where, when and how did Stone Age people live?</p> <p>Where, when and how did Bronze Age people live?</p> <p>Where, when and how did Iron Age people live?</p> <p>What changed through the Stone Age, Bronze age and Iron Age?</p> <p>What was their lasting legacy?</p>	<p>Where did the Romans come from?</p> <p>Why did the Romans invade Britain?</p> <p>Where did they settle and why?</p> <p>How did the Romans live?</p> <p>Who was Boudicca?</p> <p>Why did the Romans leave Britain?</p> <p>What did the Romans bring to Britain and what was their lasting legacy?</p>	
<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>	<b>Knowledge Coverage</b>

<p>Sequence the 3 eras using a timeline. Introduce with timeline recapping significant individuals covered in KS1 and introducing AD/BC</p> <p>Understand that the Stone Age was followed by the Bronze Age period. The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</p> <p>Understand how people lived through the 3 eras in terms of housing, transport, food, clothes, society, industry.</p> <p>Understand the changes and developments across the 3 eras including, settlements, hunting, gathering, weapons and tools.</p> <p>Understand the difference between food and tools then and now.</p> <p>Understand that the Iron Age continued in Britain for about 800 years and ended when the Romans invaded in AD 43.</p>	<p>Place Roman times on the timeline and how much time it represents. <a href="#">Link to Year 3 Stone Age to Iron Age timeline</a></p> <p>Identify where the Romans settled and why. Understand when and why the Romans invaded Britain - The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC Know that the Romans came from Italy and invaded Britain in 43AD and the Emperor in charge was called Claudius.</p> <p>Understand how the Romans invaded Britain and what made their invasions successful - Julius Caesar Invaded Britain in 55 BC and 54 BC Emperor Claudius Conquers Britain in AD 43</p> <p>Understand how people lived in the Roman era including housing, transport, food, clothes, society, industry, religion – introduced Christianity.</p> <p>Queen Boudicca led a rebellion against the Romans in AD 60/61 but the Roman defeated her Iceni Tribe and the Celts.</p> <p>Identify when the Romans left Britain and why. Understand what the Romans changed about the future of Britain as their legacy – long, straight roads, trade and keeping control.</p>	
<p><b>Skills Progression</b></p>	<p><b>Skills Progression</b></p>	<p><b>Skills Progression</b></p>

<p>To identify different ways to represent the past – pictures, artefacts, drawings, internet.</p> <p>Be able to give some reasons for the changes over time.</p> <p>Understand how events from this period have made changes to future period.</p>	<p>To identify different ways to represent the past – pictures, artefacts, drawings, internet.</p> <p>Understand that there are different sources of evidence e.g paintings, artefacts, quotations from diaries</p> <p>Ask and answer questions about the Roman invasion.</p>	
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>BC/AD, decade, ancient, century, period, represent, artefacts, future, legacy, time order</b></p> <p>stone, flint bronze, iron, smelting, society, archeology, archaeologist, hunter-gatherer, nomad, prehistory, Neolithic (New Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age), hill fort, wattle and daub</p>	<p><b>BC/AD, decade, ancient, century, period, represent, artefacts, future, legacy, time order</b></p> <p>Romans, invaders/invasion, settlers, settlements, empire, legacy, society, artefact, celts, citizen, conquest, emperor, centurion, gladiator, Roman Empire, legion, tribe, Britannia</p>	

#### History: Year 4

<b>Anglo Saxons and Vikings Invasion/Civilisation/ Trade</b>		<b>Mountains</b>	<b>Ancient Egyptians Civilisation/Trade/Monarchy/</b>
<b>Core End Points:</b>		<b>Core End Points:</b>	<b>Core End Points:</b>
<p><b>Who ruled Britain after the Romans left?</b></p> <p><b>Why did the Anglo Saxon's come to Britain?</b></p> <p><b>Where did the Anglo Saxon's settle?</b></p>	<p><b>Who were the Vikings and where did they come from?</b></p> <p><b>Why did they come to Britain?</b></p>		<p><b>Where and when was Ancient Egypt?</b></p> <p><b>How did people live in Ancient Egypt?</b></p> <p><b>Why was the Nile important for trade in Ancient Egypt?</b></p> <p><b>What do you know about the rulers or Ancient Egypt and what was their legacy?</b></p> <p><b>What was the lasting legacy of Ancient Egypt?</b></p>

<p><b>What was life like as an Anglo Saxon? What was their lasting legacy? Who were the significant rulers during the Anglo-Saxon times?</b></p>	<p><b>How did they get to Britain? Where did Vikings settle? How did the Vikings invade Britain? What was life like for Vikings? Who were the significant leaders in the Viking era? What was their lasting legacy?</b></p>		
<b>Knowledge Coverage</b>		<b>Knowledge Coverage</b>	
<p>Place Anglo Saxons and Romans on the timeline. Recap Year 3 ordering of Stone Age to Iron Age to Romans</p> <p>Pupils can order key events during the Anglo-Saxon times on a timeline.</p> <p>Discuss that this is AD and what that means.</p> <p>Identify the Roman withdrawal from Britain in c.AD410 and the fall of the western Roman Empire,</p> <p>Identify the Scots Invasion from Ireland to north Britain (now Scotland),</p>	<p>Place Vikings on the timeline. Add to previous timeline</p> <p>Identify where the Vikings come from.</p> <p>Study the Kings of England during Viking times.</p> <p>Identify what life was like in Viking times.</p> <p>What was it like being a child in the Viking times? Research.</p> <p>Trip to DIG Museum and Jorvik (Find out about Viking lifestyles. Look at Viking local history.)</p>		<p>Place Ancient Egypt on the timeline. Discuss what it is BC and what that means.</p> <p>Identify where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Look at the empire of Ancient Egypt and where it extended to.</p> <p>Understand how people lived in the Ancient Egypt including housing, transport, food, clothes, society, industry.</p> <p>To give reasons for the changes over time and peoples actions in the past and think about how this may have influenced life today.</p>

<p>Understand how Anglo Saxons lived - Anglo Saxon invasions, settlements, kingdoms and monarchs – how this was different to one King/Queen: place names and village life, art and culture, food, transport, society.</p> <p>Identify religion - Christian conversion – Canterbury, Iona and Lindisfarne.</p> <p>Pupils can identify the Anglo-Saxon Britain, locating and labelling the kingdoms. Anglo-Saxon place names that are still used today.</p> <p>Pupils can label and name key features of an Anglo-Saxon village and describe the key jobs of people living in the village.</p> <p>To give reasons for the changes over time and peoples actions in the past and think about how</p>	<p>To explore the differences between rich and poor Vikings. Societal pyramid.</p> <p>Anglo-Saxon/Viking laws and justice – how are they different from our laws and justice today?</p> <p>Sutton Hoo – Use the artefacts and clues to uncover a mystery. Who was buried at Sutton Hoo?</p> <p>Viking raids and invasion Viking lives and diets – design your own Viking menu</p> <p>Viking battles, weapons and armour. Design your own invader and label their combat equipment.</p> <p>Find out about weaving and Viking lifestyles. Look at Viking artefacts.</p>		
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this may have influenced life today.			
<b>Skills Progression</b>		<b>Skills Progression</b>	
<p>To show an understanding that aspects of the past have been represented and interpreted in different ways. Look at artefacts, pictures, internet research and drawings.</p> <p>To distinguish between different sources and begin to evaluate their usefulness.</p>		<p>To show an understanding that aspects of the past have been represented and interpreted in different ways. Look at artefacts, pictures, internet research and drawings.</p> <p>To distinguish between different sources and begin to evaluate their usefulness.</p>	
<b>Vocabulary</b>		<b>Vocabulary</b>	
<p><b>time difference, chronological order, religious differences, wealthy / poor, historical items, accurate picture of the past, version, historical argument, point of view</b></p> <p>Invasion, invade, AD, raids, formation, settlements History, past, before, after, earlier, later, old, new, AD, BC timeline, invade, settle, kingdom, artefact, Pagan, Christianity, Angles, Saxons, Picts, Scots, society, societal,</p>		<p><b>time difference, chronological order, religious differences, wealthy / poor, historical items, accurate picture of the past, version, historical argument, point of view</b></p> <p>Pharaoh, tomb, pyramid, hieroglyphs, scribe, sarcophagus, mummy, papyrus, scarab, canopic jar, after-life, sphinx, Egyptologist</p>	

**History: Year 5**

<b>Mayans: North America</b>	<b>Rivers and Water Cycle</b>	<b>Ancient Greece</b>
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Civilisation/Trade/ Invasion		Civilisation/Trade/Housing
Core End Points:	Core End Points:	Core End Points:
<p>Why should we remember the Ancient Maya? - core question</p> <p>When and where did the Maya civilisation exist? What can we learn about the Maya from investigating their ancient cities? Why did the Maya have so many gods? Were the Maya as clever as people in the 21<sup>st</sup> century? What happened to the Maya civilisation? What are the main similarities and differences between the Ancient Maya and Britain at the same time?</p> <p>What have we learned from the Ancient Maya?</p>		<p>Where and when were the Ancient Greek times? What was life like for Ancient Greeks? Who did the Ancient Greeks worship and why? What are some of the famous Greek myths and legends? How did the Greeks influence the Olympic games? What is the lasting legacy of Ancient Greece?</p>
Knowledge Coverage	Knowledge Coverage	Knowledge Coverage
<p>Place Mayan times on the timeline. Recap with timeline comparing when Mayan civilisation was compared to the Ancient Egyptians and Stone age/Iron Age in Britain at the same time.</p> <p>Understand what Maya civilisation achieved in terms of number system, trade, hunting equipment, writing, weaving, pottery, astronomy and calendars and musical instruments and explain your thoughts on their importance.</p>		<p>Place Ancient Greece on a timeline – 800BC Compare to when other ancient civilisations were Ancient Mayans/Ancient Egyptians.</p> <p>Ancient Greece split into states Shields Democratic society</p> <p>Understand what life was like in Ancient Greece – leisure (theatre, amphitheatre), food, alphabet, houses, beauty treatments, Gods.</p>

Compare the achievements of Anglo Saxons and Mayans.

Locate key cities in ancient Maya – Tical, Paleque, Coba, Copan, Chichen Itza.

The ancient Mayans lived in what is now known as southern Mexico and northern Central America including Guatemala, Belize, Honduras, Yucatán Peninsula and El Salvador.

They lived between approximately 2000 BCE and 900CE.

They developed an advanced number system and writing system.

Mayan adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.

Scholars have suggested a number of potential reasons for the downfall of Maya civilization in the southern lowlands, including overpopulation, environmental degradation, warfare, shifting trade routes and extended drought.

Mayans engaged in many rituals, one being the game of Pok-a-tok (a ball game) but the main ritual being sacrificial, following their religion, worshipping many gods.

Identify Greek Gods and their famous myths and legends.

Children learn about the Ancient Greek Olympics games and the types of games played them and what they were like including people cheating in them.

Learn about their legacy in politics, healthcare, medicine, maths and architecture.

Understand the key points of trade for the Ancient Greeks and where they traded to.

<p>The Ancient Maya ate foods that they could farm, hunt and forage for. The two most important plants were the maize plant – from which they made tortillas – and the cacao tree from which they made their precious hot chocolate.</p> <p>Understand the Spanish invasion of the Mayans and how it affected the civilisation.</p> <p>Understand that the Mayans had a bustling trade system – understand the products that were traded and where and how they traded.</p>			
<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>	<b>Skills Progression</b>
<p>To understand that our knowledge of the past is constructed from a range of sources.</p> <p>To evaluate the evidence to choose the most reliable forms.</p>			<p>To understand that our knowledge of the past is constructed from a range of sources.</p> <p>To evaluate the evidence to choose the most reliable forms.</p>
<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>	<b>Vocabulary</b>
<p><b>Way of life, tradition, ritual, ancient, civilisation, influence, historical links, written sources</b></p> <p>codice, pyramid (Chican Itza), batab, Kin, Mesoamerica, Ancient civilisation, Hieroglyphics (glyphs), pyramid, sacrifice, Uinal,</p>			<p><b>Way of life, tradition, ritual, ancient, civilisation, influence, historical links, written sources</b></p> <p>Acropolis, city state, Mount Olympus, Parthenon, temple, theatre, Sparta, Athens, Hoplites, slaves, column, democracy, myths, philosophy, siege, demigods, Zeus</p>

History: Year 6

<b>World War 1</b>	<b>World War 2</b>	<b>Victorians</b>	<b>South America</b>
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Invasion/Monarchy/Legacy	Invasion/Trade/Housing	Civilisation Monarchy Trade					
Core End Points:	Core End Points:	Core End Points:	Core End Points:	Core End Points:	Core End Points:		
<p>Why did WW1 happen?  How did people cope with the outbreak of war?  What was life like as a soldier in WW1?  What lasting effect did WW1 have on British history?</p>	<p>Why did WW2 happen?  How did people cope with the outbreak of war?  What was the blitz?  Why were children evacuated and what did it feel like to be an evacuee?  What was life like as a soldier in WW2?  What lasting effect did WW2 have on British history?</p>	<p>Who was Queen Victoria?  What was life like in Victorian times?  How has our local area changed since Victorian times?  What was the Industrial revolution?  How did the Industrial Revolution affect trade?</p>					
Knowledge Coverage		Knowledge Coverage		Knowledge Coverage			
<p>Place WW1 on the timeline. Introduce by ordering previous periods of British history studied Stone Age/Iron Age, Romans, Anglo-Saxons, Vikings. How many centuries after the Vikings did WW1 and 2 happen?</p> <p>Identify the reasons for the outbreak of war.</p> <p>Be able to recall that King George V was in power during WW1 and his involvement in the war.</p>		<p>Place WW2 on the timeline. Build on previous timeline. How many decades after WW1 did WW2 start?</p>		<p>Place the Victorian times on a timeline. Place between Vikings and WW1/2. How many centuries after the Vikings were in Britain did the Victorian period happen?  How many centuries before WW1/2 was the industrial revolution?</p>			

<p>Understand how key developments in technology changed the war.</p> <p>Understand where soldiers were posted in WW1 and what life was like for them.</p> <p>To ask questions to describe the features of past societies and periods and make links between them.</p>	<p>Identify the reasons for the outbreak of war.</p> <p>Be able to recall that King George VI was King during WW2 and his involvement in the war.</p> <p>Identify what life was like in Britain during the war – rationing, evacuation, Blitz, work force. Understand evacuation and where and why this happened.</p> <p>Understand the role of women in the war.</p> <p>Understand where soldiers were posted in WW2 and what life was like for them.</p> <p>To ask questions to describe the</p>	<p>To understand about the life of Queen Victoria - coronation, family, royal residences. Research.</p> <p>Understand what life was like in Victorian times – workhouse, food, housing, transport, education, jobs, rich and poor, industry, games and entertainment.</p> <p>- A study of an aspect or theme in British History that extends pupils chronological understanding beyond 1066 - a significant turning point in British history, for example, the first railways</p> <p>-A local history study</p> <p>The railway revolution in York and the impact it had. York Railway Museum resources</p> <p>Census work and explore how different sources tell us different things – photographs, census data, aerial maps of York</p>	
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	<p>features of past societies and periods and make links between them.</p> <p>Eden Camp local history during WW2.</p>		
<b>Skills Progression</b>		<b>Skills Progression</b>	
<p>To understand that our knowledge of the past is constructed from a range of sources and understand the different ways in which these sources may portray accounts from the past.</p> <p>Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.</p>		<p>To understand that our knowledge of the past is constructed from a range of sources and understand the different ways in which these sources may portray accounts from the past.</p> <p>Pupils should begin to evaluate sources of information and identify those that are particularly useful for tasks.</p>	
<b>Vocabulary</b>		<b>Vocabulary</b>	<b>Vocabulary</b>
<p>Societies, cause and effect, summarise, different sources/interpretations, world history, persuade, viewpoint, significant event</p> <p><b>Allied Powers, armistice, armistice day, Remembrance Day, Invade, bayonet, battlefield, civilian, conflict, trench, shell, artillery, infantry, troops, Western Front</b></p>	<p><b>Allies, Axis Nazi Party, Propaganda, conscription evacuation, The Blitz, air raid, rationing,</b></p>	<p>Societies, cause and effect, summarise, different sources/interpretations, world history, persuade, viewpoint, significant event</p> <p><b>Industry, Industrial Revolution, invention, livestock, migrate,</b></p>	

	<b>evacuee, Holocaust, Winston Churchill</b>	<b>reign, combustion, population boom, workhouses, slum, class, steam power,</b>	
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