

Topic: L S Lowry

Strand: Significant Historical Person

Historical Skills

- I can study the portrait of L S Lowry and place his life onto a timeline of the last 100 years.
- I can explain that Lowry was from Salford which is part of Greater Manchester as we are.
- I can create a fact file of L S Lowry's life.
- I can describe how Lowry's paintings were different to others at the time and describe how he painted the city not the countryside and why.
- I can use paintings of the past to discuss and compare how life was different in the 1920's to now and how Lowry's painting show us these differences/changes.

Additional Information

- Laurence Stephen Lowry, or L.S. Lowry, was an artist who lived in England and was inspired by his surroundings and the events in his life. He was born on 1st November 1887 in Stretford, Lancashire, and his family first lived in an area outside of the city.
- Lowry had an unhappy childhood. He wasn't very popular at school, didn't have a very close relationship with his parents, and he had few friends. However, they eventually moved to a more urban area. Urban means located in a city or town.
- At first, Lowry hated this new home. He did not like seeing all of the factories, smoke, and people bustling about. But, the more he lived in the city, the more it began to grow on him.
- Lowry was a massive fan of Manchester City Football Club.
- Lowry died on 23rd February 1976. He was aged 88 and was suffering from pneumonia.



What should I already know?

- I know what Manchester is like now.
- I know the names of some famous artists.
- I know that Manchester has changed over time.

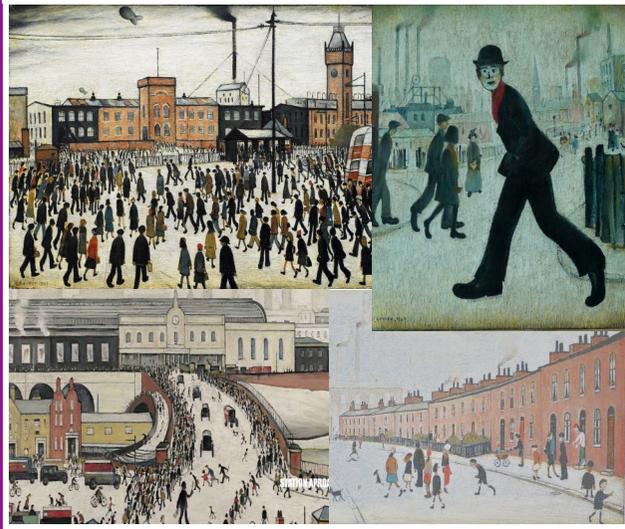
What will I know by the end of this unit?

- Lowry is famous for painting **impressionist** scenes of life in the **industrial** districts of North West England in the mid-20th century.
- He developed a distinctive style of painting and is best known for his **urban landscapes** with **factory** images and human figures often referred to as & 'matchstick men'
- **Salford** has developed over the years since the industrial revolution—changes in buildings such as **mills** and **factories**.
- **Transport** has also developed over time. Trams and buses has emerged since the times of Lowry when carts and cars were people's only method of transport.
- **Fashion** has altered since the 1920's. Clothes have become more vibrant and colourful.
- Lowry's paintings show us lots of changes over the years in **Salford**, **Manchester** and the surrounding areas with industrial landscapes.
- The **industrial revolution** changed cities across the world.

Maps



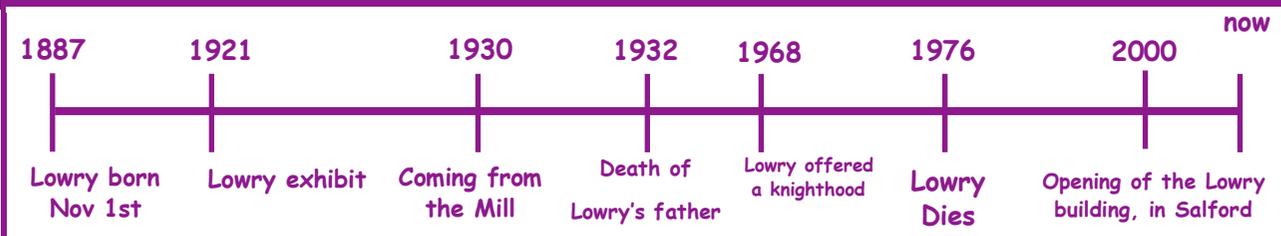
Images Then (Lowry's work)



Images Today (Present—photographs)



Timeline



Subject Specific Vocabulary

urban	Word used to describe a town or city	Renoir	A French artist who was a leading painter in the making of the impressionist style.
impressionist	a painter who painted during the time of impressionism in the art world.	Cezanne	French artist and Post-Impressionist painter
industrial	Links to factories and the industrial revolution.	transport	Things that take or carry (people or goods) from one place to another e.g. a car, boat or ship.
landscapes	e.g. hills, mountains, buildings etc.	buildings	A place with a roof and walls, such as a house or factory.
factories	A building or group of buildings where goods are made or put together, mainly by machine.	mill	A building that has machinery for grinding grain into flour or making fabric from cotton.
Salford	Salford is a place in Greater Manchester that is west of Manchester city centre.	Industrial revolution	Time in the 18th century that changed largely rural societies in Europe into built up, urban ones with lots of factories and houses.
Monet	was a French painter, a main person of French Impressionist painting		

before	after	past	present
old	new	then	now
timeline	Chronology	Twentieth Century	

Can you talk about Lowry and the things he painted using the vocabulary above to help you?



History

KS1

Topic: The Great Fire of London

Strand: Significant Historical Event

Historical Skills

- To find out when The Great Fire of London started.
- To use photographs to compare pictures of London in 1666 and now.
- To place key events of The Great Fire of London in chronological order.
- To understand key features of The Great Fire of London.
- To talk about the life of significant individuals such as Samuel Pepys, King Charles II and Thomas Farriner.

Additional Information

- In 1666, the houses in London were made of wood and straw. They were very close together, making it easy for the flames to spread quickly.
- Six people sadly died as a result of the fire.
- The fire destroyed 13,200 houses.
- 70,000 people were left **homeless**.
- King Charles II decided that the houses should be built further apart and they should be made from stone.
- **Christopher Wren** designed a plan for a new London.
- The famous **St Paul's Cathedral** burnt down during the fire.
- The **Cathedral** was rebuilt using Christopher Wren's designs and the church still exists today.
- Many people escaped to the **River Thames**.
- **London Bridge** was the only way they could cross the **River Thames**.
- Many people also went to **The Tower of London** to escape the flames.



What should I already know?

- I know that the Great Fire of London happened a long time ago.
- London is the capital city of England.

What will I know by the end of this unit?

- The Great Fire of London started on Sunday 2nd September 1666.
- **Samuel Pepys** wrote a diary about The Great Fire of London, which is how we know so much about the fire.
- **Charles II** was the king of England in 1666.
- The fire started in **Thomas Farriner's bakery on Pudding Lane**.
- It hadn't rained for months so the city was very dry.
- There were no fire fighters, people had to use **leather buckets, water squirts, axes, fire hooks and gunpowder** to try to put the fire out.
- The fire burned for four days as the wind died down.
- On Thursday 6th September 1666, the fire was finally put out.

Map of London in 1666



London images then (past)



London images today (present)



Subject Specific Vocabulary

Samuel Pepys	a famous man who wrote a diary about The Great Fire of London.	leather buckets	buckets made from leather, before plastic was invented, to carry water.
King Charles II	the king of England in 1666.	water squirts	handheld water pumps.
Thomas Farriner	owner of the bakery where the fire started.	axes	tools used to chop wood.
Christopher Wren	the man who designed new buildings, including the St Paul's Cathedral and a monument to the fire.	fire hooks	giant hooks used to pull houses down.
bakery	a shop where bread and cakes are made.	gunpowder	explosive powder used to blow up buildings.
Pudding Lane	the street on which the bakery was and where the fire started.	homeless	without a home and having to live on the streets.
St Paul's Cathedral	a famous church which burnt down during the fire. It was rebuilt and still exists today.	River Thames	the river where many people got on boats to escape the fire.
London Bridge	ridge that connects London to the River Thames.	Tower of London	where King Charles II lived in 1666.

before	after	past	present
old	new	then	now
timeline	chronology	seventeenth century	historical

Timeline



Can you talk about The Great Fire of London using the vocabulary above to help you?

Historical Skills

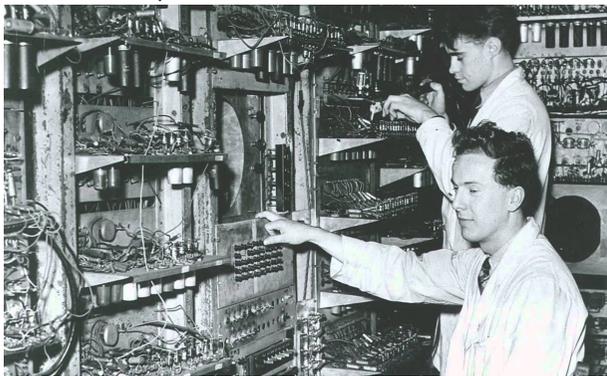
- To be able to order artefacts on a time line with dates.
- To be able to ask question about Alan Turing and his invention.
- To explain who invented the internet.
- To explain the differences of devices over time.
- To use the correct vocabulary to explain the word, 'technology'.

Additional Information

- Alan Turing was a British mathematician and computer scientist.



- The first computer to store and run a program. was built at the University of Manchester using technology developed for Second World War radar and communications equipment. It was called 'Baby'.



What should I already know?

- That some things change over time.
- That some things happened **before** I was born and before my family or parents were born.
- That I use **devices** to learn and to play and to communicate.
- The names of devices; phone mobile phones, ipad, tablet, smart watches, game consoles, lap-tops and other technical words such as internet, Wi-Fi etc.

What will I know by the end of this unit?

- The word **technology** and what it means.
- It is **machines** and **equipment** that we can use to make things happen.
- The technology I use is different from that used by my parents and grandparents.
- The first **computer** was **invented** by Alan Turing who worked in **Manchester**. This was the most important invention of the 20th Century.
- To know that Manchester is an important place of technical change.
- The **internet** was invented by a British **scientist** called Tim Berners-Lee in 1989.

Mobile Phones



Images Then (Past)



Images Today (Present)



Timeline



Subject Specific Vocabulary

devices	a piece of equipment made for a special purpose.	scientist	This is someone who collects and uses research and evidence, who test ideas, and gain and share understanding and knowledge of the world around them.
technology	is the use of knowledge to invent new devices or tools. Throughout history, technology has made people's lives easier.		phones
machines	A machine is a device that does a physical task.	tablet	
equipment	This is the set of tools or clothing for a particular purpose.		console
computer	A computer is a device for working with information. The information can be numbers, words, pictures, movies, or sounds.	Wi-Fi	
invented	This means to create or produce something for the first time.		
internet	This is a communications system that connects computers and databases all over the world.		
before	after	past	present
old	new	then	now
timeline	Chronology	Twentieth Century	communication

What do we use telephones for in the past?



Historical Skills

- To be able to place the Anglo-Saxons period on a timeline.
- be able to ask questions.
- To be able to explain what is meant by 'Dark Ages' using the correct vocabulary.
- To recognise artefacts and designs from Staffordshire Hoard and Anglo-Saxon period.
- To analyse, describe and to explain what artefacts can tell us about the Anglo-Saxons.
- To explain the history and chronology of the Anglo-Saxon period.
- To describe An Anglo-Saxon settlement.
- To recognise and know the 7 ancient kingdoms.

Additional Information

- **Sutton Hoo:** is an awe inspiring Anglo-Saxon burial site. It is home to one of the greatest archaeological discoveries of all time.



- **Staffordshire Hoard:** is the largest hoard of Anglo-Saxon gold and silver to be found.



What should I already know?

- The **Romans** occupied and governed Britain until approximately 410 AD.
- Britain was part of the **Roman Empire** up to **Hadrian's Wall**.
- Britain comprised of just Wales and England.
- Rome was an **Imperial Power**. It had an **empire** that covered most of the land around the Mediterranean Sea.
- The Roman Empire did not include *Germany*.

What will I know by the end of this unit?

- To know why the **Anglo-Saxons** come to **Britain**.
- To know who were the **Angles** and who were the **Saxons**.
- To know where they both come from.
- To know how they lived and what their **settlements** were like.
- To know about their art, culture and religion.
- To know what the **Staffordshire Hoard** is.

Maps

The Anglo-Saxons Kingdoms



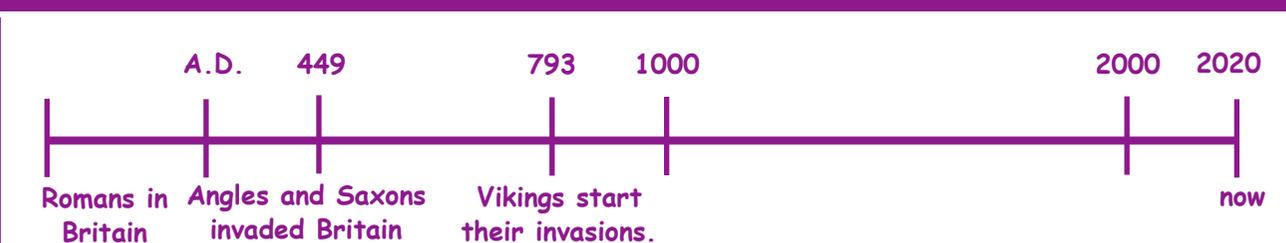
Anglo-Saxon Settlements



What did the Anglo-Saxons look like?



Timeline



Subject Specific Vocabulary

Britain	Is the place name given to Wales and England during the Anglo-Saxon period.	Hadrian's Wall	This was built by the Romans. It stretched from coast to coast. It was built to keep the Picts and the Scots out of the Roman Empire. It also marked the boundary of the empire too.
Romans	They invaded Britain before the Angle-Saxons.		
Angles	They were from northern Germany and Denmark. They settled in East Anglia in Britain. The name England comes from the Angles.	artefact	These are things made by humans that have a significant cultural or historical interest.
Saxons	They also came from northern Germany and Denmark. They settled in Sussex, Wessex and Essex.	A.D	This abbreviation means 'Anno Domini'. It is Latin. It means, 'In the year of our Lord'. We use A.D. to order dates following the birth of Jesus Christ.
invasion	To enter by force to conquer.	B.C	This abbreviation means 'Before Christ'. We use B.C. to order dates before the birth of Jesus Christ.
settlement	A place or area that people settle in.	Staffordshire Hoard	This is the largest collection of Anglo-Saxon gold and silver to be ever found. It was discovered in 2009, in Staffordshire, England.
Imperial Power	Extending your rule or authority over foreign countries.		
empire	A group of people or countries ruled by one leader.	Sutton Hoo	Is an Anglo-Saxon burial ground in Suffolk.
before	after	past	present
old	new	then	now
timeline	Chronology	Twentieth Century	century



Why did the Angles and The Saxons come to Britain?



Topic: Stone Age to the Iron Age

Strand: changes in Britain from the Stone Age to the Iron Age

Historical Skills

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age

Examples (non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- **Iron Age** hillforts: tribal kingdoms, farming, art and culture

Additional Information

- Palaeolithic Period- People were **nomadic** hunters and they found food by roaming from place to place in different seasons.
- **Stone Age** - When the first humans began to live in Europe. They used stones as tools.
- **Neolithic** Period- People began to settle into farming villages instead of moving from place to place. People started to look after animals and grow their own crops.
- **Mesolithic** Period- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe). Tools were developed to become smaller and finer. The invention of canoes meant that people were better able to hunt for fish as well as animals.
- **Bronze Age**- People discovered how to get metals out of rocks. Bronze replaced stone as the best material for making tools. People were able to build better farming equipment and they also began to make bronze weapons.
- **Iron Age**- Humans now used iron to make tools, and farmed land instead of hunting. They lived in communities.



What should I already know?

- I know how some people lived in the past.
- Chronology means time order.
- That people have not always lived in towns and cities.
- That maps show us where things are.

What will I know by the end of this unit?

I will know that when the first humans began to live in Europe, they used stones as tools.

I know that during the **Bronze Age**:

- people discovered how to get metal out of rocks
- bronze replaced stone as the best material for making tools
- people were able to build better farming equipment and they also made bronze weapons.

I know that during the **Iron Age**:

- iron replaced bronze as the main material for making tools and weapons
- people lived in **tribes** and were often at war with each other
- people began to protect themselves by settling in **hillforts**. (Celts)

Tools and weapons

Bronze Age weapons



Iron Age



Images of important sites

Stone Henge



Skara Brae



Maiden Castle



Cave Paintings



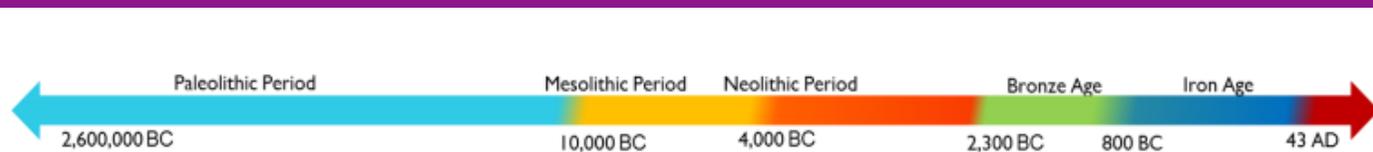
Key Places

Stone Henge- a prehistoric **monument** in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.

Skara Brae- a stone-built **Neolithic** settlement, located in the Orkney region in Scotland. It is a cluster of eight houses, which was occupied between 3000 and 2500 **BC**.

Maiden Castle- one of the largest and most complex Iron Age **hillforts** in Europe . It is located in Dorset, England. It was built around 100 **BC** and once protected hundreds of residents.

Timeline



Subject Specific Vocabulary

AD	AD is used to show dates after the birth of Jesus. This year is AD 2020
agriculture	The process of cultivating land to grow crops and rearing animals for food.
BC	BC is a way of dating the years before the birth of Jesus. The bigger the number BC , the longer ago in history it was.
Chronological	In order starting with the earliest time.
evolution	A gradual process of change over time.
hillforts	A fort build on a hill with outer walls or ditches for defensive purposes.
hunter-gatherer	A member of a nomadic group who hunt or harvest food that grows in the wild.
nomadic people	A group of people that move from place to place in search of food and shelter.

roundhouse	A circular house with a conical thatched roof build for the Bronze Age to the Iron Age .
settlement	A place where people establish a community
smelting	A process to separate metal from rocks by heating and melting the metal
tribe	A group of families or communities that share a common culture and language, usually with one leader.
monument	something built to remember an important person or event

Key Dates

800,000 BC	Earliest footprints in Britain date back to this time.
40,000-8,000 BC	People started creating cave paintings.
25,000 BC	Ice Age in Northern Europe and Britain
8,500BC	Climate gets warmer in Britain
6,000 BC	Britain becomes an island
4,000 BC	Farming introduced in Britain
3,000 BC	Stone Henge started to be built
2,300 BC	Bronze working introduced
1,200 BC	First hillforts built
800 BC	Ironworking introduced
120 BC	First coins introduced from Europe.
43 AD	Romans invade Britain- start of Roman Britain and the end of the Iron Age

Topic: The Romans

Strand: The Roman empire and its impact.

Historical Skills

- Develop an understanding of ancient civilisations.
- Place events from period studied on a time line.
- Use terms related to the period and understand BC/AD.
- Identify key features and events.
- Use a range of sources to find out about a period observe small details - artefacts, pictures, books, e-learning.
- Share knowledge and understanding in a variety of ways - discussions, pictures, writing and drama.
- Work independently and in groups.

Additional Information

1. In the Roman Empire, coins were more than just money - they were ways for the emperor to tell the people about the great things they had done. A coin could be minted that showed pictures of the emperor with their name or other words and symbols on it.
2. They built towns around England to help them govern it better and keep organised. The largest one was London, which they called Londinium; by the end of the first century London had become one of the great cities of the Roman empire. Other large towns were Colchester, St. Albans and Aquae Sulis (now Bath).
3. The key to the Romans' invasion of Britain was the strength of their army, the largest and most powerful military force of its day.
4. Roman soldiers had different roles and responsibilities. Soldiers fought with both their weapons (swords, spears and javelins) and with their shield.



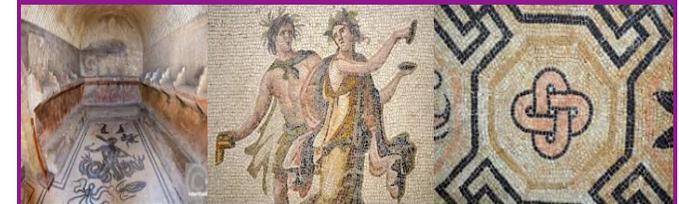
What should I already know?

- I know that the Romans lived in Rome.
- I know that they came to Britain.

What will I know by the end of this unit?

- **Julius Caesar** tried to invade Britain but finally in 43AD **emperor** Claudius was successful.
- The Romans were in Britain for almost 400 years.
- Roman roads were built to help the Romans move their soldiers around the country.
- **Gladiators** fought in the **amphitheatres**.
- The **Forum** was an open area like a market place where people could shop and trade goods.
- **Queen Boudicca** was a Celtic Queen.
- She led a rebellion against the Romans.
- The **Emperor Hadrian** came to Britain in 122AD and ordered a wall to be built.
- The wall was built between Roman Britain and Scotland.
- That the Romans believed in many **gods** and **goddesses**.
- They worshipped their **gods** in a temple called a **pantheon**.
- Every town had **baths**.
- Roman **bath houses** were important places to wash, relax and be entertained.

Mosaics



The Romans

The Romans built beautiful **baths** where people could go and relax. Some of these buildings still remain today.



The Romans were famous for building long straight roads to transport legions, goods and messages from the Emperor.



Famous Facts

Hadrian's Wall AD 122

The **Caledonian** tribes fought against the Romans who had tried to take their land. The Romans wanted to separate their land so the emperor **Hadrian** ordered a wall to be built.

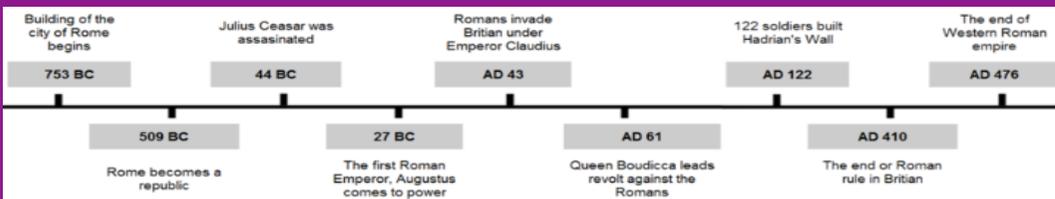


Boudicca's Rebellion AD60

The Romans decided that the **Iceni** tribe needed to start paying taxes, but **Queen Boudicca** (ruler of the tribe) refused to let it happen. They fought the Romans and thousands of people died.



Timeline



Subject Specific Vocabulary

Roman Empire	The name used for the land that was controlled by the Romans.
Caledonia	The name used in Roman times for Scotland.
Celts	People living in Britain.
Iceni	A tribe of Celts who lived in the east of Britain.
Picts	Tribes from Caledonia.
legion	A group of 3,000 to 6,000 men in the Roman army.
emperor	The ruler of an empire.
Julius Caesar	One of the leaders of Ancient Rome.
citizen	A person who lives in town or city.

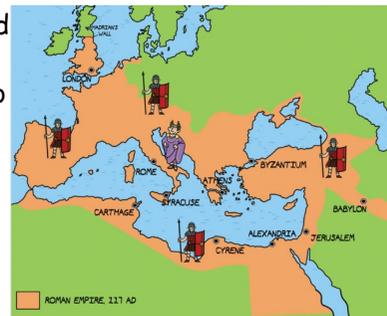
amphitheatre	A place where Romans went to watch animals and people fighting.
aqueduct	Pipes and channels which bring clean water into towns.
bath house	Somewhere for bathing and washing and even entertainment.
century	A period of 100 years.
centurion	A commander in the Roman army.
Forum	Open space in the middle of the town like a market square.
gladiator	A slave trained to fight other gladiators or animals in the amphitheatre.
mosaic	A pattern made from coloured pieces of stone and pottery.
Roman numerals	A series of letters representing numbers in the roman number
slave	Someone sold to another person to work for them for free.
toga	A single piece of cloth worn by citizens covering the whole body

The Roman Empire

Julius Caesar wanted to extend his **Roman Empire** so he tried to invade Britain in 55 BC.

He tried again in 54 BC and had some success.

In AD 43, **Claudius**, a new emperor, was more successful, although the Romans never took full control of Britain.



Gods and Goddesses

Religion was an important part of Roman daily life.

The Romans believed in many different gods and goddesses.

If the gods were angry, terrible things could happen. To keep the gods happy, animals were sacrificed (killed) as offerings. They worshipped in



Celts 500 BC	Romans AD 43	Saxons 450
Vikings 793	Normans 1066	Tudors 1485

Topic: **Mayan Civilisation**Strand: **A non-European Society**

Historical Skills

- Examine a variety of sources and use these to make inferences about the Mayan economy, religious beliefs and society.
- Describe how the Mayan civilisation has had an impact on modern society.
- Examine the timeline of Mayan civilisation and consider where there was a rapid change and where there was very little change and explain why.
- Compare what was happening in the Mayan Civilisation with what was happening in Britain at the same time.
- Use appropriate vocabulary to communicate about the Mayan.

Additional Information

- Today the region is made up of southern Mexico, the Yucatan Peninsula, Guatemala, Belize and northern El Salvador.
- It was the only American civilisation to develop an advanced written language. They also excelled in art, mathematics, architecture and astronomy.
- They created spectacular temples like, **El Castillo**, without the use of metal tools, wheels and domesticated beasts.
- Itzamna-Maya God, ruler of heaven, day and night, Chaac-Maya God of rain, Maize God-(HunHunahpu) one of the most important due to his connection with the crops.
- The Mayan number system '**Vigesimal**' is based on a base 20 system. It consisted of **dots and lines** to represent numbers. They use **lines** to represent 5,



What should I already know?

- South America is a continent.
- The climate of South America is different to that of the UK.
- Human and physical geographical features of a region in South America.

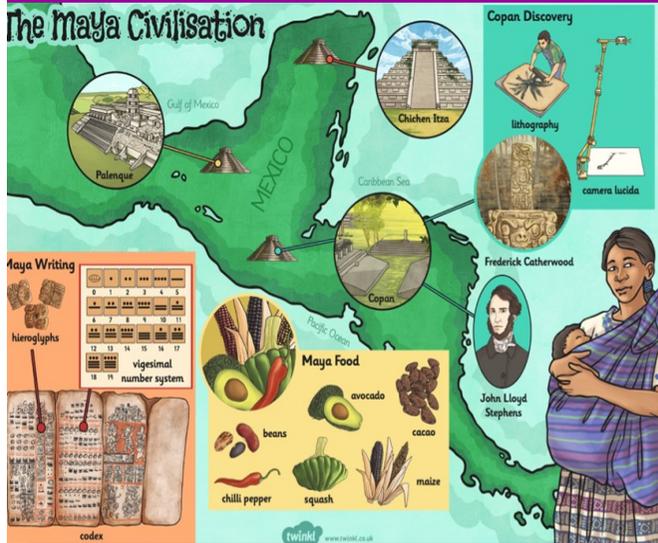
What will I know by the end of this unit?

- The Maya **civilisation** began as early as 2000BC and continued to have a strong presence in **Meso-america** for over 3000 years.
- The Maya people lived in Mesoamerica, in Central America.
- **Codices** are folding books; one folding book is **codex**.
- **Mayan** is the language spoken by Maya people.
- **Maize** (corn) was very important to Mayan people because it made up 80% of their diet. It was also part of their religious **culture** too.
- They had many Gods, which represented various subjects. They **worshipped** their various **deity** because they believe they represented various aspects of **nature**.
- They believed that **Itzamna**, God gave them the **calendar**. They observed the movement of the sun, moon and stars to create **calendars**.
- They used a system of pictures and symbols to write called **Hieroglyphics**.

El Castillo, Chichen Itza



Maps



Maya hieroglyphs



Timeline



Subject Specific Vocabulary

<p>Mesoamerica - place Mayan people made their home. (Modern day Mexico and Central America).</p>	<p>Dots and Lines - the Mayan number system used dots for single number and lines for the number 5.</p>	<p>Maize (corn/cereal) - a grain that made up 80% of the Mayan diet.</p>	<p>Chichen Itza - city, where one of the famous temples (El Castillo) was built.</p>
<p>Codices - are folding Maya books.</p> <p>Codex - one Maya book.</p>	<p>Hun Hunahpu, Maize God - was one of the most important God's due to his connection with the crop.</p>	<p>Hieroglyphs - symbols or pictures used to represent words.</p>	<p>El Castillo - (The Castle) is 24 metres (79 ft) above the main plaza. It has 4 sides, which each have 91 steps.</p>
<p>Mayan - language spoken by the Maya people.</p>	<p>Itzamna, Maya God - ruler of heaven, day and night. Maya people believed he gave them the calendar.</p>	<p>Temple - a building used for the worship of a God or Gods in some religions.</p>	<p>Calendar - was important to the Maya people. The religious Mayan calendar (Tzolkin) consisted of 260 days and 13mths.</p>
<p>Vigesimal - Mayan number system, which was based on base 20.</p>	<p>Chac, Maya God - of rain, thunder, lightning, it is believed with his lightning axe, Chac strikes the clouds and produces thunder.</p>	<p>Worship - to have or show a strong feeling or respect and admiration for a God or Goddess. building used for the worship of a God or Gods in some religions.</p>	<p>Nature - Maya people believed that their Gods were nature Gods - heaven, earth, fire, maize etc.</p>
<p>Pyramid - a 3D man-made structure that is built through large cuboids of rock piled upon one another to form a triangular shape.</p>	<p>Deity - a synonym for God.</p>	<p>Culture - the Mayan people believed that their various God's related to various aspects of nature and were extremely powerful.</p>	<p>Civilisation - human society which is organised.</p>

before	after	past	present
old	new	then	now
timeline	Chronology	Twentieth Century	

Can you use these words to describe Mayan civilisation?

History

Year 6

Topic: World War Two

Strand: Significant historical event

Historical Skills

- To explain reasons for World War Two.
- To explain what the Holocaust was.
- To describe the impact of war on 'The Home Front' - women, evacuations, rationing.
- To relate artefacts to their knowledge.
- To read the diary of Anne Frank.

Additional Information

Reasons for the Second World War:

- Germany lost World War One and was made to pay reparations. This was as a result of the Treaty of Versailles that was signed on the 28th June 1919.
- It lost its Royal Family at the end of world war one.
- Germany became bankrupt— it had no money.
- The country and its people were poor.
- They blamed the other countries.
- National socialists grew. This was led by Adolf Hitler.

Maps



World War II

What should I already know?

- What a **war** is.
- What the **First World War** was and when it happened.
- We remember wars by wearing poppies.

What will I know by the end of this unit?

- The dates of the **Second World War** (1939-1945).
- It is called the Second World War because there had already been one world war.
- Germany lost World War One and was made to pay **reparations**.
- The **Treaty of Versailles**, a peace treaty, was signed on the 28th June 1919.
- **Adolf Hitler** breached the treaty of Versailles. He took back land that had belonged to Germany.
- To know the system of **alliances**.
- Hitler was a **dictator** and a **militaristic**. He was part of the 'era of the dictators' along with Mussolini in Italy and Franco in Spain.
- Know and understand the term, '**holocaust**'.
- To know and understand the term **refugees** or 'displaced person'.
- To know and understand the real impact at home - '**The Home Front**'.
- To learn about **rationing** and **evacuation**.
- To learn about woman's roles at home and woman's role at war.

Images of war



Can you explain the reasons for the Second World War?



What was life like on The Home Front?

Subject Specific Vocabulary

First World War	This was triggered on 28 June 1914 following the assassination of Archduke Franz Ferdinand of Austria. It lasted for 4 years, 3 months and 2 weeks.	militaristic	This means that society should be like the military.
Second World War	This was a global war that lasted from 1939 to 1945. The vast majority of the world's countries formed two opposing military alliances.	holocaust	This was a period in history during which millions of Jewish people and other people were killed because of their identity.
refugees	War reparations is a compensation such as money or goods given from those that lose the war to the victors.	refugees	Is a child who was evacuated from towns and cities and had to adjust to separation from family and friends.
Treaty of Versailles	This is the most important peace treaty that brought World War One to an end.	The Home Front	Britain was called the 'Home Front', because people felt that they were part of the war. The war effected everyone whether they were on the front line (in Europe) or on the home front (back in Britain). Not everyone went to fight, but everyone helped in the 'war effort' in some way or other.
Adolf Hitler	Adolf Hitler was a German politician and leader of the Nazi Party. He initiated World War II by invading Poland on 1 September 1939.	rationing	It made sure that people got an equal amount of food every week.
alliances	A union or a promise between countries to help one another during war.	evacuation	This was the movement of school children, teachers, mothers with children under the age of five and disabled people out of the cities to the countryside where there was little risk of bombing raids.
dictator	This is the ruler of a dictatorship. A dictatorship is a country where one person or political party has the power to do whatever they want.	Anne Frank	She was born in Germany in 1929. She was Jewish. She went into hiding during the war. She wrote a diary.
before	after	past	present
old	new	then	now
timeline	Chronology	Twentieth Century	

Timeline

