

History– KS1 Cycle A			
	Autumn term I'm Making History	Spring Term Why are some places special?	Summer Term Significant people Y2 need to compare with other significant individual
Curriculum Drivers	Possibilities: Where would you like to visit? Respect: How can we show respect to others? Skills for Learning: How can we learn by looking at the past?		
National Curriculum	To understand about changes within living memory. Y2 extend beyond living memory Learn about significant historical events (Y2 beyond living memory). Understand about events beyond living memory which are significant nationally or globally. Y2	To learn about significant places in the locality. Y2 further afield. To understand about changes beyond living memory.	To learn about the lives of significant individuals who have contributed to national and international achievements. Events beyond living memory that are significant nationally and globally.
Key Question	What is the past? Y1 What important events have happened over the last 50 years? Y2	Why are some places special?	Why do we remember Beatrix Potter?
Key Concepts	Chronology Historical terms Enquiry Interpreting History Continuity and Change Causation Similarity and difference Significance	Chronology Significance Historical Enquiry Interpreting History	Chronology Historical terms Enquiry Causation Similarity and difference Significance
Key Vocabulary	The past clues Timeline Date Before After Memory Photograph Story Source Interview	Timeline Place Century Long age Recent Church Cathedral Castle Distance Y1 begin to use a vocabulary of historical terms such as recently, younger, years, decade, century, long ago.	Victorian, Edwardian, Twentieth Century, Nineteenth Century. Individual, effect, change. Author, rural, birth certificate, Lake District, home, work, farming, conservation. Y2 other related vocabulary with other significant person of choice.

Key Knowledge	Children will be able to: - Develop an understanding of the past. - Y2 add to their understanding of chronology. - Y1 begin to understand chronology. - Sequence a set of events on a timeline. - Begin to use a vocabulary of historical terms Y1 - Extend their vocabulary of historical terms Y2	Children will be able to: - Y1 will begin to look beyond their own living memory. - Y2 continue to look beyond their own living memory. - Begin to understand where people and places fit into the chronological framework. - Begin to use dates.	Children will be able to: - Learn about important events in the lives of significant individuals (an individual Y1). - Use common words and phrases relating to the passing of time. - Identify similarities and differences between their own and other people's lives. - Y2 compare two significant individuals.
Key Skills	Understand simple sources. Sequence a set of events in own life Y1 Sequence a set of events beyond their own lives up to 50 years. Y2 Y2 ask own questions about the past. Identify similarities and differences between ways of life in different periods. Begin to understand some ways we find out about the past.	Communicate findings and use the historic environment. Ask questions Y2 Use a wider range of sources. Talk about places and why they were built. Y2 calculate distances	Use information texts to gather historical knowledge. Use primary sources to find out about the past. Sequence events in chronological order. Ask questions Y2 Begin to ask questions Y1

History– KS1 Cycle B			
	Autumn Term History Detectives	Spring Term All change. Holidays Now and Then	Summer Term What special events do we remember?
Curriculum Drivers	Possibilities: What could you invent to change the world? Respect: Who from the past do you respect? Skills for Learning: Can you persevere to learn a new skill?		
National Curriculum	Look at changes within and beyond living memory. Identify similarities and differences. Develop sense of chronology.	Look at changes within and beyond living memory. Identify similarities and differences. Know where events fit within chronological framework.	Look at changes within living memory. Look at events beyond living memory that are significant nationally or globally. To look at lives of individuals in the past who have contributed to national and international achievements.
Key Question	How have toys changed over time? Y1 How has our local area changed over time? Y2	How have holidays changed?	Why do things change? Y1 What special events and inventions have changed our world? Y2
Key Concepts	Historical knowledge Explain/Analyse second order concepts- change and continuity/ similarity and difference	Historical knowledge. Continuity and change Similarities and differences. Use interpretations Y2 only	Historical knowledge. Significance Continuity and change Similarities and differences Use primary sources and interpretations.
Key Vocabulary	Chimney, window, post box, doors, street names, roof, tile, thatch, brick, stone, materials, design, modern, Sixties, Fifties, Pre War, Edwardian, Victorian, century, decade, technology, architecture, home, house, bungalow, flats Y2 only Toy doll teddy bear play station technology phone Ipad games electric before after decade design material Y1	Holiday Bank holiday Leisure Coast Transport/ travel Victorian/ Edwardian 1950s	Century Inventor Invention decade Significance Change Developed

Key Knowledge	Children will be able to : ▪ Begin to understand some ways we find out about the past from objects/ buildings in the historic environment. ▪ Understand how some things change and some things stay the same. ▪ Understand why this happens. ▪ Develop an understanding of chronology.	Children will be able to: ▪ Understand some of the ways in which we find out about the past. ▪ Identify different ways in which it is represented. Y2 ▪ Understand how some things change and some things stay the same. ▪ Further develop an understanding of chronology.	Children will be able to: ▪ Develop an awareness of the past, using common words and phrases relating to the passing of time. ▪ Further develop an understanding of chronology. ▪ Understand some key inventions in history. ▪ Order technology chronologically Y1. ▪ Understand the effect of change.
Key Skills	Ask questions Y2 only Sequence events/ places/ products on timelines. Identify similarities and differences.	Ask and answer questions. Sequence times on a timeline (less for Y1) Identify similarities and differences.	Sequence inventions on a timeline. Y1 Draw own timelines using dates. Y2

History– Lower KS2 Cycle A			
	Autumn Term Stone Age-Iron Age	Spring Term Ancient Egypt.	Summer Term Local Study
Curriculum Drivers	Possibilities: Would you like to be an archaeologist? Respect: What lesson can we learn from the past? Skills for Learning: What questions could we ask about the past?		
National Curriculum	Know and understand the nature of ancient civilisations. Understand how evidence is used to make historical claims. Look at the changes in Britain from the Stone Age to the Iron Age.	Develop an understanding of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. To understand how our knowledge of the past is constructed from a range of sources.	Pupils should be taught about a local study. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local history; between cultural and social history.
Key Question	Who were Britain's first builders?	Why did the Ancient Egyptians build pyramids?	Who was Norman Cornish?
Key Concepts	Historical knowledge Explain/Analyse -Significance/Causations Use primary sources Use interpretations/representations of the past.	Historical knowledge Explain/Analyse -Significance/Causations Use primary sources Use interpretations/representations of the past.	Historical knowledge Explain/Analyse -Significance/Causations Use primary sources Use interpretations/representations of the past.
Key Vocabulary	AD BC timeline chronology evidence prehistory settlement archaeologists dig hunters gatherers nomadic Paleolithic Mesolithic Neolithic glacial	Settlement , city, civilisation, buildings, jobs, bronze age, iron age, belief, building, technology, Pharaoh, ruler, irrigation, farming, artefact, hieroglyph, Nile AD BC	Historic building, architecture, feature, mine, miner, locality, community. Lever, trapper, child worker, colliery, coal bunker, cottages, village, town , park, mine, terrace, estates, church, town hall, the settlement, artist change continuity century decades
Key Knowledge	Children will be able to : ▪ Begin to develop an understanding of AD and BC Y3. ▪ Y4 recall AD and BC from previous topics.	Children will be able to: ▪ Locate places on a world map. ▪ Place world ancient civilisations on a timeline. ▪ Develop a greater understanding of AD and BC	Children will be able to: ▪ Gain an understanding of their local area's social and economic past since World War 1. ▪ Know important dates/events in the life of a significant local person.

	- Develop their knowledge of the length of time Britain has been settled. (This very abstract and will require constant revisit), the vocabulary of time to include century and millennia and become familiar with some of the main terms used to describe the different periods in the past. - Recall how they found out about things that happened/ people who lived before they were born - talk, photographs, films, recordings, paintings, letters, diaries, objects, books etc. - Understand there are fewer items and eventually no writing at all as we go further back in time. Why? To find out about Britain's first people we need to use some quite odd things - bones, preserved foot prints, skeletons etc. - Begin to understand what happened when Britain warmed up after the glacial period and that this is called the Mesolithic Age. (Middle Stone Age). - Learn about the conditions in the Mesolithic era - warmer, hunters and fishers, huts. Remind pupils about Britain becoming an island, cut off from Europe. Understand the three main periods between Stone Age- Iron Age. Look at the following case studies in the Stone Age - Skara Brae, Stone Henge, Maiden Castle.	- Order key dates in Ancient Egyptian times. Y3 less dates - Use artefacts to learn about life in Ancient Egypt. - Understand why pyramids were built. - Understand what was kept inside pyramid. - Learn about the significant discovery made by Howard Carter of Tutankhamun's tomb.	- Understand the dangers faced by miners. - Understand some jobs carried out by miners. - Know and have reasons for how Spennymoor has changed but some things remain.
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Key Skills	Further develop chronological understanding by placing periods on a timeline using dates and begin to understand duration. Use primary sources and interpretations to help understand the past. Develop use of historical terms. Begin to understand how our knowledge of the past is constructed from a range of sources.	Order dates on a timeline. Use primary sources and interpretations to develop understanding of the past. Ask and answer questions by using a range of sources.	Use maps to locate places/features Compare life at different times in Spennymoor's past with life today. Begin to note connections, contrasts and trends over time and develop appropriate use of historical terms.
History– Lower KS2 Cycle B			
	Autumn Term Stone Age- (Iron Age Focus)	Spring Term Ancient Greek civilisation.	Summer Term Romans (local area focus)
Curriculum Drivers	Possibilities: What will be our legacy? Respect: Is democracy important? Skills for Learning: What skills can we learn from civilisations of the past?		
National Curriculum	▪ Know and understand the nature of ancient civilisations. ▪ Understand how evidence is used to make historical claims. ▪ Look at the changes in Britain from the Stone Age to the Iron Age.	• To Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires. ▪ To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'. ▪ To learn about Ancient Greece - a study of Greek life and achievements and their influence on the western world.	• To know and understand how people's lives have shaped his nation and how Britain has influenced and been influenced by the wider world. ▪ To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation'. ▪ Understand historical concepts such as cause and consequence. ▪ Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history. ▪ To learn about the Roman Empire and its impact on

Key Question	How did the first Britain's live?	How have the Ancient Greeks shaped my world?	Why did the Romans March Through County Durham?
Key Concepts	Historical knowledge Explain/Analyse -Significance/Causations Use primary sources Use interpretations/representations of the past.	Historical Knowledge. Explain/Analyse second order concepts. Use primary sources. Use interpretations/representations of the past.	Historical knowledge Explain/Analyse -Causes and consequences of events (invasion). Use primary sources Use interpretations/representations of the past.
Key Vocabulary	AD BC timeline chronology evidence prehistory settlement archaeologists dig hunters gatherers nomadic Paleolithic Mesolithic Neolithic glacial grave goods	Europe, Mediterranean, Crete, Mycenae, citizen, democracy, archaeology, pottery, evidence, ancient, modern, invasion, trade. Persian Empire, conflict, war, hoplite empire AD. BC.	Primary source, interpretation Empire, province, Julius Caesar, Emperor Claudius Baths, mosaic, gladiators, games, senate, towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple Invasion - legion, legionary, soldier, weapon, Eagle standard, chariot Ancient Rome Britannia (land of tin), Ancient Briton, Celt, fort, roundhouse Civilisation Archaeology AD BC Roman North East - Binchester fort, Lanchester fort, Chester Le Street fort, vicus, Piercebridge Roman Fort, Dere Street Roman Road, Vindolanda, Housesteads, Chesters, Arbeia, Hadrian's Wall,
Key Knowledge	Children will be able to- - Have an overview - recap for Y4 they can recall from last year. - Begin to understand the length of time ago this age began. Y3 - Understand how interpretations are made by finding evidence (primary sources) to help build up a picture of the past. - Know that evidence of life has been found in Happisburgh (Norfolk) dating back 950,000 years.	Children will be able to - - Build on their geographical knowledge to develop locate the key city states of Ancient Greece and consider the similarities and differences between maps of the area today and maps of the area in the Ancient Greek period. Develop their knowledge of the time period when Ancient Greece emerged and dominated the Mediterranean. This should build on the terms and dates developed via study of Stone Age (and Ancient Egypt Y4). - Look at the range of primary sources available about the ancient Greeks and begin to make some suggestions about Ancient Greek life and skills. - Look at the key features in the lifestyle of Ancient Athens. This can be extended to	Children will be able to- - Understand that the Romans stayed in the North of England. - Understand how far the Roman Empire stretched. - Place Romans on class timeline and learn about when they were in Britain. - Learn about the first attempted invasion by Julius Caesar in 55-54 B.C. - Use interpretations and primary sources to learn about the Roman army.

	- Find information about some key sites by researching using primary sources and interpretations. Star Carr and Cheddar Gorge/ Paviland (Wales) - Understand more about life in Bronze Age by studying primary sources of the Amesbury Archer . - Understand about some aspects of daily life in an Iron Age settlement in Ancient Britain.	look at the very difference experiences of men, women and slaves in the Ancient Greek city states. - Develop their knowledge about the way decisions were made in Ancient Athens and how this early democracy is similar/ different to the way we make decisions today. - Develop their knowledge about significant Greek achievements and their impact. - Develop knowledge about conflict and warfare in the Ancient world - causes, some key events and features as these developments changed the way wars were fought, introduced naval conflict and led to the spread of Greek ideas. - Develop their knowledge of a significant person from the past who was key to the spread of Greek ideas and influence and use it to write a narrative account of Alexander's journeys with the focus on using specific factual detail- dates, places, events, people. - Use their knowledge gained throughout the unit to consider the impact of Greek inventions, skills and achievements over a long period of time.	- Gain a knowledge of development over time and the historical geography of the UK. Key features of Roman Britain - towns, baths, roads, amphitheatres, aqueducts, Hadrian's Wall, villa, temple. - Develop their knowledge by using a range of primary sources for inference and supporting conclusions to learn about the Roman army. - Develop their knowledge of local Roman history, identifying and explaining causes of Roman actions.
Key Skills	Further develop chronological understanding by placing periods on a timeline using dates and begin to understand duration. Use primary sources and interpretations to help understand the past. Develop use of historical terms. Begin to understand how our knowledge of the past is constructed from a range of sources. Y4 deepen their understanding from last year about life during this time and how our knowledge of the past is constructed from a range of sources.	Use primary sources and interpretations to help understand the past. Develop historical vocabulary - democracy, civilisation, empire. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections with their own lives.	Use primary sources and interpretations to help understand the past. Locate places on a map of the world. Make connections between the Romans and our region. Identify key elements in the success of the Roman army. Use interpretations to help understand about the past as well as use primary sources for inference and to answer questions about the past.

History – Upper KS2 Cycle A			
	Autumn Term Daily life (Romans)	Spring Term Anglo Saxons	Summer Term The Vikings
Curriculum Drivers	Possibilities: What can we learn from the past? Respect: How will the past impact on my future? Skills for Learning: Are we as resilient as our ancestors?		
National Curriculum	To continue to develop a chronologically secure knowledge and understanding of British history. To know about the Romanisation of Britain such as the impact of technology, culture and beliefs. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Learn about Britain's settlement by Anglo-Saxon and Scots. To continue to develop a chronologically secure knowledge and understanding of British history.	To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Understand why contrasting arguments and interpretations of the past have been constructed.
Key Question	What was daily life like in Roman Britain?	What happened when the Romans left Britain?	Were the Vikings Vicious?
Key Concepts	Historical Knowledge Explain/analyse- second order concepts Use primary sources. Use interpretations. (Begin to think about purpose and reasons for a particular view. Y5) Y6 continue to build on this.	Historical Knowledge Explain/analyse- second order concepts- causation and consequence Use primary sources. Use interpretations.	Historical Knowledge Explain/analyse- second order concepts Use primary sources. Use interpretations
Key Vocabulary	Roman Empire, province, interpretation, source, archaeology, artefact, reconstruction, villa, reconstruction, aqueducts	Empire, legion, tribe, king, kingdom, churl, thane, bretwalda, Danelaw, Vortigern, Offa, Alfred, Viking, law and order, laws, fines, Woden, Christianity, Augustine, monastery, Bede, Anglo Saxon Chronicle, Lindsifarne Gospels, Saxon, Jute, Angle, Sutton Hoo, Beowulf, farming, village, Mercia, Northumbria, Offa's Dyke	Interpretation Representation Primary source Viking Raider Invasion

Key Knowledge	Children will be able to - ▪ Develop their chronological understanding of Roman era and Roman presence in Britain in relation to the bigger picture. ▪ Carry out guided research around a key area - food, Roman farms, Roman medicine, work etc. ▪ Plan and produce an account of the area they have researched, highlighting the important vocabulary to include any places, dates, people or examples of Roman technology. ▪ Use primary sources to gather and infer information about Roman homes. ▪ Understand the change to the way of life brought by Roman times to Britain. ▪ Use interpretations to learn about what Romans did for fun.	Children will be able to- ▪ Learn dates and causes of the end of the Roman Empire in Britain, effects of the departure and arrival of new invaders from Denmark and Germany. ▪ Develop new knowledge - causes of the fall of the Roman Empire and why the legions left Britain, the impact on England. ▪ Write a summary of the reasons the Romans left and/or the problems that left for Britain. ▪ Learn about the invading groups, their original countries, destinations and actions on arrival. ▪ Pupils use their research to answer the following - Where were the invaders from? Where did the attackers land? When did they arrive? Why did they come to Britain? ▪ The emergence of kings around the country, the different Anglo Saxon kingdoms, the job of the kings and the emergence of one ruler for the whole of England by AD 757 - Offa. Use the evidence from the burial at Sutton Hoo. ▪ Learn about the change over time of Anglo Saxon beliefs, the spread and impact of Christianity especially in the North East of England. ▪ Develop their knowledge of the sequence of the main events, some of the tactics used in battle and	Children will be able to - ▪ Use primary sources linked to the Viking invasion of Lindisfarne or similar. ▪ Use primary sources to extend chronological knowledge by placing Viking invasions on a timeline in relation to other periods of history studied both before and after this period. Y5 and Y6 will have done Norman Cornish and Y6 only will have done WW1 and an aspect of themes since 1066. ▪ Develop understanding of duration between periods. ▪ Analyse and investigate the question 'Were the Vikings Vicious?' - from Terry Deary's book Horrible Histories. ▪ Produce a Viking fact pack. ▪ Understand what primary sources tell us about the Vikings. ▪ Understand the difference between interpretations and primary sources. ▪ Write a reasoned response to the question 'Were the Vikings Vicious?' using sources as evidence. ▪ Design their own interpretation of the Vikings.
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		defence as well as the ways in which primary sources recorded events at the time. Use primary sources showing the raid on Lindisfarne. Pupils should use the sources to make suggestions about the event, the tactics of the attackers. Consider the weapons and effects of the attacks and discuss what the Anglo Saxons faced.	
Key Skills	Further develop chronological understanding. Use primary sources. Use historical interpretations. Use maps. Deepen their understanding of time duration between periods. Recall key dates.	Use primary sources. Research questions. Understand how the past is interpreted in different ways. Recall key dates.	Use sources to formulate opinions. Work out what happened? Who/ where/ what/ when? Develop some supported inference via use of primary sources. Understand how the past is interpreted in different ways. Use primary sources to test questions.
Notes : If Y6 are doing this topic on Cycle A be mindful they last did about the Romans in Y3 so will need as much of a recap as Y5 beginning Romans.			

History– Upper KS2 Cycle B			
	Autumn Term *World War One.	Spring Term The Mayans.	Summer Term Aspect or theme since 1066.
Curriculum Drivers	Possibilities: What can we learn from the past? Respect: Why do we remember people from the past? Skills for Learning: Why is it important to listen to people from the past?		
National Curriculum	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand how our knowledge of the past is constructed from a range of sources.	Develop a chronologically secure knowledge and understanding of world history. Learn about the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared. Address historically valid questions about change, cause, similarity and difference.	Develop a chronologically secure knowledge and understanding of British history. Study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066. Address historically valid questions about change, cause, similarity and difference.
Key Question	What's in a name?	Were the Mayans peaceful?	What did children do for fun? Y5 Y6 only – Can we choose the UK's most important monarch? (See separate unit in planning file).
Key Concepts	Historical Knowledge. Explain/ Analyse second order concepts. Use primary sources. Look at representations/interpretations of the past.	Historical Knowledge. Explain/ Analyse second order concepts. Use primary sources. Look at representations/interpretations of the past.	Historical Knowledge. Explain/ Analyse second order concepts. Use primary sources. Look at representations/interpretations of the past.
Key Vocabulary	Conflict, war, Durham, census, useful, utility, area, identify, source, consequences, memorial, chronology. Cenotaph**	Civilisation, Maya, Mayan, century, millenium, continent, BC/ AD or BCE/ CE, civilisation, Empire, temple, plaza	Medieval continuity, change, Tudor transformation, Victorian century, Twentieth Century similarity, Post war difference, Leisure technology, Class pastimes
Key Knowledge	Children will able to- - Develop chronological security of key eras and some events from Britain's past by rapid overview of times in the past when Britain was in danger from invasion or war. - Plan a dynamic timeline activity so that groups of pupils can revise their	Children will be able to - Extend chronological understanding to look at contemporaneous development in two societies, duration of events and eras, main terms for describing different eras. Extending knowledge and understanding of the spread of human settlement and civilisations especially up to the year 1000.	Children will be able to- - Build their vocabulary and sense of the past. - Make inferences from primary sources and suggest lines of enquiry. - Develop their sequencg and chronological skills.

	chronological knowledge and extend their use of key terms as well as overview knowledge of some key military events. • Use their research notes to produce a fact file about their event to include dates, main locations, key people and an effect on Britain. • Use primary sources e.g. photograph, census to help represent life at this time. • Describe the key features of (one of the categories researched) in the years around 1900 in Britain. • Have the opportunity to consider the way events are represented and portrayed as well as select the key aspects of activity they feel have significance. • Investigate some of the different aspects of WW1 for the people of Spennymoor and Durham.	• New to Y5 need to skip a few years from the Romans Y6 recall from last year work on Anglo Saxons/Vikings. • Link learning to prior geographical knowledge studied such as biomes by this stage and be aware of the implications of different climates for human existence. Also it builds on earlier study of settlement and aspects of civilisation in Ancient Egypt and Greece. • Establish connections and links across time and geographical area, developing specific factual knowledge using a range of materials, description of the key features of an event/ era. • Understand how other civilisations existed at the same time in different places around the world. • Use primary sources to make supported inferences about key aspects of Mayan life. • Use a range of photographs of Mayan artefacts/ primary sources • Develop written primary source analysis around the use of a primary source for a particular enquiry. • Understand the location of Mayan settlements, the types of building, leaders, farming, beliefs and problems • Using information texts, pupils should build up fact profiles about the Mayans • Work in pairs and collaborate to develop knowledge of the key aspects of Chiten Itzi and keep a research record. • Compare a British and a non European society at the same point in History – e.g. environment, beliefs, food, art. Y5 will have to do some extra research for this as haven't already studied the Anglo Saxons whereas Y6 did last year.	• Use primary sources to build up a sense of the period and understand key features of leisure in a particular era. • Further develop their understanding of change and continuity. • Explore similarities and differences of different eras since 1066. • Know the past can be represented in different ways.
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		- Find similarities and differences Mayans and Anglo Saxons. More support required for Y5 here. - Understand key dates of the era, recognising that events have more than one cause and that there are different accounts/views of different people about the past. - Understand changes and continuity in Mayan life over time.	
Key Skills	Use a lot of primary sources understand about the key messages about handling primary sources, thinking about context, utility and using sources in combination need to be remembered. Read and understand a census entry.	Use primary sources. Compare societies which happened at the same point in history finding similarities and differences. Use a range of sources for a particular enquiry. Use a world map to recall location of South America and relationship to UK.	Develop conceptual understanding, application of knowledge and communication of historical knowledge. Can place periods studied chronologically. Use primary sources and interpretations to help understand the past.

***Notes: Y5 doing this topic to be reminded of the Norman Cornish topic they have just finished. Similar time in history to WW1. Norman was born in 1919.**

** Possible visit local cenotaph to research impact on families during wartime.