Medium Term Plan: History   Cycle B Y5/6
Why should Britain be ashamed of slavery?

Historical Concept	Previous historical vocabulary	New historical vocabulary
• Historical enquiry • Chronological understanding • Cultural, ethnic and religious diversity • Change and continuity • Cause and effect • significance	British Empire, primary source, secondary source, slave, slavery, legacy	Atlantic slave trade, enslaved person, chattel slavery, colonies, plantation, abolition, middle passage, slave auction, brand, coffles, rebellion, William Wilberforce, Thomas Clarkson, Ottobah Cugoano, Olaudah Equiano, Mary Prince, Harriet Tubman, Underground railroad, Edward Colston,

Previous Learning End Point Assessment Statements:	End Point Assessment Statements:
• I understand how knowledge of the past is constructed from a range of sources • I can use a variety of sources to collect information about the past • I understand that different versions of the past may exist, giving some reasons for this • I can use a timeline to sequence events • I can define the word legacy and I can name some legacies of Ancient Greece. • I understand that life was different for people of colour in the past • I know the significance of Rosa Parks and Nelson Mandela's actions and how it changed attitudes	• I can use historical sources to give a definition of slavery during the Atlantic slave trade • I can identify if a source is primary or secondary • I can use the information gained from sources to report what life was like for a slave during the Atlantic slave trade (transportation, auction and plantations) • I can sequence significant dates of the Atlantic slave trade on a timeline • I understand why the slave trade happened • I can construct and organise a response by selecting and organising relevant historical data about the slave trade (Black lives matter) • I can give reasons for why the slave trade was abolished • I can give an example of modern slavery • I can recall some of the signs of modern slavery • I can name the three main locations and can identify the way in which each location benefited from the Atlantic slave trade • I can give some reasons why the transatlantic slave trade became so big • I can describe a way in which Britain changed because of the slave trade • I can name some key figures involved in the abolition of slavery (William Wilberforce, Olaudah Equiano, Mary Ann Rawson (Sheffield)) • I can describe the Underground Railroad and I can tell you how it helped slaves • I can give reasons as to why Harriet Tubman is considered an important historical figure

	Lesson 1	Lesson 2	Lesson 3 Possibly 2 lessons	Lesson 4 Possibly 2 lessons	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Learning Question	What is the definition of a slave?	What was the Atlantic slave trade and what was Britain's part in it?	What was the middle passage?	What was life like as a slave?	When and why did the Atlantic slave trade end?	Who was Harriet Tubman and why is she an important figure?	What is modern slavery?	What is the legacy of slavery in Britain?
Conceptual Knowledge	• I can use historical sources to give a definition of slavery during the Atlantic slave trade • I can identify if a source is primary or secondary	• I understand why the slave trade happened • I can name the three main locations and can identify the way in which each location benefited from the Atlantic slave trade • I can give some reasons why the transatlantic slave trade became so big	• I can use the information gained from sources to report what life was like for a slave during the Atlantic slave trade (transportation & auction)	• I can construct and organise a response by selecting and organising relevant historical data about the slave trade (plantations)	• I can give reasons for why the slave trade was abolished • I can sequence significant dates of the Atlantic slave trade on a timeline • I can name some key figures involved in the abolition of slavery (William Wilberforce, Olaudah Equiano, Mary Ann Rawson (Sheffield))	• I can describe the Underground Railroad and I can tell you how it helped slaves • I can give reasons as to why Harriet Tubman is considered an important historical figure	• I can give an example of modern slavery • I can recall some of the signs of modern slavery	• I can describe a way in which Britain changed because of the slave trade • I can put forward a viewpoint on slavery
Review/ Revisit		What is a slave?	Explain to a partner how the triangular slave trade worked.	What was the Middle Passage?	Discuss what life was like as a slave on a plantation.	Ask for reasons why the slave trade ended.	What is slavery? When was slavery made illegal in Britain?	**Flashback** What does legacy mean? What legacies do we have from the Ancient Greeks and/or Romans? Review the abolition of slavery

Read	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.

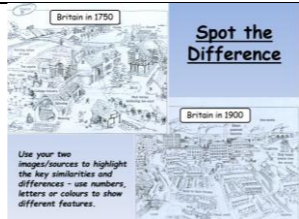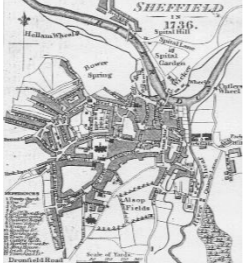|								
	Other periods of time studied where there were servants: Ancient Egypt, Rome, Greece	PlanBee slides_lesson 2 https://www.bbc.co.uk/bitesize/topics/z2qj6sg/articles/zfkfn9q Show the children a map of the Atlantic Ocean and surrounding continents on the slides, with a triangle placed between Europe, Africa and the Americas. Discuss what is happening at each of the points, e.g. in the Americas there are new colonies with perfect conditions for growing new crops. Now ask the children: What does each point of the triangle want? e.g. **Britain/Europe** wants the new crops to gain money and power. **African countries** want guns and money to gain power and win wars. The **new colonies** want a workforce to grow the profitable crops. • Where is each of these places going to get the things they want? Use the diagrams on the slides to show how the triangular Atlantic slave trade worked.	PlanBee slides_lesson 3 Slide 1 – slide 14 Ask the children what they think it may have been like for a slave during the Atlantic slave trade. • Use the slides. Use the pictures and other sources to inspire discussion with the children. What does each source show them? • Discuss the sources you have shown them and explain if they are primary or secondary sources of information. How do these different types of sources convey information?	PlanBee slides_lesson 3 Slide 15 – slide 21 Continue using the slides to describe what was expected of a slave and the experiences they may have had during their servitude. Include discussions about how slaves rebelled and used family, songs and religion to retain their identity and happiness.	Use the slides • Explain that people were calling for the slave trade to be abolished • Begin by discussing the influential people who were appealing to parliament and the general public, including William Wilberforce, Thomas Clarkson, Ottobah Cugoano, Olaudah Equiano and Mary Prince. • Next, discuss the slave rebellions led by people such as Toussaint L'Ouverture and how these were making it less profitable to own plantations. • Finally, discuss how religion and morality pushed for the end of the slave trade. • Use the slides to show how the slave trade was abolished.	Context of USA in the mid 1800s: it was now an independent country to Britain; the slave trade had been outlawed in 1808, but domestic slavery was still legal in some states; the enslaved population had reached almost 4 million by 1860. • Show the children a map of the United States in 1858 and discuss how some states were 'Free states' and did not have slavery, and others were 'Slave states' where slavery was still legal. • Shortly after this, the American Civil War would break out between the northern 'Union' states and the southern 'Confederate' states. It began primarily over the two sides disagreeing about the use of enslaved people for labour. • Use the slides to explain how Harriet Tubman escaped slavery in 1851 and used a system called the Underground Railroad to get to the free state Pennsylvania. • Explain how a few months later she returned to Maryland to help her family and other slaves escape to Canada (which was part of the British Empire and slavery was therefore abolished). She continued this for eight years and helped rescue around 300 slaves. • Once the Civil War broke out, she was recruited to help assist fugitive slaves and later carried out espionage missions. • In her later years, she spoke out about women's suffrage and opened a home for Aged and Indigent Coloured People. https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr	Explain to the children that, whilst it is illegal, slavery is still around today. We call it modern slavery. It may not look exactly like it did during the Atlantic slave trade, with chains, whips and slave ships, but there are still industries and individuals which use people as slaves in our society today. • Use the slides to give a few examples of what modern slavery is like in the UK and a few other examples of it happening elsewhere in the world, and how people are being exploited. • Explain that this is happening 'behind closed doors'. What does this saying mean? • Who can help these people? Discuss some of the different ways people in these situations have been helped using the information in the slides.	Use the slides to explain and discuss what happened once slavery was abolished in the British Empire. Talk about who was affected and what happened to slaves who were freed. • Discuss how Britain changed because of the slave trade and some of the lasting effects that the slave trade had on particular cities such as London, Bristol, Liverpool and Glasgow. This includes named buildings or estates and street names. • Show the children some information about the 2020 protests in Bristol and the removal of Edward Colston's statue. https://www.bbc.co.uk/newsround/52965665 • Give a little background into who Colston was and ask the children what they think about displaying statues of him and other similar people.
Teach								

Practice	PlanBee slides_lesson 1

Discuss definitions of servant, indentured servant & slave. Look at pictures and illustrations of slavery in different cultures throughout history. Discuss the following:
• Who are the slaves in the picture? How do you know?
• What are the slaves doing?
• Ask children how it makes them feel | Hot seat being a leader in each location of the slave trade.
What do you want?
What have you got?
How are you going to trade? | Work in pairs to read through the information and group facts in categories:
Capture
Middle passage (transportation)
Auction | Use the information to write notes in these categories:
Work
Family
Living conditions
Other information | In table groups, give children the Diamond Nine Cards 4A.
• The children have to discuss the different reasons that the slave trade ended and organise the cards onto the diamond based on which one they think had the most influence when abolishing the slave trade. | Put Harriet Tubman's life on a timeline. | Mind map ideas about modern slavery in table groups. | Tell the children that you will be holding a debate on the motion that statues of slave traders/owners should be removed. Use the slides to go through some of the rules for the debate. |
| **Apply** | Show the children Source Cards 1A* which show slaves during the Atlantic slave trade.
Some of the sources include depictions of the word negro/negroes. It may be worth discussing the use of this word with your class before studying the sources.
Choose one source and model recording what the pictures are telling them about the slave trade during the Atlantic slave trade. | Children use the descriptions of each location on Worksheet 2B to prompt them to fill in the want/have of each location on the map of the Atlantic slave trade. | Children use the information on Information Sheet 3B and Picture Cards 3A to help them create a fact file about the experiences of slaves during the Atlantic slave Trade:
(In Africa & The Middle Passage) | Write a diary extract of a day in your life as a slave on a plantation in the American Colonies. | Split your page in 2.
Write reasons to abolish the slave trade on one half and reasons against abolition on the other.

Write their own opinion underneath. | Provide children with Harriet Tubman Fact Cards 5A. Children use the facts to write three short paragraphs in response to the question "Why is Harriet Tubman such an important historical figure?". | Give children Information Sheet 6A which gives a little more information about the signs of modern slavery and what kind of things may be involved in modern slavery.
• Challenge children to make a poster about modern slavery on: what it is, the signs to look out for and information about who can help. | Debate:
Allow the teams to choose their speakers and come up with two of the strongest arguments to support their side of the debate.
All children take part in the debate, which is chaired by the teacher (refer to the Debate Instructions Sheet). Support lower-ability children by giving them the For or Against Cards to refer to during the debate if needed. |
| **Reflect** | Children discuss the other pictures and record what the pictures are telling them about the slave trade during the Atlantic slave trade. | Ask the children how each point on the triangular trade benefited from the slave trade.
Did each point benefit equally? | Talk to the children about how the people who were being traded as slaves were reduced down to being property. The traders thought of them as livestock, not as human beings. This is called chattel slavery. | How would life have been as a slave? | Explain that though the slave trade was abolished in 1807, slavery itself was still legal. It wasn't until 1833 that slavery was made illegal in the British Empire.
One of the only ways in which they could get people to agree to end slavery was to compensate slave owners for their 'loss of property'. The government borrowed £20 million to compensate the owners. The slaves received nothing. This debt was only paid off in 2015. | Ask the children again why they think Harriet Tubman is an important historical figure.
Children can respond by reading their work, reciting a fact they learnt about her or by coming up with an original response. | Compare modern slavery to the slavery during the Atlantic slave trade. What would happen to the victim if they escaped? | Using the Voting Cards, ask the children to vote on the outcome of the discussions and debates. Make sure children are aware that they can vote either way, using their own opinions; it doesn't matter which team they were on for the debate. |

Medium Term Plan: History Y5/6
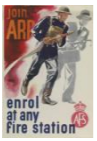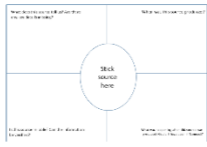## Industrial Sheffield

Historical Concepts		Previous Historical Vocabulary	New Historical Vocabulary
• Historical enquiry • Chronological Understanding • Change and Continuity • Significance		World war, Blitz, Battle of Britain, factories, workforce, disease, cholera, sanitation, child labour,	Industrial revolution, industrialization, agricultural, urbanization, pollution, environment, urban, rural, crucible steel process, mechanization, cutlery,

Previous Learning End Point Assessment	End Point Assessment Statements:
• I can devise historically valid questions about similarity and difference, and significance • I can use primary sources to research • I know when war broke out and when it ended • I can explain the importance and significance of the role of women during World War II – women's wartime jobs • I can use a range of sources to understand key features of Victorian life for children	• I can find out about the past using a range of evidence. • I can evaluate sources and identify those that are useful to the task • I can create my own timeline to chronical the key points in the industrialisation of Sheffield • I understand what the industrial revolution was and when it happened • I can explain how and why the lives of children changed during the industrial revolution and compare it other time periods • I understand why Sheffield became industrialised to become one of the largest cities in the UK • I can explain how Sheffield's successful steel industry led to urbanisation as people moved to work in the factories. • I can explain the cost of industrialisation to health, housing and the environment • I can identify key figures in the industrialisation of Sheffield and their key roles

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Question	What was the industrial revolution?	Why was Sheffield important to the industrial revolution?	Why did people move from the countryside to Sheffield?	How did people's lives change due to industrialization?	What was it like for a child in Sheffield during the industrial revolution?	Who were key figures in Sheffield's industrialization?
Conceptual knowledge	• I understand what the industrial revolution was and when it happened	• I understand why Sheffield became industrialised to become one of the largest cities in the UK • I can create my own timeline to chronical the key points in the industrialisation of Sheffield	• I can explain how Sheffield's successful steel industry led to urbanisation as people moved to work in the factories.	• I can explain the cost of industrialisation to health, housing and the environment • I can find out about the past using a range of evidence.	• I can explain how and why the lives of children changed during the industrial revolution and compare it other time periods • I can evaluate sources and identify those that are useful to the task	• I can identify key figures in the industrialisation of Sheffield and their key roles
Review/ Revisit	Post it notes What do you already know about Sheffield and industry? What can you remember about Victorian Britain?	What was the industrial revolution? Why is Sheffield called the Steel City? What is Sheffield famous for manufacturing?	Flashback Why do people migrate? Romans, Anglo Saxons etc. Recap timeline with gaps from previous lesson.	Why did people move to Sheffield? What impact did population increase have on Sheffield?	How did people's lives change? What is Sheffield famous for manufacturing?	What was the industrial revolution? What was it like for a child?
Read	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.	Sticky knowledge from essential knowledge book.
Teach	Industrial Revolution: https://www.bbc.co.uk/bitesize/topics/zxwxvcw/articles/zntn6v4 The Industrial Revolution was the rapid development of industry that occurred in Britain in the 18th and 19th centuries, brought about by the introduction of machinery. It was characterized by the use of steam power, the growth of factories, and the mass	Sheffield and South Yorkshire were important to the Industrial Revolution as they provided many of the materials that made mass production and mechanisation possible: The hills supplied coal, iron and millstone grit for the workshops' grinding wheels; The city's seven rivers provided the water power (in the days before steam); its forests, the wood and charcoal.	What was the impact of the Industrial Revolution on Sheffield? The huge expansion in industry was accompanied by both major urbanization and unprecedented pollution. Towns and cities such as Sheffield, Rotherham, Barnsley and Doncaster grew dramatically in size and population; Sheffield's population grew from 90 000 in 1830 to 150 000 by 1854, and 300 000 in 1881.	Sheffield's successful steel industry led to rapid industrialisation and urbanisation as people moved to work in the factories. This led to overcrowding, back to back houses, poor sanitation and disease. Sheffield Cholera outbreak led to the deaths of 402 people.	Sources both taken from a Parliamentary Report from 1831-2. Many children did not go to school fulltime. Some were sent out to work by age 11. Boys worked in the steel works and girls became buffer girls. A Buffer girl's role including polishing machines and buffing the	Research key figures, eg: Model how to look up important figures and then how to find information and make notes. Benjamin Huntsman's "crucible steel process" Henry Bessemer's converter furnace

	production of manufactured goods.	In 1742, local manufacturer Benjamin Huntsman's "crucible steel process" revolutionised production, creating tougher, high-quality steel, which could be made in larger quantities. The invention moved Sheffield from small township to leading European industrial city. In the 100 years that followed its annual steel production rose from 200 tonnes to 80,000 tonnes; almost half Europe's total production. Sheffield was called the Steel City because			steel cutlery and teapots to make them shine. It was dirty work and the buffer girls' hands often got scratched or burned. They wore brown paper aprons to soak up splashes of oil and protect their clothes. The boys were also doing a hard and dirty job, working in the steel works- with molten steel and huge machinery- was highly dangerous.	
Practice	Research inventions from the industrial revolution.	Sequence the important events of the industrial revolution in the UK.	Discuss why people may choose to move to Sheffield.	Spot the Difference	Hot seat – Life as a child working in a factory.	Recap the layout of a non-chronological report.
Apply	Write a paragraph to explain what the industrial revolution was, when it happened and what inventions were introduced.	Draw a timeline to chronical the key points in the industrialisation of Sheffield C1740 – crucible method of making steel invented by Benjamin Huntsman **1740** – Thomas Boulsover invented Old Sheffield plate **1819** – Sheffield canal opened **1820** – first integrated steel and cutlery factory opened **1832** – Sheffield cholera outbreak – 402 died **1856** – Henry Bessemer's converter invented **1864** – Dale Dyke Dam burst causing the great Sheffield flood – 240 died	Compare the map of Sheffield from 1736 and the map from 1892. What differences similarities do you see?	Use the water colour View of Sheffield (William Ibbitt c1854) To explain how people's lives had changed. Housing, health, environment	Write a diary entry about your day working in a factory.	Write an information text about the key figures in the industrial revolution in Sheffield.
Reflect	How do you think society changed during this time?	How did Sheffield change during this time?	Look at how quickly the population of Sheffield increased. What impact would this have on facilities?	Was life better for people who had moved to Sheffield? Explain your view.	How was this different to the life of children living in other times of history?	Who was the most influential figure? Discuss as a class.

Medium Term Plan: History Y5/6
World War II

Historical Concepts	Previous Historical Vocabulary	New Historical Vocabulary
• Historical enquiry • Chronological Understanding • Change and Continuity • Significance	Invade, resistance, war, conquer,	World war, reparations (huge fine), propaganda, evacuation, gas mask, identity card, billeting officer, rationing, land girls, persecution, Blitz, Battle of Britain, air raid, air raid shelter, home guard, holocaust, Kristallnacht, Adolf Hitler, Winston Churchill,

Previous Learning End Point Assessment	End Point Assessment Statements:
• I can devise historically valid questions about similarity and difference, and significance • I can use primary sources to research • I can give a plausible explanation about what an object was used for in the past.	• I can explain why WW2 began • I know when war broke out and when it ended • I can draw a timeline with the significant dates and events of WWII • I can devise, ask and answer more complex questions about the past, considering key concepts in history (Evacuation / persecution of the Jews) • I can evaluate different sources of information about evacuation • I can explain why children were evacuated during WW2 • I understand the term 'propaganda' and can explain how the British government used this during WW2 • I can explain why Jews were persecuted in Nazi Germany • I can explain the importance and significance of the role of women during World War II – women's wartime jobs • I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. • I can identify key features of resistance to German invasion (Blitz – home guard, shelters, gas masks) • I can explain what the Holocaust was and describe some events that happened • I know who Winston Churchill is and why he was significant

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Learning Question	Why did WW2 start and when did war break out between Britain and Germany?	What was the 'Blitz'?	What gives us a true picture of life for children in the war?	How did rationing and the 'Dig for Victory' campaign change people's diets?	How did the role of women change during the war?	Why were Jews persecuted during WW2?
Conceptual knowledge	• I can explain why WW2 began • I know when war broke out and when it ended • I can draw a timeline with the significant dates and events of WWII	• I can identify key features of resistance to German invasion (Blitz – home guard, shelters, gas masks)	• I can explain why children were evacuated during WW2 • I can evaluate different sources of information about evacuation	• I can describe how people's diets were different during World War II and answer questions about the implementation of rationing. • I understand the term 'propaganda' and can explain how the British government used this during WW2	• I can explain the importance and significance of the role of women during World War II – women's wartime jobs	• I can explain why Jews were persecuted in Nazi Germany • I can explain what the Holocaust was and describe some events that happened
Review/ Revisit	Place periods of time that we have studied on a timeline. Look at a photo of French & British soldiers at the start of WW2. Where would this go on the timeline? What clues tell us when it is? (photo)	Why did WWII begin?	Flashback What source of evidence can we use to learn about the past? What is the blitz? Recall facts.	Add to time line What was evacuation? Why were children evacuated?	Add to time line What is rationing? What is the difference between diets then and now? What does propaganda mean?	Add to time line What roles did women have?
Read	Sticky knowledge from essentials knowledge book.	Sticky knowledge from essentials knowledge book.	Sticky knowledge from essentials knowledge book.	Sticky knowledge from essentials knowledge book.	Sticky knowledge from essentials knowledge book.	Sticky knowledge from essentials knowledge book.

Teach	Display **Road to war – in order** (slide 5) and use this to talk through the events that led to World War 2. Use the **PowerPoint** (slides 6-14) to consolidate children's understanding of these events and the countries and the people involved, concluding with Neville Chamberlain's radio announcement that the country was at war with Germany (slide 15). Finish by watching the BBC video about the build-up to the war (slide 16). *What extra information does it give us that the cards didn't?*	Display **Photo** what they notice in this photo and what they think is happening? People are sheltering in the London Underground because the German air force were bombing London. Teach about *the Blitz*. PowerPoint about **The Blitz** Display, read and discuss **Frank Hurd Eyewitness** (slide 13). *What do you find most surprising about Frank's account? What can you learn from an eyewitness that we haven't learnt from other sources?*	PowerPoint information about evacuation Look at a variety of sources giving information about evacuation. Photos Ethel Gabain and the war artists. Posters – How true a picture do these illustrations give? *How do they give us a clear picture of evacuation? What wrong ideas might we get if we only used these pictures as a source?* Help children to see that historians need multiple sources to build their understanding of the past. (On the one hand, they were made at the time. On the other, they were commissioned by the government...) Introduce the idea of propaganda Letters from evacuees: Transcript of Letter written by Ellen Howard (published by gvt) Eye witness account Non-fiction text https://www.youtube.com/watch?v=0SYDBJAwYCI https://www.youtube.com/watch?v=Z9Fc-JL_v80	Go through the rationing PowerPoint Play video clips on them. Use Slides 4-7 to teach about rationing. Display Slide 8. This is a propaganda poster. *What do you think it is trying to communicate?* Use Slides 9-14 to teach more about the *Dig for Victory* campaign. Watch the **Dig for Victory information film** (slide 15; weblinks). Make a class-list of all the reasons given for people to grow their own food. Explain that some of the changes to food in the war were deliberately made and some were unintended.	PowerPoint information – the role of women Why do you think the role of women changed during the war? Show the jobs that women were encouraged to take. Go through information on PP & play: https://www.youtube.com/watch?v=7s47g3P54zU	Showing images and teaching what Kristallnacht is. Look at the holocaust and how Jews were persecuted. Show animation about Anne Frank https://www.youtube.com/watch?v=yLSvdEUA2wI Show extract from Anne Frank's diary.
Practice	**Do this before the teach section** Distribute copies of **Road to War – muddled order** (resource) to each table Ask children to cut out the cards and read them. Explain that if they read carefully, they should be able to put the cards in order.	*What is this poster trying to achieve? (Volunteers for ARP – Air Raid Precautions)*	Organise statements into those that support the reasons for evacuation and those which do not.	Use reasons from the 'Teach' section of the lesson - children discuss these changes with a partner and sort them from most to least important using a 'Diamond Nine' ranking grid (If the children don't come up with 9 reasons, adapt the grid)	Look at the propaganda posters. How do they persuade women to work? Explain to a partner.	An extract of Anne Frank's diary and children to explain how this shows the persecution of Jews.
Apply	Write a short paragraph giving some reasons why war broke out.	Display or distribute the photos of **Objects 1-8** Ask children to look closely at each photo and to write notes about what they can see and what they think the object is for. Next distribute copies of **Captions** (resource) and ask children to match the captions to the objects.	Model completing the grid. Pupils choose a source and complete the grid. Using sources decide whether they are reliable and what it is they are showing us about why children were evacuated.	Create your own propaganda poster to persuade people to grow their own fruit and vegetables.	Complete the grid to describe how and why the role of women differed before, during and after WW2: Use the internet to complete the grid.	Write a diary extract as if you were a Jewish boy/girl experiencing Kristallnacht.

			Complete 3			
Reflect	Do you think that Britain and France were right to declare war on Germany? Discuss. Start a timeline – Germany invades Poland Britain & France declare war on Germany	*If you were organising an exhibition and you wanted people to understand about the blitz, which three of these objects would you choose and why?*	How would it have felt to be evacuated?	Did rationing change people's diets for good?	Explain to a partner how the role of women changed when WW2 began.	Poem – first they came for me poem. What does this show about the persecution of Jews and other groups of people in Nazi Germany.