

# History Whole School Overview Planning Document

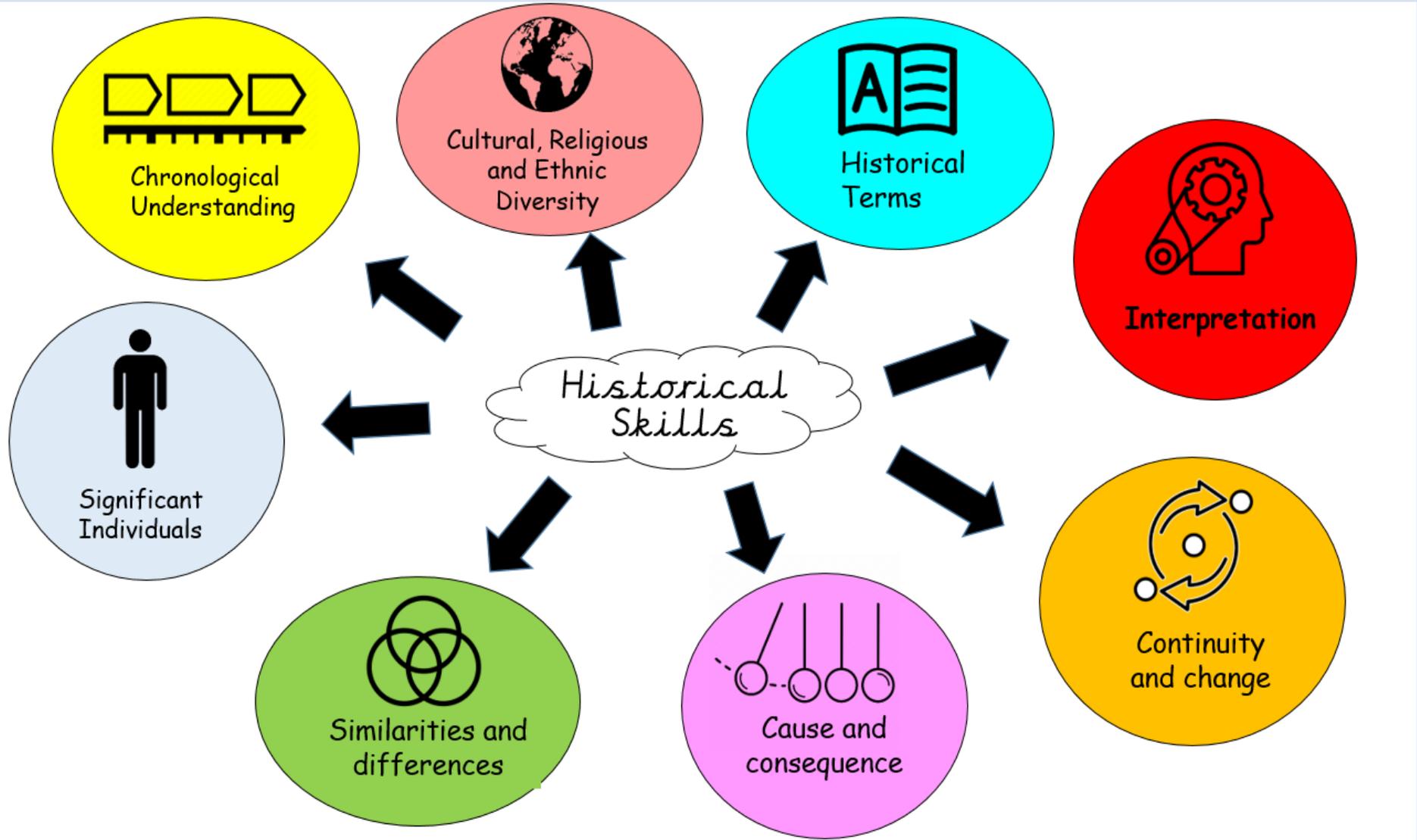
## Rivelin Primary School



### Historical Skills - These should be developed through explicit teaching in each year group

- Chronological Understanding
- Cause and consequence
- Continuity and change
- Similarities and difference
- Significant Individuals - Key individuals from the past, significant places
- Cultural, ethnic and religious diversity (CERD)
- Interpretation - An ability to understand evidence and sources and how they help us construct our understanding of the past
- Historical terms (empire, invasion, monarchy etc)

# Rivelin Historical Skills



p	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	<p data-bbox="412 188 1787 240"><u>History taught as part of the 'Understanding the World' ELG.</u></p> <p data-bbox="412 312 663 347"><u>Past and Present</u></p> <ul data-bbox="412 357 1518 392" style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul> <p data-bbox="412 402 1688 437">EYFS practitioners to place an emphasis upon: Farming/ farmers/ crops/ agriculture.</p> <p data-bbox="412 446 2056 529">What is a crop? How do crops grow? How do people grow crops and that they're used to feed large numbers of people. Crops grow better in certain conditions (warm places near water).</p> <p data-bbox="412 580 2107 616">This will lay the foundation for future learning about civilisations that relied on farming to flourish (Egypt, Rome)</p> <ul data-bbox="412 673 1547 839" style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p data-bbox="412 849 2096 932">As many stories as possible that may be set in the past. This will encourage discussion about the idea of past and present. Fairy tales produce a powerful idea of the past too.</p> <p data-bbox="412 1031 607 1066"><u>Changing Me:</u></p> <p data-bbox="412 1075 1832 1110">How have I changed from a baby? How do I know? Can I sequence the stages of my life so far?</p> <p data-bbox="412 1120 577 1155">Chronology</p> <p data-bbox="412 1165 1048 1200">Concepts of past, present, passage of time</p> <p data-bbox="412 1257 1003 1292"><u>Significance - Days - Remembrance Day</u></p> <p data-bbox="412 1302 891 1337">Discussion and ideas of the past</p> <p data-bbox="412 1347 913 1382">What is a war? What is a soldier?</p>		

	<p><u>Passing of time - Seasons -</u>          What do we notice about the seasons?          Chronology and passage of time</p> <p>Historical artefacts such as old phones, irons and other historical objects a discussion point in the learning environment. <b>EYFS to go on regular local walks as the seasons change.</b> This helps reinforce the idea and key concepts <b>continuity and change.</b></p>		
<p><u>Year 1</u></p>	<p><b><u>All About Me/ Our Homes</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>What is a home?          What does rich and poor mean?          What are parents and grandparents?          What is the past and present?</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p> <p><b>Interpretation</b> - Use a range of photos, local walks, drawings to understand how homes have changed.</p>	<p><b><u>Toys</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>A range of different material names (wood, plastic, metal, china)          What does today mean?          What does old mean?          The idea of the past</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p> <p><b>Interpretation</b> - Toys, drawings, photos to understand toys from the past.</p>	<p><b><u>Florence Nightingale/ Mary Seacole</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>What is a nurse (someone who looks after people when they are poorly)          What is a war? What happens in a war?          The idea that people are different and this might make doing something they want difficult in particular times in history.</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p> <p><b>Interpretation</b> - A range of stories, photos, paintings about MS and FN,</p>

**Cause and consequence**- What has caused houses to change over time? What are the consequences of this?

**Continuity and change** - Has anything changed about houses? What has stayed the same?

Key concepts covered - Cause and consequence, continuity and change, interpreting evidence

Key Terms to be taught explicitly in this unit - Houses, homes, past, present, change, household, objects,

Big Question - What were homes like in the past and are they the same now?

Lesson 1: How have I changed in my lifetime?

Lesson 2 - How are homes different to when my parents and even grandparents were at school?

**Continuity and change** - How have toys changed over time? How do we know a toy is old or new? How have they stayed the same?

Key concepts covered -Interpreting evidence, continuity and change

Key Terms to be taught explicitly in this unit Toys, Past, Present, change, continuity, difference, old, new, plastic, wood, museum

Big Question - What can toys from long ago tell us about the past?

Lesson 1: What are our toys like today?

Lesson 2 - Who plays with these toys?

Lesson 3 - Are there any ways we can tell if toys are old?

Lesson 4 - What were toys like for our grandparents and how do we know?

**Significant individuals** - Mary Seacole and Florence Nightingale

**CERD** - Why did Mary have a different experience and was remembered differently to Florence Nightingale?

Key concepts covered - Significant individuals, chronology, CERD

Key Terms to be taught explicitly in this unit: War, sacrifice, Crimea, nurse, medicine, bravery, difference, similarity

Big Question - Who were Mary Seacole and Florence Nightingale and why are they important?

Lesson 1: Who was Florence Nightingale and how do we know?

Lesson 2 - Why would FN go to the Crimean War to help people?

Lesson 3 - How did FN help people? What were her main achievements?

	<p><u>Lesson 3</u> - How have household objects changed over time?</p> <p><u>Lesson 4</u> - Why are some houses different from others?</p> <p><u>Lesson 5</u> - Why have houses changed so much over time?</p> <p><u>Lesson 6</u> - What are homes like today and how are they different to the past?</p>	<p><u>Lesson 5</u> - Who could have played with these mystery toys?</p> <p><u>Lesson 6</u> - What would we need to set up a toy museum?</p>	<p><u>Lesson 4</u> - Who was Mary Seacole and how do we know?</p> <p><u>Lesson 5</u> - Why would MS go to the Crimean War to help people?</p> <p><u>Lesson 6</u> - How did MS help people? What were her main achievements?</p> <p><u>Lesson 7</u> - Why do we know so much about Florence Nightingale and so little about Mary Seacole?</p>
<p><u>Year 2</u></p>	<p><b><u>Great Fire Of London</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>Where and what is London?          What is a King or Queen?          What is fire and how does it spread?          What is a city?          The idea of the past being before the present.</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p>	<p><b><u>The Victorians</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>What does rich and poor mean?          What is a monarchy?          What does change mean?          What is transport?</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p>	<p><b><u>Scott Of The Antarctic</u></b></p> <p><u>What will the children need to know before this unit:</u></p> <p>Where and what is Antarctica?          What is an explorer?          What does it mean to be famous?</p> <p><u>Historical Skills - Disciplinary Knowledge</u></p>

	<p><b>Interpretation</b> - Use a range of, paintings, documents, artefacts from the time to learn about the Great Fire and London in 1666</p> <p><b>Cause and consequence</b>- What caused the Great Fire to start? What were the consequences of the fire?</p> <p><b>Significant individuals</b> - Samuel Pepys, King Charles, Thomas Farriner,</p> <p><b>Continuity and change</b> - What changed because of the fire (houses made of stone, more space between houses, fire brigade started). Did anything stay the same (still poorer areas with dangerous, cramped conditions even after the fire).</p> <p><b>Key concepts covered</b> - Cause and consequence, significant individuals, interpreting evidence, continuity and change</p> <p><b>Key Terms</b> - Monarchy, city, fire, change, consequence, London,</p>	<p><b>Interpretation</b> - Use photos, newspaper articles, drawings and other sources to learn about the Victorian period.</p> <p><b>Cause and consequence</b>- What caused people to move into the new towns. What were the consequences of this? What were the consequences of the leaps forward in transport for people?</p> <p><b>Significant individuals</b> - Queen Victoria</p> <p><b>Continuity and change</b> - What changes happened to Britain in this period (schooling, towns, transport but also poverty). Were they all positive?</p> <p><b>Key concepts covered</b> - Cause and consequence, significant individuals, interpreting evidence, continuity and change</p> <p><b>Key Terms</b> - Monarchy, queen, transport, factories, poverty, migration, transformation</p>	<p><b>Interpretation</b> - Use photos, statues, illustrations to understand Scott's journey and why he's remembered? Are all interpretations the same?</p> <p><b>Cause and consequence</b>- What caused Scott to want to travel to the South Pole (glory, patriotism) What were the consequences for him?</p> <p><b>Significant individuals</b> - Captain Scott, Roald Amundsen</p> <p><b>Key concepts covered</b> - Significant individuals, interpreting evidence, cause and consequence</p> <p><b>Key Terms</b> - Explorer, journey, South Pole, race, bravery, glory</p> <p><b>Big Question</b> - <u>Who was Scott of the Antarctic and how should he be remembered?</u></p> <p><b>Lesson 1</b> - How do we know who Scott of the Antarctic is? Why should we remember him?</p>
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	<p><u>Big Question - How and why did the fire change London forever?</u></p> <p><u>Lesson 1:</u> What was life like in London in 1666 and how is it different to today?</p> <p><u>Lesson 2</u> - Can I make a prediction about the fire using evidence?</p> <p><u>Lesson 3</u> - What happened the night of Sunday 2<sup>nd</sup> September, 1666?</p> <p><u>Lesson 4</u> - How do we know so much about the Great Fire?</p> <p><u>Lesson 5</u> - Why was this fire so much worse than other fires?</p> <p><u>Lesson 6</u> - Was anyone to blame for how bad the fire became?</p> <p><u>Lesson 7</u> - How did the Great Fire change London forever?</p>	<p><u>Big Question - How did the Victorians transform the way we live?</u></p> <p><u>Lesson 1:</u> What was the Victorian period and can I place it in the right time in history?</p> <p><u>Lesson 2</u> - Why did people migrate into the new cities in this period? What was life like for ordinary people?</p> <p><u>Lesson 3</u> - How did the Victorians transform the way we travel?</p> <p><u>Lesson 4</u> - What was life like in a Victorian school?</p> <p><u>Lesson 5</u> - How else did the Victorians transform the way we live?</p> <p><u>Lesson 6</u> - Was the Victorian period a golden age?</p>	<p><u>Lesson 2</u> - What happened to Scott on his famous journey?</p> <p><u>Lesson 3</u> - Why would Scott risk his life to go to the South Pole?</p> <p><u>Lesson 4</u> - Why did Scott lose to Amundsen?</p> <p><u>Lesson 5</u>- How do we know so much about Scott?</p> <p><u>Lesson 6</u> - How should we remember Scott? Was he brave or foolish?</p>
<p><u>Year 3</u></p>	<p><u>Stone Age</u></p>	<p><u>Ancient Egypt</u></p>	<p><u>The Titanic</u></p>

What will the children need to know before this unit:

An understanding of history as a linear timeline

What is a farm?

What is a tool? Why are they used?

The idea that artefacts from the past survive today and tell us something about the past (E.g - Samuel Pepys' diary).

Historical Skills - Disciplinary Knowledge

**Chronology** - Understanding the major landmarks in this period.

**Interpretation** - Use a range of paintings, artefacts from the time, writings to interpret this time.

**Cause and consequence**- What caused people to start living together and farming? What were the consequences for human history?

**Significance** - Places - Skara Brae

What will the children need to know before this unit:

What and where is Egypt in the world geographically?

What is a river and why are they important for humans?

Why agriculture is important

The idea of life after death

What is a civilisation?

Historical Skills - Disciplinary Knowledge

**Interpretation** - Use a range of paintings, artefacts from the time, writings to interpret this time.

**Significance** - Places - Giza  
People - Tutankhamen

Key concepts covered - Chronology, interpreting evidence, continuity and change, CERD

What will the children need to know before this unit:

What is a ship?

The idea of rich and poor

Concept of fairness and unfairness

Concept of equality and inequality

Historical Skills - Disciplinary Knowledge

**CERD** - Identify similarities and differences between the different groups on the Titanic and how they were treated

**Interpretation** - Use a range of photos, paintings, newspaper articles from the time and today to ask and answer questions about the Titanic.

**Cause and consequence**- What caused the Titanic to sink? Were there any consequences?

**Significance** - Why was the Titanic a significant event? Why is it worth learning about?

**Continuity and change - What changes happened to human civilisation during this period of time? Did anything stay the same?**

Key concepts covered - Chronology, continuity and change, cause and consequence, interpreting evidence

Key Terms - Paleolithic, Mesolithic, Neolithic, prehistoric, BC/AD, agriculture, dwellings, Stonehenge, Skara Brae, hunter-gatherer, Iron Age

Big Question - How did the Stone Age revolutionise how people lived for good?

Lesson 1: When was the Stone Age? How is it different to today?

Lesson 2 - What was life like for man at the start of the Stone Age?

Lesson 3 - How did life change forever when man learned to farm?

Key Terms - Nile, pharaoh, silt, agriculture, hieroglyphics, archaeologist,

Big Question - How should we remember Ancient Egypt?

Lesson 1: When was Ancient Egypt and can I place it on a timeline with other areas I have learned about?

Lesson 2 - So you think you know about Egypt already?

Lesson 3 - Why was the River Nile so key to the Egyptians?

Lesson 4 - How do we know about everyday life for 'ordinary' Egyptians?

Lesson 5 - Who build the pyramids and why?

Lesson 6 - What do Egyptians believe about life after death?

Lesson 7 - What did Ancient Egypt have in common with other civilisations of that time?

- Cause and consequence, CERD, chronology

Key Terms - sink, ship, iceberg, class, rich, poor, privilege, disaster

Big Question - Why do we remember the Titanic?

Lesson 1: What do we know already about the Titanic?

Lesson 2 - What was life like on board the Titanic? Was it the same for everyone?

Lesson 3 - Why did the 'unsinkable' and 'invincible' Titanic sink?

Lesson 4 - If the Titanic sank, how do we know so much about it?

Lesson 5 - Why weren't more people saved from the Titanic?

Lesson 6 - What can the Titanic disaster tell us about what life was like in the past?

	<p><u>Lesson 4</u> - How can we learn about Stone Age life with a study of Skara Brae?</p> <p><u>Lesson 5</u> - Why did Stone Age people develop tools?</p> <p><u>Lesson 6</u> - What is Stonehenge and why was it built?</p> <p><u>Lesson 7</u> - Into the Bronze and Iron Age. What caused the Iron Age to come about? (Precursor to Roman Britain).</p>		
<p><u>Year 4</u></p>	<p style="text-align: center;"><u><b>Tudors</b></u></p> <p><u>What will the children need to know before this unit:</u></p> <p>What is a monarch? What is Christianity?</p> <p>The idea that there are a range of different interpretations of Christianity, for example Protestantism and Catholicism (this could be covered in R.E potentially at some point before Y4)</p> <p>What is an empire?</p>	<p style="text-align: center;"><u><b>Romans</b></u></p> <p><u>What will the children need to know before this unit:</u></p> <p>An idea of Europe. Where is it geographically? What is an empire? What is an army? What does it mean to <b>invade</b> another country?</p> <p>Key concepts covered - Continuity and change, cause and consequence, significant individuals, interpreting evidence</p>	<p style="text-align: center;"><u><b>Ancient Greece</b></u></p> <p><u>What will the children need to know before this unit:</u></p> <p>The idea of geography playing an important role for a country/ empire's success. (Egypt being on the River Nile for example)</p> <p>What is a coast? What are islands? What is an army? What is a navy?</p>

	<p><u>Historical Skills - Disciplinary Knowledge</u></p> <p><b>Evidence and sources</b> - Use a range of paintings, artefacts from the time, writings to understand the past.</p> <p><b>Cause and consequence</b>- What caused Henry to break from the Catholic Church? What were the many consequences of his decision?</p> <p><b>Significant individuals</b> - Individuals - Henry VIII, Elizabeth I, Queen Mary, Edward</p> <p><b>Continuity and change</b> -</p> <p>Key concepts covered - Continuity and change, cause and consequence, significant individuals, interpreting evidence</p> <p>Key Terms - Monarchy, Catholic, Protestant, religion, Christianity, Mary Rose, Spanish Armada, Elizabeth I, propaganda, power</p>	<p><u>Key Terms</u> - Empire, emperor, Britain, Rome, soldier, revolt, resources, invasion, conquered, change,</p> <p><u>Big Question - How did the Romans change Britain forever?</u></p> <p><u>Lesson 1:</u> Why would Julius Caesar want to invade cold, windy Britain?</p> <p><u>Lesson 2</u> - How were the Romans able to control such a vast empire?</p> <p><u>Lesson 3</u> - How did the Romans conquer Britain?</p> <p><u>Lesson 4</u> - How did Roman life contrast with the Celtic life they encountered? How do we know?</p> <p><u>Lesson 5</u> - Who was Boudica and why and how did she stand up to the mighty Roman empire?</p> <p><u>Lesson 6</u> - What have the Romans ever done for us?</p> <p><u>Lesson 7</u> - Why did the mighty Roman empire come to an end?</p>	<p>Key concepts covered - CERD, cause and consequence, interpreting evidence</p> <p>Key Terms - Empire, navy, coast, soldier, war, invasion, language, democracy, Olympic games,</p> <p><u>Big Question - How have the Ancient Greeks influenced our lives today?</u></p> <p><u>Lesson 1:</u> How can we possibly know about the Ancient Greeks when they lived so long ago?</p> <p><u>Lesson 2</u> - Why was Athens so powerful in this time?</p> <p><u>Lesson 3</u> - What was life like for a person in Ancient Greece? How do we know?</p> <p><u>Lesson 4</u> - Would you have rather lived in Athens or Sparta?</p> <p><u>Lesson 5</u> - What does the Olympic games tell us about Ancient Greek life?</p> <p><u>Lesson 6</u> - What did the Ancient ever Greeks do for us?</p>
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	<p><u>Big Question - How did Henry VIII change Britain for good?</u></p> <p><u>Lesson 1:</u> When was the Tudor period? How do we know about them?</p> <p><u>Lesson 2</u> - So you think you know about Henry VIII?</p> <p><u>Lesson 3</u> - Why did Henry break from Rome and the Catholic church?</p> <p><u>Lesson 4</u> - Who were Queen Mary and King Edward and why are they remembered today?</p> <p><u>Lesson 5</u> - Who was Elizabeth I? How do we know?</p> <p><u>Lesson 7</u> - Who was Francis Drake and how did he help pave the way for Britain becoming a superpower?</p>		
<p><u>Year 5</u></p>	<p><u>Anglo-Saxons (link to Vikings)</u></p>	<p><u>The Vikings (link to Anglo-Saxons)</u></p>	<p><u>Slavery and the Underground Railroad</u></p>

	<p><u>What will the children need to know before this unit:</u></p> <p>What is an invasion?          What is Christianity?          What is a monarch?          What is a king? Examples of other famous kings for context (Henry VIII for example)          What are 'settlers'?</p> <p>Key concepts covered - Continuity and change, cause and consequence, significant individuals, interpreting evidence</p> <p><u>Key Terms</u> - Invasion, settlers, push, pull, resources, Sutton Hoo, burial, Christianity, paganism, monarch, king</p> <p><u>Big Question - So who were the Anglo Saxons and why were they important?</u></p> <p><u>Lesson 1:</u> Who were the Anglo-Saxons and how do we know about them?  <u>Lesson 2</u> - Why did the Anglo-Saxons invade? Push or pull?</p>	<p>Key concepts covered - Continuity and change, cause and consequence, significant individuals, interpreting evidence</p> <p>An idea of Scandinavia being a part of Northern Europe.          The idea of geography playing an important role for a country/ empire's form and success (Vikings were sailors and farmers because of the geography of Scandinavia for example).          What is a farm? How does this help people to exist and settle somewhere?</p> <p><u>Key Terms</u> - Raiders, invaders, longboat, Scandinavia, settlers, regions, settlement, evidence</p> <p><u>Big Question - How should we remember the Vikings?</u></p> <p><u>Lesson 1:</u> Who were the Vikings and what helps us know?  <u>Lesson 2</u> - Why did the Vikings want to invade England? How do we know?  <u>Lesson 3</u> - Were the Vikings as bad as some claim?</p>	<p><u>What will the children need to know before this unit:</u></p> <p>Key concepts covered - CERD, continuity and change, interpreting evidence, cause and consequence</p> <p><u>Key Terms</u> - Africa, slaves, Europe, America, exploitation, greed, freedom, ownership, resistance, hope</p> <p><u>Big Question - What was the Underground Railroad and why is it important to remember it?</u></p> <p><u>Lesson 1:</u> What was slavery and why did it exist?  <u>Lesson 2</u> - What was life like for a slave in the USA and how do we know?  <u>Lesson 3</u> - What was the Underground Railroad?  <u>Lesson 4</u> - How did the Underground Railroad symbolise resistance and hope?</p>
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	<p><u>Lesson 3</u> - Where did the Anglo-Saxons settle and how do we know?</p> <p><u>Lesson 4</u> - What was life like for people in Anglo-Saxon times?</p> <p><u>Lesson 5</u> - How did people's lives change with the coming of Christianity?</p> <p><u>Lesson 6</u> - How can we solve the mystery of Sutton Hoo?</p> <p><u>Lesson 7</u> - Who was Alfred the Great and was he really that great?</p>	<p><u>Lesson 4</u> - What was life like for an ordinary person in a Viking settlement?</p> <p><u>Lesson 5</u> - How close did the Vikings come to conquering England and what stopped them (link to Alfred The Great).</p> <p><u>Lesson 6</u> - Were the Vikings more than just raiders? How do we know?</p> <p><u>Lesson 7</u> - So, how should the Vikings be remembered?</p>	<p><u>Lesson 5</u> - What was the abolitionist movement and who was the William Wilberforce?</p> <p><u>Lesson 6</u> - Why did Lincoln formally end slavery in the USA? Was this the end of slavery?</p>
<p><u>Year 6</u></p>	<p style="text-align: center;"><u><b>WW2</b></u></p> <p>Key concepts covered - Cause and consequence, significant individuals, interpreting evidence, change and continuity</p> <p><u>Key Terms</u> - Nazis, invasion, battle, aircraft, armies, evacuation, home front, holocaust, genocide</p> <p><u>Big Question - How did WW2 change Europe and Britain forever?</u></p>	<p style="text-align: center;"><u><b>Mayans</b></u></p> <p>Key concepts covered - Cause and consequence, interpreting evidence, chronology, CERD</p> <p><u>Key Terms</u> - Americas, jungle, civilisation, Mayans, sacrifice, collapse, gods, relics, artefact</p> <p><u>Big Question - Why did the mighty Mayan Empire collapse?</u></p> <p><u>Lesson 1:</u> Why would we study and learn about the Mayans?</p>	<p style="text-align: center;"><u><b>Beyond Face Value</b></u></p> <p>Key concepts covered -Interpreting evidence, chronology, CERD</p> <p><u>Key Terms</u> - Factories, propaganda, portraits, power, image, Blitz, distortion</p> <p><u>Big Question - Are things from the past always what they seem?</u></p> <p><u>Lesson 1:</u> Who was the real Henry VIII?</p>

	<p><u>Lesson 1:</u> Why did the Nazis go to war in 1939?</p> <p>Lesson 2 - How did Britain stand firm against the Nazi threat?</p> <p><u>Lesson 3</u> - Why was it necessary for children to be evacuated and what was it like for children of the time?</p> <p><u>Lesson 4</u> - What was it like on the home front during the war? What was it like during rationing?</p> <p><u>Lesson 5-</u> Why did Hitler lose the Battle of Britain? How do we know?</p> <p><u>Lesson 6</u> - How did the Nazis treat different groups?</p> <p><u>Lesson 7</u> - What was V.E day really like? How do we know?</p>	<p><u>Lesson 2</u> - How were the Mayan's able to grow so powerful?</p> <p><u>Lesson 3</u> - What was life like for ordinary people at the height of Maya civilisation?</p> <p><u>Lesson 4</u> - How do we know so much about the Mayans?</p> <p><u>Lesson 5</u> - Why did the Mayans practice human sacrifice?</p> <p><u>Lesson 6</u> - What caused this powerful empire to suddenly collapse?</p>	<p><u>Lesson 2</u> - Did Elizabeth I change her portraits, and if so, why?</p> <p><u>Lesson 3</u> - What were conditions like in Victorian factories and why is it hard to know for sure?</p> <p><u>Lesson 4</u> - Do paintings of the Victorian period change the way we remember it?</p> <p><u>Lesson 5</u> - Were evacuees in WW2 as happy as we imagine?</p> <p><u>Lesson 6</u> - Did people really believe all the propaganda during the Blitz?</p>
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