






Long Term Plan 2022-2023

Year 5 (PA, LG, DP)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PBL	How did life change for children during World War 2? 	Beaumanor Hall	Why do we learn about space? 	Space Centre	How does climate change affect people and communities? 	
Science		Properties and changes of materials	Earth and Space	Forces		Living Things Animals including humans
History	World War 2 (A period in history since 1066) Holocaust (compare to current events in Ukraine). 		A history of space travel Civil rights in the US (compare to exclusion of Jewish community during WW2) 			
Geography	OS maps to learn symbols and look at maps. Compare maps of Leicester pre-war with present day (link with Year 3 prior learning). Aerial photographs to show impact of bombing.		Identify the position and significance of longitude and latitude Northern and southern hemisphere-seasons		Northern and southern hemisphere (weather and climate) Digital technology-Google Earth (rivers and mountains) Begin to use atlases to find out other information (7 summits. Where is Utrakhand?) Human geography-life in Leicester with Utrakhand)	

Art	<p>Mark making techniques within pencil work</p> <p>Negative space</p> <p>Sketch books- Observational drawing skills</p> <p>Projection of light (observational drawing and self portraits)</p>	Develop confidence using a variety of medium	<p>Develop confidence using a variety of medium</p> <p>(Space art and rocket art- Peter Thorpe</p> <p>Painting the solar system)</p> <p>Holst Planets art</p> <p>Planets collage</p>		<p>Develop confidence using a variety of medium</p> <p>Rivers collage</p>	
RE	<p>Judaism- life and importance of faith to individuals and communities</p> <p>Values</p> <p>Diversity and community</p> <p>Compare and contrast to own faith</p> <p>(link to Holocaust)</p>		<p>What can we learn about reflecting on wisdom? (multiple faiths and spiritual leaders)</p> <p>Science vs religion (heliocentric vs geocentric models of the Universe)</p>			<p>Hinduism- What does it mean to be a Hindu? (link to Uttrakhand).</p> <p>What happens when we die? (link to stages of development in Science)</p>
RSE	<p>Being safe</p> <p>What are the risks and benefits of the internet?</p>	<p>What makes a community? What is diversity?</p> <p>(link to Holocaust/ Alan Turing?)</p>	What affects my emotional wellbeing?	<p>What is diversity?</p> <p>(link to hidden Figures)</p>	<p>How can we improve the safety of our local environment?</p>	<p>How can we stay healthy?</p> <p>How do we grow and change?</p>
Computing	Internet safety	Coding and codebreaking/Alan Turing	Create a 3d model of a space craft	<p>Start. Repeat. Events. And use of numbers when programming.</p>	<p>Breaking news/radio show</p> <p>(linked to climate change)</p>	<p>Produce climate change information for the school's web page.</p>

Design and Technology	Design, make and evaluate (a purse/Anderson shelter) Join materials using appropriate methods Making war cookies		Space vehicles		Cams, pulleys and gears (linked to moving objects down a mountain)	
French						
Music	Mamma Mia – by ABBA	Glockenspiel	Stop! – a rap song about bullying	Lean on Me	Blackbird – by the Beatles	Reflect, Rewind and Replay
PE	Sportshall athletics and fitness	Hockey and football	Gymnastics	Dance and basketball	Athletics	Rounders and tennis



MAYFLOWER PRIMARY SCHOOL

Year 5 Project Based Learning

Is space travel and exploration important? Why do we learn about space? **Should we be spending money on space exploration when there are people living in poverty?** What has space travel ever done for us?

Key focus: Science
Faculty: Science and SDG

Thinking Skills Focus: Memory Strategies

Sustainable Development Goals Focus:

Space pollution
Life on land (space monitoring of the environment eg pollution levels and deforestation).
Gender Equality ('Hidden Figures').

RRSA Articles:

A13. Sharing thoughts freely
A17. Access to information
A26. Social and Economic Help

RSE:

International link:

NASA/China/International Space Station

Diversity Focus:

'Hidden Figures'. The untold story of **Katherine G. Johnson**, **Dorothy** Vaughan and **Mary** Jackson brilliant African-American women working at NASA and serving as the brains behind one of the greatest operations in history the launch of astronaut John Glenn into orbit.

Outdoor learning:

Shadows, day and night, movement of the sun (in the playground).
Movement of sun relative to Earth (demonstrate in playground/outdoor space).

Essential Questions:

- Describe the movement of the Earth and other planets relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.

Summary of the project:

Should we be spending money on space exploration when there is so much poverty on Earth?

Why do we learn about space? What do we now know about space?

<ul style="list-style-type: none"> • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • What was the space race? • What inventions has space exploration given us? • What is space pollution? • How much money has been/is spent on space exploration? • Which countries are involved in space exploration? Are these rich or poor countries? Should these countries be spending money on relieving poverty instead? 	<p>How does knowledge of space help us to understand the world?</p> <p>What inventions came from space travel that we wouldn't have otherwise?</p> <p>Should we be spending money on space exploration (China?) when there are people all over the world living in poverty?</p> <p>Knowledge of space and the solar system and how it impacts on us- what has this knowledge given us as a global community (inventions)</p> <p>https://www.jpl.nasa.gov/infographics/infographic.view.php?id=11358</p> <p>https://www.theguardian.com/science/2003/feb/06/spaceexploration</p> <ul style="list-style-type: none"> - China and the space race- look at global poverty and space pollution- pros and cons of space travel.
<p>Key Vocabulary:</p> <p>Earth, planets, Sun, solar system, celestial body, sphere/spherical, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto, 'dwarf' planet, orbit, opinion/fact, accuracy, precision, scatter graphs, line graphs, support/refute</p> <p>Moon, celestial body, rotate/rotation, spin, night & day, orbit, opinion/fact, support/refute</p> <p>orbit, geocentric & heliocentric models, opinion/fact, accuracy, precision, scatter graphs, line graphs, support/refute, orrery</p> <p>star, rotate/rotation, spin, axis, night and day, shadow clocks, sundials, astronomical clocks opinion/fact, variables, accuracy, precision, support/refute</p> <p>shadow clocks, sundials, astronomical clocks opinion/fact, support/refute, time-zone, Greenwich Meantime, gnomon (Greek sundial)</p> <p>eclipse, light, reflection, telescope, satellite, tide, mass, gravity</p>	<p>Prior Learning:</p> <p>Observe changes across the four seasons (Year 1)</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Year 1)</p> <p>Find patterns in the way that the size of shadows change. (Year 3)</p>

Key History Skills:

Place current historical topic on a time line in relation to other historical events – Space Race and Space exploration up until current year.

Know and sequence key events of time studied.

Examine causes and results of great events and the impact on people – Hidden Figures, Civil Rights

Compare an aspect of life with the same aspect in another period - Civil Rights

Offer some reasons for different versions of events – analysing Civil Rights from photographs

Begin to identify primary and secondary sources.

Use evidence to build up a picture of life in time studied.

Select relevant sections of information.

Confidently use textbooks and the internet for research.

Key Science Skills:

Ask questions and understand how they can be answered through scientific enquiry (pattern seeking, fair testing, observation over time, research, classifying and grouping)

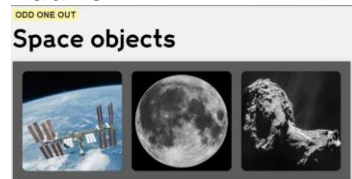
Take detailed measurements using appropriate and self-selected equipment and with support, begin to challenge trends within the data

Can confidently plan different types of scientific enquiry appropriate to test the hypothesis

With support, generate complex and defined criteria to help group and classify outcomes

With support, record data and results in a range of increasingly complex ways (scientific diagrams, labels, classification keys, scatter diagrams, bar and line charts, using scientific vocabulary

With support, use scientific and technical vocabulary when analysing their findings

Launch:

Watch videos/listen to sounds of space/rocket launch.

KWHL grid

Outcome:

Persuasive speech/video about why we should or shouldn't engage in space exploration.

Debate/P4C

MAYFLOWER PRIMARY SCHOOL



Year 5 Project Based Learning

What was it like for children during war time?

Key focus: History
Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, Venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus: SDG 16 – Peace and justice (comparison between evacuees from WW2 and current time period)

SDG 12 – Responsible consumption (Make, do and mend)
SDG 5 – Gender equality

RRSA Articles:

A2. No discrimination
A14 Freedom of thought and religion
A20. Children without families
A27. Food, clothing and a safe home
A38. Protection in War

RSE:

International link:

Diversity Focus: Looking at life from different perspectives e.g.

Jewish child (Rose Blanche, Kinder transport)
German child
Other evacuees
Nazi persecution of different groups of people such as Jews, homosexuals, less abled people, Romany community, political activists etc.
Alan Turing (LGBTQA+)

Outdoor learning: Beaumanor Hall, Dig for Victory at the school allotment

<p>Essential Questions:</p> <p>What were the causes of WW2? Which countries were involved? What was the impact/change on other countries? What was life like for children in Nazi occupied Europe? How did the relationship between countries change? What was the Blitz and how did it affect the British people? How did life change for children during war time? Why were children evacuated and how did it affect their lives? What was Kinder transport? What was life like on the home front? Why was food rationed and how did people adapt to it? What kind of toys did children play with and how were they different to modern day toys? How did the war affect the education of children? What was the changing role of women in WW2? What was the Holocaust and what can we learn from it?</p>	<p>Summary of the project:</p> <p>Describe main events of the war and work on chronology. More in depth research whereby each class become experts in their field in a particular area. Looking specifically at the life of children. CS – Looking at toys MP - Looking at clothes PA – Looking at rationing Prepare for experience days – Each class to put children in the role of experts to teach each class their knowledge.</p> <p>To develop children’s knowledge and understanding on war and conflict. To make connections and comparisons of life today. To devise historically valid questions about change.</p> <p>To gain a chronologically secure knowledge.</p> <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Link to local history in Leicester.</p>																		
<p>Key Vocabulary:</p> <table border="0"> <tr> <td>Evacuation/evacuee</td><td>Swastika</td></tr> <tr> <td>Gestapo</td><td>Rationing</td></tr> <tr> <td>Blitz</td><td>Refugee</td></tr> <tr> <td>Doodlebug</td><td></td></tr> <tr> <td>Holocaust</td><td></td></tr> <tr> <td>siren</td><td></td></tr> <tr> <td>air raid</td><td></td></tr> <tr> <td>shelter</td><td></td></tr> <tr> <td>Nazi</td><td></td></tr> </table>	Evacuation/evacuee	Swastika	Gestapo	Rationing	Blitz	Refugee	Doodlebug		Holocaust		siren		air raid		shelter		Nazi		<p>Prior Learning:</p> <ul style="list-style-type: none"> • Children should have prior knowledge on Romans from Year 4 • Stone Age – Year 3 • Great Fire of London – Year 2 • Toys from the past – Year 1 <p>Prior Key History Skills Learning:</p> <ul style="list-style-type: none"> • Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans)
Evacuation/evacuee	Swastika																		
Gestapo	Rationing																		
Blitz	Refugee																		
Doodlebug																			
Holocaust																			
siren																			
air raid																			
shelter																			
Nazi																			

Geography

Map work – identifying Allied and Axis countries on a map

--	--

--

Key History Skills:

Chronology

- Place current historical topic on a timeline in relation to other historical events.
- Relate current topic to previous topics, ensure emphasis on Great Fire of London, Stone Age as the longest period on the Timeline, Romans.
- Know and sequence key events of time studied (key sequence to the rise of Hitler and invasions).
- Use relevant terms and period labels on the time line.

Range and Depth of Historical Knowledge

- Study different aspects of life during WW2 specifically for children and the impact of great events on them.
- Compare the aspect of life for children in Britain, evacuees, Rose Blanche (a non-Jewish German child) and Jewish children.

Interpretations of History

- Compare accounts of events from different sources, fact or fiction? Offer reasons for different versions of events i.e these are real interviews from people who lived through these events. Primary and secondary sources and the validity of these sources/bias.

Historical Enquiry

- Confidently use textbooks and the internet for research.

Organisation and Communication

- Recall, select and organise historical information.
- Communicate their knowledge and understanding through discussion, drawing pictures and writing.

Launch and Process:

- Recreating the Siren and blackout.
- Watching the clip from the lion, the witch and the wardrobe.
- Displaying a picture of an evacuee child. What do the children notice? How is the child different from themselves?
- What can the children see?
- How do they feel?

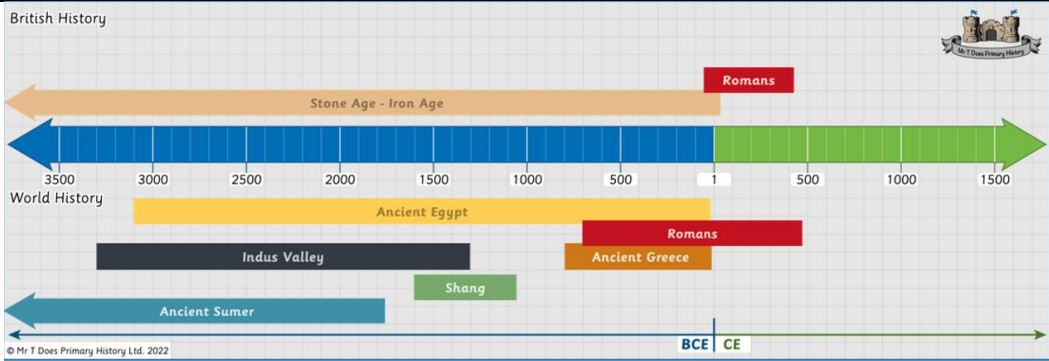
Outcome:

To gain knowledge and expertise to allow them to adopt a child centred approach whereby they are responsible for organising an Experience Day for each of the different topics above.

To answer the question – How were children affected during WW2? For example: a Jewish child in Europe, a German child who was a bystander and a British evacuee.

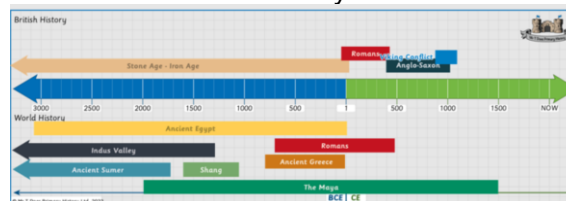
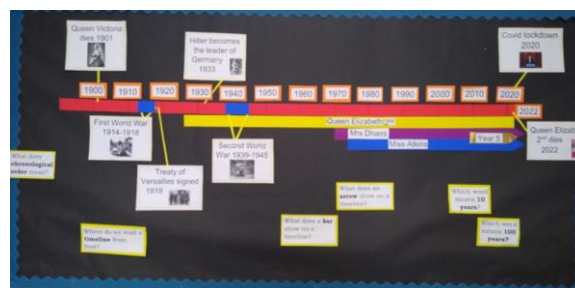
Year 5 - What has modern life learnt from the Ancient Greeks (life, achievements, legacy)?

Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none">Ancient Greece – a study of Greek life and achievements and their influence on the Western World	democracy	civilisation	culture	Laws and justice	Geography – maps Literacy – Myths and Legends PSHCE / RE– stories as moral lessons
	Greece	laws	slave	archaeology	
	Athens	rulers	religion	theatre	
	Sparta	states	Gods/goddesses	site	
	Classical Golden Age	warfare	soldiers	Myths and legends	
	frieze	pottery	statues	alphabet	
	philosophy	architecture	Olympics		
SDG 16: Peace, Justice and Strong Institutions					
Lesson Sequence	Key Knowledge				Key Skills
1. When and where was Ancient Greece?	<ul style="list-style-type: none">Look at maps to find modern Greece.Timelines: <p>Don't forget, there were people in Italy before the empire began. They didn't just appear one day.</p> <p>In CE 395, The Roman Empire was split into East and West by the emperor.</p> <p>We learn about the Greeks and Egyptians in school and the Romans had contact with them.</p>				<ul style="list-style-type: none">Place current historical topic on a time line in relation to other historical events.Know and sequence key events of time studied.Use relevant terms and period labels.Relate current historical topic to previous topics.Make comparisons between different times in history.

	 <p>The diagram is a horizontal timeline with a grid background. It is divided into two main sections: 'British History' at the top and 'World History' below it. The timeline axis is marked with years: 3500, 3000, 2500, 2000, 1500, 1000, 500, 1, 500, 1000, 1500. A vertical line at year 1 separates 'BCE' (Before Christ) to the left and 'CE' (Common Era) to the right. In the 'British History' section, an orange arrow labeled 'Stone Age - Iron Age' spans from approximately 3500 BCE to 500 BCE, and a red box labeled 'Romans' is positioned between 500 BCE and 500 CE. In the 'World History' section, a yellow bar for 'Ancient Egypt' spans from approximately 3500 BCE to 300 BCE, a dark blue bar for 'Indus Valley' spans from approximately 2500 BCE to 1500 BCE, a light blue bar for 'Ancient Sumer' spans from approximately 3500 BCE to 2000 BCE, a green bar for 'Shang' spans from approximately 1600 BCE to 1000 BCE, an orange bar for 'Ancient Greece' spans from approximately 800 BCE to 300 BCE, and a red box for 'Romans' spans from approximately 500 BCE to 500 CE. A small logo in the top right corner reads 'Mr T Does Primary History'.</p>	
2. Who were the Ancient Greeks?	<ul style="list-style-type: none"> • Know the interactions and concurrence between the Greeks and other areas studied • Understand how the Greeks impacted on Roman Britain and therefore the rest of Western Civilisation • Understand the position of the Ancient Greeks on a timeline and a map (including Ancient Greece, Athens, Sparta) • Know about the 'Classical Golden Age' 	
3. What was life like?	<ul style="list-style-type: none"> • Know about the city states – Athens Sparta – how they were ruled, lives of men, women, children, warfare, slaves, culture and religion 	<ul style="list-style-type: none"> ○ Study different aspects of life of different people
4. What do artefacts tell us about what life was like in Ancient Greece?	<ul style="list-style-type: none"> • Know about Ancient Greek life including soldiers, ships, gods and goddesses, rulers, writing and everyday life (link to archaeological sites such as temple of Apollo at Delphi / Parthenon) 	<ul style="list-style-type: none"> ○ Know how to infer information from artefacts about everyday life in Ancient Greece ○ Understand the limits of using artefacts on their own
5. Can we learn anything from Greek Myths and Legends?	<ul style="list-style-type: none"> • Understand the importance of myths and legends in Greek society – social teachings, group gatherings 	<ul style="list-style-type: none"> ○ Use evidence to build up a picture of life in time studied ○ Select relevant sections of information
6. Who on earth was Alexander the Great?	<ul style="list-style-type: none"> • Know who Alexander the Great was and why he was important • Understand his cultural impact 	<ul style="list-style-type: none"> ○ Confidently use textbooks and the internet for research
7. Which is the most important legacy of the Ancient Greeks?	<ul style="list-style-type: none"> • Understand how Ancient Greece impacted modern buildings, language, the Olympics, democracy etc. 	<ul style="list-style-type: none"> ○ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. ○ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
Golden Threads: court	Second order concepts: Historical significance, Change and continuity,	Links across the history curriculum:

Civilisation Democracy Slavery Society Trade	Sources and evidence, Historical interpretation	Year 4 - Romans in Britain (concurrence/impact), Romans in world history (interaction and impact). Year 5 - WW2 – laws / justice Year 6 - Crime and Punishment Year 6 - The Maya - The story of the 'Jaguar day and night' god is very similar to the Greek myth of Helios. Is the way the Maya explain their universe similar to, or different from, the way other societies do? Local history: Local courts
--	---	---

Year 5 - How did life change for children during WW2?

Curriculum Objectives	Vocabulary				Links across the curriculum
<ul style="list-style-type: none">A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066	Blitz	dictatorship	Political party	refugees	Geography – map skills ICT – code breaking PSHCE – Turing – homophobia/persecution, Ukraine and current War etc RE – Jewish life/Judaism RRSA – rights of a child and law Assembly - Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT
	Evacuee/evacuation	Holocaust	codebreaking		
	Rationing	ghetto	Enigma		
	Shelter- Anderson, Morrison, communal	Concentration camp	Allies, axis, neutral controlled		
	persecution	Kindertransport	victory		
	democracy	Nazi	invasion		
SDG 2: Zero Hunger SDG 4: Quality Education SDG 5: Gender Equality SDG 16: Peace and Justice Strong Institutions					
Lesson Sequence	Key Knowledge				Key Skills
<p>1. What did we learn in Year 4? How are timelines organised? What are the overall and internal narratives?</p> <p>(Children need to know what they will go on to learn in Year 6)</p> <p>Living timeline</p>	<ul style="list-style-type: none">Understand beyond and within living memory using the timelineKnow how timelines work (maths link)Understand periods of timeUnderstand overall and internal narrativesKnow about the last 100 years and where WW1 and WW2 fit in <div></div> <div></div>				<ul style="list-style-type: none">Reading timelines e.g. an arrow is a singular event, a bar is a period of time, if the bars touch each other there was interaction, if they are not touching, they are concurrentPlace the time studied on a timeline.Sequence several events or artefacts.Use dates relating to the passing of time.Place events from period studied on a time line.Use terms related to the period and begin to date events.Understand more complex terms e.g BCE/CE/CenturyIdentify key features and events of time studied.

2. What were the causes of WW2?	<ul style="list-style-type: none"> Understand the Treaty of Versailles and other reasons for WW2 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare accounts of events from different sources – fact or fiction
3. Which countries were involved in WW2?	<ul style="list-style-type: none"> Understand which countries were Axis, Allies, Axis-controlled countries and neutral countries 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources
4. What was it like as a British child evacuee?	<ul style="list-style-type: none"> Understand the value of the memories of someone who was really there To gain a deeper knowledge of the life of an evacuee through the eyes of a child – first person narrative and visitor (Ama) 	<ul style="list-style-type: none"> Study different aspects of life of different people Offer some reasons for different versions of events Begin to identify primary and secondary sources
5. What was the Blitz and its impact?	<ul style="list-style-type: none"> Know what the Battle of Britain (luffwaffe) Know what the Blitz was Know when it happened Know which cities were affected Understand the impact on people and children (inc air raids) Trip to Beaumanor 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events Recall, select and organise historical information.
6. What was the impact on children?	<ul style="list-style-type: none"> Understand food rationing Know about toys Understand the changing roles of women and how that would have impacted children 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people
7. What was life for Jewish people before WW2?	<ul style="list-style-type: none"> Know what everyday life for Jewish people before WW2 using photographs as a primary source 	<ul style="list-style-type: none"> Compare life in early and late times studied Study different aspects of life of different people

		<ul style="list-style-type: none"> ○ Compare an aspect of life with the same aspect in another period. 			
8. How did the Nazi's persecute Jewish people in Germany?	<ul style="list-style-type: none"> • Know about the Nuremburg laws • Understand the Holocaust 	<ul style="list-style-type: none"> ○ Offer some reasons for different versions of events ○ Select relevant sections of information ○ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. 			
9. How did the Kinder transport save Jewish children?	<ul style="list-style-type: none"> • Know what the Kinder transport was • Understand how this saved children during WW2 • Know about the heroes of the Kinder transport 	<ul style="list-style-type: none"> ○ Use evidence to build up a picture of life in time studied ○ Confidently use textbooks and the internet for research 			
10. What was the Holocaust? How did the Holocaust affect children?	<ul style="list-style-type: none"> • Understand the Holocaust • Understand what happened to children who did not escape (Anne Frank) 	<ul style="list-style-type: none"> ○ Examine causes and results of great events and the impact on people ○ Offer some reasons for different versions of events 			
<table border="1"> <tr> <td> Golden Threads: <div> <div>army</div> <div>nation/nationality</div> <div>conflict</div> <div>peace</div> <div>country</div> <div>political party</div> <div>democracy</div> <div>power</div> <div>enemy</div> <div>rights</div> <div>immigration</div> <div>war</div> <div>migration</div> <div>freedom</div> </div> </td> <td> Second order concepts: Cause and consequence, Change and continuity, Sources and evidence, Historical interpretation </td> <td> Links across the history curriculum: Year 2 - Changing roles of women – Mary Secole, Edith cavell Year 3&4 - Romans, Scots, Vikings: invasion Year 5 - Ancient Greece: democracy Local history: Blitz and bombing of Evington, Highfields and city centre Ama Whitney/first person accounts of life as an evacuee </td> </tr> </table>			Golden Threads: <div> <div>army</div> <div>nation/nationality</div> <div>conflict</div> <div>peace</div> <div>country</div> <div>political party</div> <div>democracy</div> <div>power</div> <div>enemy</div> <div>rights</div> <div>immigration</div> <div>war</div> <div>migration</div> <div>freedom</div> </div>	Second order concepts: Cause and consequence, Change and continuity, Sources and evidence, Historical interpretation	Links across the history curriculum: Year 2 - Changing roles of women – Mary Secole, Edith cavell Year 3&4 - Romans, Scots, Vikings: invasion Year 5 - Ancient Greece: democracy Local history: Blitz and bombing of Evington, Highfields and city centre Ama Whitney/first person accounts of life as an evacuee
Golden Threads: <div> <div>army</div> <div>nation/nationality</div> <div>conflict</div> <div>peace</div> <div>country</div> <div>political party</div> <div>democracy</div> <div>power</div> <div>enemy</div> <div>rights</div> <div>immigration</div> <div>war</div> <div>migration</div> <div>freedom</div> </div>	Second order concepts: Cause and consequence, Change and continuity, Sources and evidence, Historical interpretation	Links across the history curriculum: Year 2 - Changing roles of women – Mary Secole, Edith cavell Year 3&4 - Romans, Scots, Vikings: invasion Year 5 - Ancient Greece: democracy Local history: Blitz and bombing of Evington, Highfields and city centre Ama Whitney/first person accounts of life as an evacuee			