

Christ Church & Holy Trinity School History Curriculum

| YEAR | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| | Understanding the World: People and Communities The World | Understanding the World: People and Communities The World | Understanding the World: People and Communities The World |
| Rec | <p style="text-align: center;">Key skills:</p> <ul style="list-style-type: none"> • To talk about past and present events in their own lives and the lives of family/community members. • To discuss similarities and differences between themselves and others. • To compare and contrast their own environment and how other peoples might vary. <ul style="list-style-type: none"> • To look closely at patterns and change. • To develop an understanding of growth, decay and changes. • To comment and ask questions about aspects of their world <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: All About Me and Festivals</p> | <p style="text-align: center;">Key skills:</p> <ul style="list-style-type: none"> • To talk about past and present events in their own lives and the lives of family/community members. • To discuss similarities and differences between themselves and others. • To compare and contrast their own environment and how other peoples might vary. <ul style="list-style-type: none"> • To look closely at patterns and change. • To develop an understanding of growth, decay and changes. • To comment and ask questions about aspects of their world <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: Traditional tales from a range of cultures</p> | <p style="text-align: center;">Key skills:</p> <ul style="list-style-type: none"> • To talk about past and present events in their own lives and the lives of family/community members. • To discuss similarities and differences between themselves and others. <ul style="list-style-type: none"> • To compare and contrast their own environment and how other peoples might vary. • To look closely at patterns and change. • To develop an understanding of growth, decay and changes. • To comment and ask questions about aspects of their world <p style="text-align: center;">Key Concepts: Family, Community, Traditions, Objects, Place and Culture</p> <p style="text-align: center;">Reading Enrichment theme: People Who Help Us</p> |
| | ELG Attainment: Understanding the World | | |
| | Diversity: Race/Belonging Migration Empire | | |
| | Trips and Special Day: 22/6 National Windrush Day (with Year 6) | | |

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| Year 1 | <p>Why do we remember November 5th?</p> <p>Overview: Children explore the history behind, and the significance of, Bonfire Night on 5th November.</p> <p>Curriculum Objectives: Learn about events beyond living memory that are significant nationally or globally.</p> <p>Know where the people and events they study fit within a chronological framework.</p> <p>Know and understand the history of the UK as a coherent, chronological narrative.</p> <p>Key skills and concepts: Develop a curiosity about the past, asking and answering questions.</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Begin to develop an understanding of abstract terms such as parliament and treason.</p> <p>Key figures: Guy Fawkes Robert Catesby King James I</p> <p>Reading Enrichment: You Wouldn't Want to be Guy Fawkes (Fiona Macdonald) Mr Fawkes, the King and the Gunpowder Plot (Tom and Tony Bradman) Usborne Young Readers The Gunpowder Plot Guy Fawkes for Kids: The Gunpowder Plot (Andrew Thompson) Why do we Remember: Guy Fawkes and the Gunpowder Plot (Izzi Howell)</p> | <p>How has our food changed over time?</p> <p>Overview: Children will explore how the food eaten by people living in Britain has changed over the centuries.</p> <p>Curriculum Objectives: Understand the historical concepts of continuity and change.</p> <p>Identify similarities and differences between ways of life in different periods.</p> <p>Understand the connections between cultural, economic, military, political, religious and social history, and how these affect people's daily lives.</p> <p>Key skills and concepts: Develop chronological understanding related to the history of food.</p> <p>Devise historically valid questions about the history of food.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Ask perceptive questions, develop perspective and judgement. Understand how Britain has been influenced by the wider world.</p> <p>Key figures: Grandparents and older community members</p> <p>Reading Enrichment: National Geographic: Food Fight!: A mouth-watering history of who ate what and why through the ages</p> <p style="text-align: center;">EXTENDED WRITING</p> | |
| | <p>NC KSI Attainment: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | | |
| | <p>Diversity: Race/Belonging Migration Empire Learning about government, monarchy and civil liberties</p> <p>Learning that British food has a rich history linked to cultures that have made these islands home. Food has been influenced by the class system. Social class still affects foods people are likely to eat, and how healthy their diet is likely to be.</p> <p>Understand how Britain has been influenced by the wider world.</p> | | |
| | <p>Trips: 18, Stafford Terrace: Homes and Food Through the Ages Workshop In school workshop by Chef Katie Dance/family or community members</p> | | |

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| Year 2 | <p>Who are our local heroes?</p> <p>Overview: Children will use a range of historical sources to find out about the lives of some of the most significant people in the history of their local area.</p> <p>Curriculum Objectives: Learn about significant historical events, people and places in their own locality.</p> <p>Know where the people and events they study fit within a chronological framework.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Key skills and concepts: Ask and answer questions about the past.</p> <p>Use a range of sources to draw conclusions about the past.</p> <p>Key figures: Robert Falcon Scott, Claudia Jones, AA Milne, Claudiah Equiano, Isambard Kingdom Brunel, Sylvia Pankhurst, Mary Seacole, John Richard Archer, Bob Marley, Elizabeth Welch, Learie Constantine</p> <p>Reading Enrichment:</p> <p>The Story of Music (Mick Manning)</p> <p>Get Up Stand Up (Cedella Marley, John Jay Cabuay (illustrator), Bob Marley)</p> <p>One Love (Cedella Marley)</p> <p>I Love You Too (Ziggy Marley)</p> <p>Rise Up: Ordinary Kids with Extraordinary Stories (Amanda Li)</p> | | <p>Who were the greatest explorers?</p> <p>Overview: Children will investigate the lives and journeys of four or more explorers from various eras.</p> <p>Curriculum Objectives: Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Know where the people and events they study fit within a chronological framework.</p> <p>Compare aspects of life in different periods.</p> <p>Key skills and concepts: Devise historical questions.</p> <p>Determine how/where to find out the answers to historical questions.</p> <p>Carry out independent research using books and/or the Internet.</p> <p>Devise ways of sharing research.</p> <p>Key figures: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Scott, Matthew Henson and Sunita Williams</p> |
| | | | EXTENDED WRITING |
| | | | <p>Reading Enrichment:</p> <p>Usborne See Inside Exploration and Discovery</p> <p>Great Adventurers (Alastair Humphrey)</p> <p>DK Amazing Tales of the World's Great Explorers</p> <p>DK Eyewitness Explorer</p> <p>DK Explorers (Nellie Haug)</p> |
| | <p>NC KSI Attainment:</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | | |
| | <p>Diversity: Race/Belonging Migration Empire</p> <p>Learning about 'local heroes': locally significant, of interest to class, and suitably heroic, i.e. persons admired for their courage, achievements or qualities. Including someone of national or international repute. People selected from various fields of endeavour; of both sexes; of differing cultural, ethnic and social backgrounds; from different eras.</p> | | |
| | <p>Learning about voting to personal preference, and following reasoned debate</p> | | |
| | <p>Trips:</p> <p>Blue Badge Tour: Local Heroes in Kensington and Chelsea</p> | | |

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| Year 3 | <p>What was new about the Stone Age?</p> <p>Overview: Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age and what evidence there is from the period, particularly in the form of artefacts and monuments.</p> <p>Curriculum Objectives: Know and understand the history of these islands (the UK) as a coherent, chronological narrative, from the earliest times to the present day.</p> <p>Understand historical concepts such as continuity and change.</p> <p>Understand the methods of historical enquiry.</p> <p>Understand changes in Britain from the Stone Age to the Iron Age.</p> <p>Key skills and concepts: Research, select, organise and communicate findings.</p> <p>Develop a chronological understanding of the Stone Age.</p> <p>Gain a historically grounded understanding of abstract terms.</p> <p>Use concepts to make connections, draw contrasts and analyse trends.</p> <p>Devise and answer historically valid questions about the Stone Age.</p> <p>Construct the past from a range of sources.</p> <p>Think critically, weigh evidence, sift arguments.</p> <p>Key figures: Cheddar Man Stone Age Lola</p> <p>Reading Enrichment: Horrible Histories: The Savage Stone Age DK Findout Stone Age DK Eyewitness Early Humans Usborne Stone Age Sentinel Usborne Look Inside the Stone Age The Secrets of Stonehenge Mick Manning Stone Age Bone Age Mick Manning</p> | <p>Did the Romans make Britain better?</p> <p>Overview: Children will learn about the lives, challenges and achievements of the Romans in Britain.</p> <p>Curriculum Objectives: Gain a coherent knowledge and understanding of Britain's past and that of the wider world by knowing about the Roman Empire and its impact on Britain.</p> <p>Understand historical concepts and terms such as civilisation, empire, change etc.</p> <p>Ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective.</p> <p>Key skills and concepts: Pose questions and then investigate answers.</p> <p>Select, organise and communicate findings using a range of appropriate genres.</p> <p>Compare and contrast different themes, periods and perspectives.</p> <p>Develop a chronological understanding of the 'Romanisation' of Britain.</p> <p>Use and understand terminology and concepts • use sources, representations and interpretations to support answers.</p> <p>Key figures: Ivory Bangle Lady, Beachy Head Woman</p> <p>Reading Enrichment: Horrible Histories: Rotten Romans DK Eyewitness Ancient Rome Usborne The Roman Record Usborne Official Roman Soldier's Handbook Usborne Time Traveller Rome and Romans Usborne Visitor's Guide to Ancient Rome Usborne See Inside Ancient Rome Fly on the wall- Roman Fort BM So you Think You've got it bad: Ancient Rome</p> | |

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| | <p>The Stone Age: Hunters, Gatherers and Woolley Mammoths (Marcia Williams)</p> | <p>Tony Robinson's Weird World of Wonders Romans</p> <p>The Orchard Book of Roman Myths</p> <p>The Romans: Gods, Emperors and Dormice (Marcia Williams)</p> | |
| <p style="text-align: center;">EXTENDED WRITING</p> | | | |
| <p style="text-align: center;">NC KS2 Attainment:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p style="text-align: center;">Diversity: Race/Belonging Migration Empire</p> <p style="text-align: center;">Recent Archaeological finds- significant figures</p> <p style="text-align: center;">Learning historical concepts and terms such as civilisation, empire, change and slavery</p> <p style="text-align: center;">Understanding the social structures and factors impacting on them and equality of opportunity.</p> | | | |
| <p style="text-align: center;">Trips:</p> <p style="text-align: center;">Fulham Palace: Stone Age Workshop</p> <p style="text-align: center;">British Museum: Roman Britain Workshop</p> <p style="text-align: center;">Fulham Palace: Romans Workshop</p> | | | |

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| Year 4 | <p>Is it better to be a child now or in the past?</p> <p>Overview: Children will explore how and why childhood has changed, looking at evidence to come to a decision as to whether it is better to be a child now than in the past. It will draw on work done in other units.</p> <p>Curriculum Objectives: Be inspired to know more about the past, ask perceptive questions, think critically and weigh evidence.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, and create their own structured accounts.</p> <p>Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Key skills and concepts: Research information relating to children and childhood.</p> <p>Make links and connections, comparisons and contrasts, analyse trends and patterns.</p> <p>Devise conclusions and judgements and substantiate them with telling evidence.</p> <p>Select and organise using appropriate concepts (including change, continuity, cause and effect, similarity and difference, and significance) and vocabulary.</p> <p>Develop a chronological understanding of childhood through the ages.</p> <p>Devise historically valid questions about what childhood was like at different times.</p> <p>Interpret and use a range of sources to support knowledge and understanding about childhood.</p> <p>Communicate knowledge and understanding in different but appropriate genres.</p> <p>Key figures: Richard Oastler, Robert Owen, Octavia Hill, Elizabeth Fr, Robert Blincoe</p> <p>Reading Enrichment: Horrible Histories: The Terrible Tudors</p> <p>DK Eyewitness Tudor</p> | <p>How much did the Ancient Egyptians achieve?</p> <p>Overview: Children will explore who the Ancient Egyptians were, what they did and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.</p> <p>Curriculum Objectives: Know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires.</p> <p>Understand the achievements of the earliest civilisations through an in-depth study of Ancient Egypt.</p> <p>Understand historical concepts and use them to make connections, contrasts, frame historically valid questions and create structured accounts.</p> <p>Key skills and concepts: Select and use terminology and concepts.</p> <p>Select sources as evidence for a particular answer.</p> <p>Compare and contrast different themes, periods and people. Refine responses in the light of new evidence.</p> <p>Communicate in appropriate and effective ways including written, pictorial and orally.</p> <p>Key figures: most famous male and female rulers and pharaohs</p> <p>Reading Enrichment: Horrible Histories: The Awesome Egyptians</p> <p>DK Findout Ancient Egyptians</p> <p>DK Eyewitness Ancient Egyptians</p> <p>Usborne See Inside Ancient Egypt</p> <p>Usborne Who Built the Pyramids?</p> | |

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| <p>Usborne See Inside the History of Britain</p> <p>Tony Robinson's Weird World of Wonders British History</p> <p>The Worst Children's Jobs in History (Tony Robinson)</p> <p>A Child Through Time- A book of children's history (Pip Wilkinson and Steve Noon)</p> <p>The Tudors: Kings, Queens and Scribes (Marcia Williams)</p> <p>Children Who Changed the World (Marcia Williams)</p> <p>Collins Primary History Tudors (Tony Triggs)</p> | <p>Usborne The Egyptian Echo</p> <p>Usborne Visitor's Guide to Ancient Egypt</p> <p>BM So You Think You've got it bad: Ancient Egypt</p> <p>BM The Ancient Egyptians (Angela McDonald)</p> <p>Fly on the wall- Pharaoh's Egypt</p> <p>Tony Robinson's Weird World of Wonders Egyptians</p> <p>Ancient Egypt Tales of Gods and Pharaohs (Marcia Williams)</p> | |
| <p style="text-align: center;">EXTENDED WRITING</p> <p style="text-align: center;">NC KS2 Attainment:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | | |
| <p style="text-align: center;">Diversity: Race/Belonging Migration Empire</p> <p style="text-align: center;">Understanding the social structures and factors impacting on them; exploitation; attitudes and understanding, equality of opportunity. Slavery</p> <p style="text-align: center;">Significant figures: John Blanke (Tudors)</p> <p style="text-align: center;">Understanding the social structures and factors impacting on them, equality of opportunity</p> | | |
| <p style="text-align: center;">Trips:</p> <p style="text-align: center;">V&A Museum of Childhood Toys Through the Ages Workshop</p> <p style="text-align: center;">National Army Museum Poppies to Remember Workshop</p> <p style="text-align: center;">British Museum: Daily Life in Ancient Egypt</p> | | |

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| Year 5 | <p align="center">What was important for our local Victorians?</p> <p>Overview: Children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today.</p> <p>Curriculum objectives: Ask perceptive questions, think critically, and weigh up historical evidence.</p> <p>Carry out a local history study.</p> <p>Study an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Key skills and concepts: Learn about their local area in Victorian times.</p> <p>Compare fiction with primary evidence.</p> <p>Think about continuity and change to an area over time,</p> <p>Explore diversity in a certain area.</p> <p>Key figures: Pablo Fanque, Harriet Tubman, Mary Seacole Mary Prince. Joseph Bazelgette, Gabrielle Dante Rosetti, Dr Thomas Barnado, Millicent Fawcett</p> <p>Reading Enrichment: Three Cheers For Inventors (Marcia Williams)</p> <p>DK Eyewitness Victorians</p> <p>Horrible Histories: Villainous Victorians</p> <p>Horrible Histories: Vile Victorians</p> <p>Collins Primary History Victorians (Tony Triggs)</p> <hr/> <p align="center">EXTENDED WRITING</p> | | <p align="center">What did the Greeks do for us?</p> <p>Overview: Children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today.</p> <p>Curriculum objectives: Know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations.</p> <p>Study Ancient Greek life and achievements, and their influence on the western world.</p> <p>Learn about the legacy of Greek culture and the impact of this legacy on later periods in British history, including the present day.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p> <p>Key skills and concepts: Investigate open and closed questions about Ancient Greek life and society.</p> <p>Pose their own questions relevant to an enquiry.</p> <p>Know where to locate suitable information and ideas,</p> <p>Make inferences and deductions.</p> <p>Recognise different viewpoints and interpretations.</p> <p>Compare and contrast information.</p> <p>Explain causes and effects.</p> <p>Key figures: Plato, Socrates and Aristotle</p> <p>Reading Enrichment: BM So you think you've got it bad- a kid's life in Ancient Greece</p> <p>Usborne See Inside Ancient Greece</p> <p>Usborne Visitor's Guide to Ancient Greece</p> <p>Usborne Greek Gazette</p> <p>DK Eyewitness Ancient Greece</p> <p>Horrible Histories: Groovy Greeks</p> |

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| | | | <p>Fly on the wall- Greek Hero</p> <p>Usborne Illustrated Stories of Greek Myths</p> <p>Tony Robinson's Weird World of Wonders Greeks</p> <p>Greek Myths (Marcia Williams)</p> <p>The Iliad and the Odyssey (Marcia Williams)</p> |
| <p style="text-align: center;">NC KS2 Attainment:</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> | | | |
| <p style="text-align: center;">Diversity: Race/Belonging Migration Empire</p> <p style="text-align: center;">Understand that not all Victorians felt the same way about things. Learning about emigration, British Empire and slavery</p> | | | |
| <p style="text-align: center;">Trips:</p> <p style="text-align: center;"> Fulham Palace: Victorian Workshop Blue Badge Tour: Victorian Chelsea Natural History Museum: Mary Anning Victorian Fossil Hunter Workshop Kew Gardens: Plant Hunter Marianne North (self led) Ragged School Museum: Victorian Classroom and kitchen Workshop British Museum: Ancient Greeks </p> | | | |

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| Year 6 | <p>How did WWII impact our local area?</p> <p>Overview: Children will research the impact of World War Two on the area in which they live.</p> <p>Curriculum objectives: Inspire children’s curiosity to know more about the past.</p> <p>Equip children to ask perceptive questions, think critically and weigh evidence.</p> <p>Local history study.</p> <p>Study an aspect or theme in British history that extends children’s chronological knowledge beyond 1066.</p> <p>Key skills and concepts: Research, select, organise and communicate findings.</p> <p>Develop a chronological understanding of World War Two.</p> <p>Devise historically valid questions about World War Two.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Recognise the strengths and limitations of local history as a way of telling the story of World War Two.</p> <p>Key figures: Adolf Hitler Winston Churchill Josef Stalin Franklin Delano Roosevelt</p> <p>Reading Enrichment: Horrible Histories: Woeful Second World War (Terry Deary)</p> <p>Tony Robinson’s Weird world of Wonders WWII</p> <p>Usborne See Inside The Second World War DK World War II Visual Encyclopaedia</p> <p>DK Findout World War II DK Eyewitness World War II</p> <p>The World Stopped Turning (Michael Morpurgo)</p> <p>Poppy Field (Michael Morpurgo)</p> <p>In the Mouth of the Wolf (Michael Morpurgo)</p> | | <p>Would the Vikings do anything for money?</p> <p>Overview: Children will investigate the world of the Vikings and discover how we know how the Vikings lived.</p> <p>Curriculum Objectives: Be inspired to be curious to know more about the past.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England.</p> <p>Be taught about a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</p> <p>Key skills and concepts: Research, select, organise and communicate findings.</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Explore the significance of a key individual.</p> <p>Understand how contrasting arguments and interpretations of the past have been constructed.</p> <p>Key figures: Cnut the Great Harald Hardrada</p> <p>Reading Enrichment: Horrible Histories: Vicious Vikings (Terry Deary)</p> <p>DK Findout Vikings</p> <p>DK Eyewitness Viking</p> <p>Fly on the wall- Viking Longship (Mick Manning)</p> <p>The Vikings –raiders, traders and adventurers (Marcia Williams)</p> <p>Norse Mythology for kids (Mathias Nordvig)</p> |

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| | The Secret War Diary by Flossie Albright (Marcia Williams) | | |
| | EXTENDED WRITING | | |
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| | <p style="text-align: center;">Diversity: Race/Belonging Migration Empire Learning about living in an interconnected world</p> <p style="text-align: center;">Black and Asian British soldiers</p> | | |
| | <p style="text-align: center;">Trips: National Army Museum: WWII The Blitz Workshop Blue Badge Tour: Bomber Command Fulham Palace: Vikings Workshop</p> | | |