

Year 1	Term 1/2	Term 3	Term 5/6
	Unit 1- <b>Explorers</b>	Unit 2- <b>Fact or Fantasy?</b>	Unit 3- <b>Beside the Seaside</b>
National Curriculum Coverage	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Events beyond living memory that are significant nationally or globally (The introduction of the railway system in Britain. The impact of the railway system reaching Eastbourne. The construction of the Pier in Eastbourne.)</p> <p>Significant historical events, people and places in their own locality.</p>
Lesson Objectives & Knowledge Taught	<p><u>Term 1</u></p> <p><b>1. To understand what history is</b></p> <ul style="list-style-type: none"> <li>History is the study of the past (things that have already happened)</li> <li>Historians are like detectives—investigating what happened, and why, using evidence</li> <li>Events can be put into chronological order—time order from furthest ago to most recent</li> </ul> <p><b>2. To understand how and why Pashley changed physically over time. What can show us?</b></p> <ul style="list-style-type: none"> <li>Pashley Down opened in 1960 (demonstrate on a physical timeline)</li> <li>There have been several headteachers since then (Mrs Godding—Ms Cruse—Mrs Clarke...)</li> <li>Pashley down has had several changes such as: <ul style="list-style-type: none"> <li>There was no farm or terrace area initially, instead it was a long sloping bank</li> <li>There used to be two outdoor classrooms, now there is just one</li> <li>Changes were made to accommodate more pupils</li> <li>Photographs are a form of evidence about the past—changes in familiar locations can be noticed by studying old photographs</li> </ul> </li> <p><b>3. To understand what an “eyewitness” is, and to use these to find out what life was like for children at Pashley in the past.</b></p> <ul style="list-style-type: none"> <li>An “eyewitness” is someone who was there at the time</li> <li>They can give evidence about the past as they witnessed the events</li> <li>Mr Geal is an eyewitness to Pashley in the 1960s (nearly 60 years ago)</li> <li>Ms Cruse is an eyewitness to Pashley in the 2000s (nearly 20 years ago)</li> <li>Asking questions of eyewitness is a history detective skill</li> </ul> <p>- Follow up with Yr 1 assembly with Mr Geal and Ms Cruse (if poss) [and Mrs Clarke?]</p> <p><u>Term 2</u></p> <p><b>1. To know what an explorer is</b></p> <ul style="list-style-type: none"> <li>Explorers make journeys. Sometimes these journeys are very dangerous and sometimes they go to places never visited before.</li> <li>Explorers are often the first people to achieve something new</li> <li>Explorers come from all different backgrounds, places and cultures</li> <li><b>Explorers are brave, determined and curious</b></li> </ul> <p><b>2. To know why Amy Johnson’s achievements are so impressive</b></p> <ul style="list-style-type: none"> <li>She disappeared and probably died in 1941 (show on physical timeline)</li> <li>AJ was a pilot. She was the first woman to fly solo from England to Australia in 1930 (show on physical timeline)</li> </ul> </ul>	<p><b>1. Why did William Duke of Normandy invade England in 1066? (2 lessons)</b></p> <ul style="list-style-type: none"> <li>The events of 1066 occurred nearly 1000 years ago (demonstrated on a physical timeline)</li> <li>King Edward the Confessor died in 1066 and four people claimed the throne: Harold Godwinson, Edgar Aetheling, William (Duke of Normandy) and Harald Hardrada</li> <li>William believed he had been promised the throne by Edward</li> <li>William was from Normandy in France. The people of Normandy were called Normans</li> <li>William invaded England in 1066 and defeated Harold Godwinson at the Battle of Hastings.</li> <li>William became King of England</li> <li>The Bayeux tapestry is an important historical artefact and tells the story of the Norman invasion.</li> </ul> <p><b>2. What were the first Norman castles like?</b></p> <ul style="list-style-type: none"> <li>A historical “source” can tell us information about the past</li> <li>Sources can be pictures or they can be written</li> <li>The Normans built a castle at Hastings</li> <li>The first Norman castles were Motte and Bailey castles. They were built of wood</li> <li>The motte is a big mound/hill</li> <li>The bailey is the large protected space at the centre of the castle</li> <li>The keep is a fort at the top of the motte</li> <li>A moat usually would surround the castle</li> <li>There was a fence made from sharp wooden stakes (palisade)</li> </ul> <p><b>3. How did the castles that the Normans built change?</b></p> <ul style="list-style-type: none"> <li>The Normans replaced wooden castles with stone ones</li> <li>Wood decays and rots away quickly, which involves constant repairs</li> <li>Stone is stronger and more weather resistant</li> <li>Wood can be burned, while stone cannot</li> <li>Stone walls can be built taller and thicker</li> </ul> <p><b>4. Why did the Normans build so many castles?</b></p> <ul style="list-style-type: none"> <li>Before the arrival of the Normans in 1066 most people in England had never seen a proper castle</li> <li>The Normans were master castle builders</li> <li>Castles acted as a deterrent to attacks</li> <li>Castles were intimidating to the English</li> <li>The English population vastly outnumbered the Normans and so they needed to create an atmosphere in which they were feared</li> <li>Castles “warned” the English that any rebellion would be crushed</li> </ul>	<p><b>1. Why was it only the privileged who took holidays in Eastbourne in Victorian times?</b></p> <ul style="list-style-type: none"> <li>The Victorian period began nearly 200 years ago (demonstrated on a physical timeline)</li> <li>Queen Victoria was the monarch at the time</li> <li>Holidays were taken within the UK to seaside resorts</li> <li>Victorian society was very unequal. Wealthy people and poor people lived in very different circumstances</li> <li>Poorer people lived in appalling poor housing conditions, worked long hours and died young</li> <li>Men, women and children alike were employed for excessively long hours, in conditions that were often harsh and squalid, to carry out tasks that were physically taxing and frequently dangerous</li> <li>Wealthy families could afford to holiday. Working people had little to no time off until the 1871 Bank Holidays Act, and very little pay. Working class people could eventually take day trips on Bank Holidays.</li> </ul> <p><b>2. How did the building of a railway change Eastbourne as a holiday resort?</b></p> <ul style="list-style-type: none"> <li>Before the Victorian era, Eastbourne was a small rural settlement consisting of four villages</li> <li>A trainline was built on 14th May 1849, connecting Eastbourne to London and Brighton</li> <li>Railways brought in visitors at a fraction of the cost and time</li> <li>The town developed rapidly after the opening of the trainline</li> <li>An increase in tourists brought in more money and meant the need to develop tourist and leisure facilities</li> <li>These facilities included hotels, beachside attractions (pier, bandstand, bathing machines) and restaurants</li> </ul> <p><b>3. Why did Victorians build piers?</b></p> <ul style="list-style-type: none"> <li>In the Victorian era, being at the seaside was believed to be very good for your health</li> <li>Many people believed that breathing seaside air, bathing in and even drinking seawater was very good for you</li> <li>People holidayed at the seaside to gain these medical benefits</li> <li>Life in Victorian cities could be very dirty and there was a lot of air pollution from factories and chimneys</li> <li>Originally piers were just landing docks for pleasure steamers (boats for tourists)</li> <li>But as the frenzy of building the railways began and more people were getting to the seaside to take in the cure-all sea air, so did the elaborate building of British piers.</li> <li>Walking on piers enabled lots of people to breath the sea air</li> </ul>

Year 1	Term 1/2	Term 3	Term 5/6
	Unit 1- <b>Explorers</b>	Unit 2- <b>Fact or Fantasy?</b>	Unit 3- <b>Beside the Seaside</b>
Skills used	Interpreting historical sources (Photographs, films, paintings, maps), Categorising/classifying, sequencing, comparing/contrasting, empathizing, reasoning/speculating.	Interpreting historical sources (Modern artistic representations and reconstructions of people, places and events; Artefacts; Tapestry; Paintings; Written documents), comparing/contrasting, empathizing, reasoning/speculating.	Interpreting historical sources (Photographs, Paintings and portraits, Statues, Letters, Artefacts, Maps, Propaganda posters, Film), Categorise/Classify, Reason/speculate, Empathise, Compare and contrast, Identify and describe.
Vocabulary to be retained	History, astronaut, chronological, evidence, eyewitness, discrimination, society	1066, Normans, Castle, Invasion, Intimidate, Deterrent, Conquer, Bayeux Tapestry, Source, Motte, Bailey, Keep, Moat	wealthy, poor, privilege, Victorian,
Prior learning to recall	Were introduced to people in stories about the past who did important things. Examined and talked about images of familiar situations in the past. Examined artefacts from the past commenting on similarities and differences to modern day equivalents. Heard and discussed accounts of the past involving people, places and events through storytelling and role play. Were supported to organise events using basic chronology. Recognised that things happened before they were born.	What history is and some ways we can find out information using evidence. Events can be put into chronological order Timelines can show this order Places and societies change over time Individuals can make significant impacts on history	Sources of evidence can be primary or secondary New types of buildings or constructions can have a huge impact on society
Useful links	<a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk">https://www.bbc.co.uk/bitesize/topics/zhpchbk</a> (Explorers) <a href="https://www.bbc.co.uk/bitesize/topics/z8ftp4j/articles/zdb8kty">https://www.bbc.co.uk/bitesize/topics/z8ftp4j/articles/zdb8kty</a> (Moon landing) <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/amy-johnson/</a> <a href="http://amyjohnsonarttrust.co.uk/her-life/">http://amyjohnsonarttrust.co.uk/her-life/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8">https://www.bbc.co.uk/bitesize/topics/zqbsydm/articles/zq8t6g8</a> <a href="https://www.bbc.co.uk/bitesize/articles/z6bpm39">https://www.bbc.co.uk/bitesize/articles/z6bpm39</a> <a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt">https://www.bbc.co.uk/teach/class-clips-video/history-ks1-castles-and-knight-home/z2w4bqt</a>	<a href="https://www.sirgordonbennett.com/gordons-bugle/british-piers/#:~:text=Originally%20piers%20were%20just%20landing,elaborate%20building%20of%20British%20piers.">https://www.sirgordonbennett.com/gordons-bugle/british-piers/#:~:text=Originally%20piers%20were%20just%20landing,elaborate%20building%20of%20British%20piers.</a> <a href="https://localhistories.org/a-history-of-eastbourne/">https://localhistories.org/a-history-of-eastbourne/</a> <a href="https://www.picturesofeastbourne.co.uk/history-timeline-of-eastbourne">https://www.picturesofeastbourne.co.uk/history-timeline-of-eastbourne</a> <a href="http://www.eastbournelive.org.uk/6.html">http://www.eastbournelive.org.uk/6.html</a>
Assessment <b>WT</b> <b>ARE</b> <b>GD</b>	<b>Cold Task</b> — flipchart: What is history? How do we know about the past?  <b>I can tell you what history is</b>  <b>I can also tell you some ways in which we can find out about the past (photographs, eyewitness information)</b>  <b>I can also compare the achievements of some historical explorers and why their achievements were so important.</b>	<b>Cold Task</b> —Draw a castle. Label it.  Final assessment sheet including draw a M&B castle and label it.  <b>I can describe a Motte and Bailey Castle</b>  <b>I can also reason about why these castles changed over time and identify the main protagonists in the Battle of Hastings.</b>  <b>I can describe the purposes of Norman castles and reason about why William decided they needed to be built.</b>	<b>Cold Task</b> — Where did these people (Victorians) go on holiday? What did they do there? Draw and label.  Final assessment sheet (questions?)  <b>I can explain why seaside resorts were popular holiday destinations for Victorians.</b>  <b>I can also describe how inequality affected people's ability to holiday in Eastbourne and what they could do.</b>  <b>I can also pinpoint how railway transport changed the fortunes of seaside resorts like Eastbourne and how tourism oriented features sprang up in its</b>

Year 2  National Curriculum Coverage (recap and spiral)	<p><b>Term 1- <i>Start with Art (&amp; Black History Month in October)</i></b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Frida Kahlo)</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Floella Benjamin)</p>
Lesson Objectives + Concepts	<p><b>Term 1:</b></p> <ol style="list-style-type: none"> <li>1. I can explain who Floella Benjamin was and what she achieved. (Term 1—Spr (link with Black History Month))</li> <li>2. I can explain what Floella Benjamin achieved. (Term 1—Spr (link with Black History Month))</li> </ol> <p><b>Term 2:</b></p> <ol style="list-style-type: none"> <li>3. I can explain who Frida Kahlo was and what she achieved.</li> <li>4. How did Floella Benjamin and Frida Kahlo overcome adversity in their lives?</li> </ol>
Knowledge taught	<p><b>Term 1:</b></p> <ol style="list-style-type: none"> <li>1. Floella Benjamin is an actress, TV presenter, author AND a politician! Floella was born in Trinidad (link with Geography continents work and find on map, close to South America) Floella moved to the UK in 1960, aged 10. Floella has had many jobs—Which do you think is most important? What skills and values do you think you need to do so many different jobs?</li> <li>2. She has been given a special award from the Royal family (DBE) She has written a book called <i>Coming To England</i>. It is about her journey to England and experiences after she arrived. (Share a simplified version of this book for KS1 children. There is a PDF in the History curriculum folder.)</li> </ol> <p><b>Term 2:</b></p> <ol style="list-style-type: none"> <li>3. Frida Kahlo was a Mexican artist. She died in 1954. (Show on timeline—she died before Pashley was built). Frida is one of the most famous artists in the world, known for her many self portraits. Frida's portraits tell us a lot about how she was feeling and what was happening in her life at the time (Children could explore some of her portraits (carefully chosen-some can be graphic) at tables. What do they notice? What might she be trying to say about herself and her life?) She grew up, and lived in, <i>La Casa Azul</i> (The Blue House) in Mexico City. It is now a museum to her life and work (use the virtual tour—see links—to look around!). )Frida Kahlo contracted a disease called polio when she was 6 years old. It caused her a lot of pain through her life, and one leg to be weaker than the other. Frida was involved in a bus crash at age 18. She was very badly injured and needed to stay in bed for long periods. She suffered pain and difficulty moving for the rest of her life. She had a specially made painting easel and a mirror hung above her bed so she could paint lying down.  She often painted in a unibrow and moustache to celebrate difference and what makes us unique. Frida believed strongly in caring for the poor and making the world a fairer place.</li> <li>4. Floella's mother and father moved to England before she joined them. She had to live with her Auntie who was very cruel to her. Floella did not feel welcome when she arrived in the UK. She experienced <b>discrimination</b> and bullying because she is black. (refer to school's values) Black people in the UK faced a lot of discrimination, people sometimes refused to serve her in shops! She says that kindness and love are the most important things in helping people defeat discrimination. <i>"All you do when people don't show you love, is show love yourself. You have to smile and feel worthy. I realised that if anyone else had a problem with the colour of my skin, then it was their problem. I had to begin showing the world who I really was. I stopped fighting with my fists, and started fighting with my brain. So, if a bully comes to get you; smile at them. Winners smile. Any wickedness that people give to me, I just smile."</i></li> </ol>
Skills used	Identify, Describe, Observe, Sequence, Compare and contrast, Recall, Summarise, Empathise.
Vocabulary to be retained	Artist, self portrait, Floella Benjamin, Frida Kahlo, discrimination, disease, Trinidad, Mexico, La Casa Azul, polio, adversity

Prior learning to recall	Have explored the concept of historical significance, have contributed to the construction of a timeline, learned that the achievements of some individuals, places and events in history are considered more significant than others, what history is and some ways we can find out information using evidence, sources of evidence can be primary or secondary, discrimination is being treated unfairly.
Useful links	<p><a href="https://clpe.org.uk/system/files/Teaching%20Notes%20Coming%20to%20England.pdf">https://clpe.org.uk/system/files/Teaching%20Notes%20Coming%20to%20England.pdf</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/ks1-history-black-british-history-floella-benjamin/zkbnvj6">https://www.bbc.co.uk/teach/class-clips-video/ks1-history-black-british-history-floella-benjamin/zkbnvj6</a></p> <p><a href="https://www.museofridakahlo.org.mx/virtual/?lang=en#tour_1">https://www.museofridakahlo.org.mx/virtual/?lang=en#tour_1</a></p> <p><i>Little People—Big Dreams: Frida Kahlo</i></p> <p><i>Frida Kahlo and her Animalitos</i></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zt6gkhv#zpm4wsg">https://www.bbc.co.uk/bitesize/articles/zt6gkhv#zpm4wsg</a></p>
Assessment <b>WT ARE GD</b>	<p><b>COLD TASK— Why do you think these people are famous? What did they achieve?</b></p> <p>I can tell you about the achievements of Frida Kahlo and Floella Benjamin.</p> <p>I can also tell you about the adversity they faced in life.</p> <p>I can also tell you the about the values they needed to overcome adversity and what we can learn from their examples.</p>

Year 2 National Curriculum Coverage( <i>recap and spiral</i> )	Term 3 - <i>Titanic</i>	Term 4 – <i>First World War</i>
	Events beyond living memory that are significant nationally or globally.	Events beyond living memory that are significant nationally or globally.
Lesson Objectives + Concepts	<ol style="list-style-type: none"> <li>I can identify what hats tell us about the lives of people in Britain in 1912.</li> <li>I can explain what Delia McDermott was commemorated for.</li> <li>I can describe what life was like onboard the Titanic.</li> <li>I can use historical artifacts to identify how people knew about the Titanic.</li> <li>I can order the events of the Titanic's sinking.</li> <li>I can recount Delia McDermott's experience onboard the Titanic. (Titanic day)</li> </ol>	<ol style="list-style-type: none"> <li>I can explain key facts about WW1 is.</li> <li>I can describe the ways people communicated in WW1.</li> <li>I can explain the importance of pigeons in WW1.</li> <li>I can give reasons why messages were sent in code.</li> <li>I can explain the importance of horses in WW1.</li> <li>I can explain what other animals were important in WW1</li> </ol>
Knowledge taught	<p>1. Cold task, order events of the Titanic with picture of Delia and space to answer who she is. It was good etiquette (polite behaviour) for women and men to wear hats in 1912. Wealthy people owned more expensive, luxury hats.</p> <p>Delia McDermott bought a hat in 1912, she was working class. <b>There was only two known photos of her so we don't know exactly what hat she brought. Other historical sources (primary sources—newspapers and photos) can show us popular women's hats of the period.</b></p> <p>2. Statue of Delia in Addergoole, Ireland— Shows her and others preparing to leave Ireland and go on a long journey. Statues are built to commemorate events and people (remember, celebrate, honor and show respect).</p> <p>Delia left Ireland onboard the Titanic on April 11th 1912. She was a third class passenger, like almost everyone who boarded in Ireland. <b>She became a migrant, leaving Ireland because life in Addergoole was very hard because of the Potato blight.</b></p> <p>3. Third class accommodation was cramped and basic. The food was very simple but they were served dinners rather than having to bring their own, unlike on other ships. Cabins slept up to 10 people and there were only 2 baths for more than 1000 third class passengers! First class accommodation was luxurious and passengers were well looked-after First class passengers were some of the richest and most important people of the time. The first class facilities were better than on any other ship, and included a huge dining room with live orchestra, a swimming pool, reading rooms and deck games.</p> <p>4. Primary evidence (dinner menus, eyewitness accounts, photographs etc) that can show what it was like to be a passenger on the Titanic. In 1912 people did not have televisions (<b>not invented until 1927</b>) or radios (<b>although radio communication was invented in 1897 the first news radio programme was not broadcast anywhere in the world until 1920</b>) in their homes and there was no internet or social media either. People got their news of what was happening locally and globally from newspapers. <b>In 1912 there were many hundreds printed up and down the country.</b></p> <p>5. On April 14th 1912, the Titanic struck an iceberg in the Atlantic Ocean sinking two and a half hours later, there are only paintings of it sinking (no photographs). The captain ignored radio warnings of thick ice and large icebergs in the Atlantic and did not slow down. The side of the Titanic hit an iceberg while travelling at full speed. There were only ever enough lifeboats for half the 2,227 passengers. <b>Most people were still onboard when it sank. Only 705 survivors were rescued by another boat and taken to USA. Delia survived by boarding lifeboat 13 (although she left one lifeboat to go back and get her hat!) Delia lived the rest of her life in America, marrying and having three children.</b></p>	<p>1. Posters were used to encourage men to enlist and fight in the army. This would help the war effort (explore artifacts). The Great War, or First World War, took place from 1914-1918 (Show on physical timeline). Great Britain was at war and many men left home to fight. Many men died, and many were very badly injured. We always remember them every Remembrance Day, on 11th November, which is the date the First World War ended.</p> <p>2. During the First World War, very, very few people owned a telephone. They were not mobile phones (artifact exploration possibility—"candlestick" telephones). Most people communicated by post, and these may have taken as long as two or three days to reach the person to whom they had been written and addressed.</p> <p>3. Pigeons carried secret messages to and from the soldiers fighting in the trenches at the "front", and headquarters behind the lines. The front is where two enemy forces are in contact. Trenches were long, narrow ditches dug into the ground where soldiers lived. Pigeons also carried messages all the way back from France to Britain over the English Channel. Messenger pigeons proved to be an extremely reliable way of sending messages during the war. Such was the importance of pigeons that over 100,000 were used in the war, <b>with 95 per cent getting through to their destination with their message. To injure or kill a messenger pigeon was a serious crime, punishable by six months in prison or a £100 fine (worth the equivalent of £7,200 today)</b></p> <p>4. Messages were top secret and were always written in code—a "cipher". The message was sent as a cipher so the enemy could not read it. A message could say something such as where to direct heavy gunfire, or to inform the generals how well an attack was progressing, or whether reinforcements were needed. <b>Cher Ami was a very important pigeon who helped rescue nearly 200 American soldiers when they were surrounded by the enemy. Cher Ami was sent with a message for help. It was shot twice but survived and got the message to American headquarters. All the soldiers were saved in a rescue mission as a result. Cher Ami flew 40km in just 25 minutes.</b></p> <p>5. Horses were hardly used in fighting at all, unlike in earlier wars. The conditions were not suitable for fighting on horses. Millions of horses were used for transport—pulling artillery guns, ambulances and supplies. There was a lot of deep mud and rough ground on the front, making horses a better option than motor vehicles. Horses could also be used for carrying messages. Trenches were muddy, rat infested, uncomfortable and the toilets overflowed. Men could develop an illness called "trench foot" as a result.</p> <p>6. <b>Fire flies, Elephants and dogs were all used in WW1 (Visit from Airedale Terrier)</b></p>
Skills used	Interpreting sources (Paintings and portraits, Drawings, Monuments, Artefacts, Maps, Identify, Describe, Observe, Select, Categorise/Classify, Sequence, Compare and contrast, Recall, Reason/speculate, Summarise, Empathise.	Interpreting skills (Photographs, Posters, Memorial sculptures, Newspapers, Pathé Newsreel films), Identify, Describe, Observe, Select, Categorise/Classify, Sequence, Compare and contrast, Recall, Reason/speculate, Summarise, Empathise.
Vocabulary to be retained	<b>wealth, poverty, statue, First/Second/Third Class, Titanic, eyewitness, Maiden voyage</b> <b>etiquette, migrant, liner, primary sources, secondary sources, timeline, commemorate, White Star Line</b>	<b>War, communicate, First World War, telephone, transport, enemy</b> <b>Front, cipher, code, enlist, Cher Ami, trench, trench foot, remembrance</b>
Prior learning to recall	Explored the concept of historical significance. Constructing a timeline. Knowing sources of evidence can be primary or secondary. Knowing that the way that we record evidence has changed over time. Inequality in the Victorian period.	Explored the concept of historical significance. Constructing a timeline. Inequality in the Victorian and Edwardian period. Explored the sources of information are not necessarily completely trustworthy.

Useful links	<a href="https://www.eastbournebandstand.co.uk/titanic">https://www.eastbournebandstand.co.uk/titanic</a> <a href="https://www.youtube.com/watch?v=8bTj0tV2H7M">https://www.youtube.com/watch?v=8bTj0tV2H7M</a> <a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z7t3vwx</a> <a href="https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/">https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/sinking-of-the-titanic/</a>	<a href="https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4ngbqt">https://www.bbc.co.uk/bitesize/topics/zdyhn9q/articles/z4ngbqt</a> <a href="https://www.youtube.com/watch?v=uEU_QFPeCPQ">https://www.youtube.com/watch?v=uEU_QFPeCPQ</a> <a href="https://www.youtube.com/watch?v=oEvuMhP2CuA">https://www.youtube.com/watch?v=oEvuMhP2CuA</a> <a href="https://www.twinkl.co.uk/go/resource/tg3-e-02-life-in-the-trenches-hotspots">https://www.twinkl.co.uk/go/resource/tg3-e-02-life-in-the-trenches-hotspots</a> <a href="https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk#:~:text=Trenches%20were%20long%2C%20narrow%20ditches,Allied%20trenches%20on%20the%20other.">https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk#:~:text=Trenches%20were%20long%2C%20narrow%20ditches,Allied%20trenches%20on%20the%20other.</a>
Assessment  <b>WT</b> <b>ARE</b> <b>GD</b>	<p><b>I can give a simple explanation of what happened to the Titanic and why, referring to the iceberg and some key events.</b></p> <p><b>I can also explain why Delia's hat was so important to her and why she left home.</b></p> <p><b>I can also discern primary from secondary sources.</b></p>	<p><b>COLD TASK— What jobs can animals do? Did they do any different jobs in the past?</b></p> <p><b>I can explain how some different animals were used to help during the First World War.</b></p> <p><b>I can also explain why messages were encoded and why pigeons were so valuable to the war effort.</b></p> <p><b>I can also explain how war posters didn't reflect the reality of trench life and why this was so.</b></p>