



SUBJECT: History (V2)

At Sheringham Community Primary School, we want all of our pupils to have a secure understanding of the past and how history shapes the future. The teaching and learning of history will give pupils an understanding of the past through learning about human achievements, resilience and experiences.

Our curriculum is based on five main themes: conflict/invasion, inspirational leaders and their aspirations, influences on our world, children and boats/ships. These themes will be built on year by year from the Foundation Stage to the end of KS2, as the children study how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

In Early Years and Key Stage 1, pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. They will do this through studying a range of different artefacts.

In Key Stage 2, pupils will 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 will note connections, contrasts and trends over time, including the studying of artefacts and develop the appropriate use of historical terms.

Children develop an understanding of their community through local studies across the school, such as the role of the lifeboats in KS1 and the Deep History Coast and railways in KS2. Our curriculum highlights the aspirations of influential leaders throughout History and the resilience of everyday people. Through empathy, the children gain an understanding of what life was like for people their age in the past. The children will develop their skills and knowledge incrementally as they progress through the school.

High quality lessons will encourage children to think critically, consider and weigh evidence, develop a chronological understanding and inspire curiosity to know more about the past. Children will be able to empathise with people from different eras. The children will study how our local community has developed and changed throughout history.

Our curriculum is designed with SEN and disadvantaged children in mind:

- We have a rich collection of artefacts for the children to handle and explore.
- Our whole-school timeline is recapped at the beginning of each new unit and is visible in every child's book.
- Cooperative learning happens in every lesson to encourage historical talk and discussion at all levels.
- The knowledge, skills and vocabulary are organised incrementally.
- Where applicable, teaching and learning happens slowly and in small steps.
- Teachers use a range of techniques, such as dual coding using verbal and visual stimuli, to make knowledge accessible.
- Children are seated in mixed ability groups to enable them to support one another.
- Each lesson begins with a daily review to recap prior knowledge. Half-termly and weekly reviews are also used to recap knowledge from previous terms.
- Learning is adapted, where appropriate, with deeper thinking tasks available for children who are ready to move on.

	Skills	Knowledge
N	<ul style="list-style-type: none"> • Can talk about the lives of people who are familiar with them. • Can recall significant events in their own experiences. • Can recognise and describe special times or events for family or friends. • Can name and talk about different occupations and ways of life. • Can talk positively about the differences between themselves and others. 	<ul style="list-style-type: none"> • Understands about the lives of people who are familiar with them. • Understands about different occupations and ways of life. • Understands and appreciates that other people's backgrounds and families can be different to their own.
R	<ul style="list-style-type: none"> • Can talk about the lives of people who are familiar with them. • Can recall significant events in their own experiences. • Can recognise and describe special times or events for family or friends. • Can talk about and name different occupations and ways of life. 	<ul style="list-style-type: none"> • Understands about the lives of people who are familiar with them. • Understands about different occupations and ways of life. • Understands about past and present events in their own lives and in the lives of family members. • Understands how things familiar to them were different in the past e.g. transport, schools and homes

	<ul style="list-style-type: none"> • Can talk about past and present events in their own lives and in the lives of family members. • Can comment on and describe the differences between things from the past and the present day. 	
Y1	<p>Understanding:</p> <ul style="list-style-type: none"> • Have an awareness of the past as a concept: yesterday, last week, last year etc. <p>Sequencing:</p> <ul style="list-style-type: none"> • Can sequence objects in chronological order (timeline) • Sequence events in their lifetime. <p>Using Sources:</p> <ul style="list-style-type: none"> • Choose and use stories and other sources to show understanding • Use sources to begin to describe similarities and differences: eg artefacts, photos and other sources. <p>Explaining & Analysing:</p> <ul style="list-style-type: none"> • Answer simple questions about the past. <p>Vocabulary: past, sequence, chronological, sources, event, similarity, difference, timeline</p>	<p>Themes:</p> <ul style="list-style-type: none"> • Conflict/invasion • Inspirational Leaders • Influences on our world • Children • Boats/Ships <p>Context: Great Fire of London Theme: Influences on our world)</p> <ul style="list-style-type: none"> • When and where did the fire start? The fire of London started in a bakery in Pudding Lane on 2nd September 1666. • Why did the fire spread? It hadn't rained for months so the city was very dry. In 1666 ,lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade. • How did they fight the fire? They used leather buckets and squirts filled with water, axes,fire-hooks and gunpowder to make fire-breaks. • How did the fire stop? The fire burned for 4 days. As the wind died down and changed direction the fire became under control and was finally put out. • How many people died? 6 people died as a result of the fire. Thomas Farriner's maid was the first person to die because she was too scared to jump from the burning building. • What happened after the fire? 13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept

- in tents.

Context:

Florence Nightingale, Mary Seacole and Edith Cavell

Theme:

Comparing aspects of lives in different periods, Influences on our world)

Who was Florence Nightingale?

- Florence Nightingale was a British nurse born 12th May 1820 in Florence, Italy
- She was the daughter of an upper-class couple
- She longed to be a nurse, but her father wouldn't allow it as it was not a job that a lady would have
- Eventually, she became a nurse in 1853

What is Florence Nightingale remembered for?

- Florence Nightingale is remembered for changing the way hospitals were run
- She treated soldiers during the Crimean War; here she became known as 'The Lady with the Lamp'

Who was Edith Cavell?

- Edith Cavell was born 4th December 1865 in Norfolk, England
- She trained as a nurse in 1896
- In 1907, she was asked to be in charge of a nursing training school in Brussels, Belgium

What is Edith Cavell remembered for?

- During WWI, Edith nursed and saved soldiers from both sides of the war
- She also hid over 200 allied soldiers from the Germans
- She was arrested for treason and sentenced to death
- She was killed by a German firing squad on 12th October 1915

Context:

Guy Fawkes & The Gunpowder Plot

		<p>Theme: Conflict, Influences on our world</p> <p>What was the Gunpowder Plot?</p> <ul style="list-style-type: none"> • The Gunpowder Plot was a plot to kill King James I and his government by blowing up the Houses of Parliament <p>Who was involved in the plot?</p> <ul style="list-style-type: none"> • Robert Catesby, Guy Fawkes, Thomas Percy, and five of their friends were involved. <p>Why were they plotting?</p> <ul style="list-style-type: none"> • Under the rule of James I, Catholics were treated unfairly • The plotters were all Catholic and wanted King James removed from the throne <p>How was the plot stopped?</p> <ul style="list-style-type: none"> • A letter was sent to Lord Monteagle, who was due to go to the Houses of Parliament, warning him of the plot • He told the king, who sent guards to search the cellars • They found Guy Fawkes and gunpowder <p>Why do we celebrate Bonfire Night?</p> <ul style="list-style-type: none"> • King James I ordered that people should celebrate his survival on the 5th November. • To this day, people still light bonfires and burn 'guys' (puppets made of straw, named after Guy Fawkes) to celebrate <p>Context: Sheringham Lifeboats - Upcher, Madge, Bennett, Duncan.</p> <p>Theme: Influences on our world, Boats/Ships</p> <ul style="list-style-type: none"> • Sheringham Lifeboats - Upcher, Madge, Bennett, Duncan • Henry Ramey Upcher lifeboat is preserved in original
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		<p>condition in her own museum which is housed in the original lifeboat shed at the top of the slipway</p> <ul style="list-style-type: none"> • The lifeboat Duncan was the first RNLI boat to serve at the new Sheringham station • She came to the town on 31 July 1867 and had been built at the cost of £345 • Duncan was 36 feet long and 9 foot 4 inches wide • She was supplied with 12 oars and a single mast with sail • Lifeboat William Bennett (ON 11) was the successor to Duncan. • She arrived by sea at Sheringham on 7 July 1886. • At 41 foot 4 inches she was 5 feet longer than the Duncan • She was 9 foot 3 wide and was powered by 14 oars and was a self-righting design. • This boat cost £500 • The lifeboat J C Madge (ON 536) replaced the William Bennett (ON 11) in 1904 • She cost £1,436 J C Madge (ON 536) arrived in Sheringham on 2 December 1904 <p>Vocabulary: nurse, Crimea, hospital, wounded, soldiers, war, Belgium, parliament, gansey (jumper)</p>
Y2	<p>Understanding:</p> <ul style="list-style-type: none"> • Use drama to develop empathy and understanding (hot seating etc.) • Compare pictures or photographs of people or events in the past <p>Sequencing:</p> <ul style="list-style-type: none"> • Sequence artefacts closer together in time. <p>Using Sources:</p> <ul style="list-style-type: none"> • Using a source, ask: why, what, who, how, where 	<p>Themes:</p> <ul style="list-style-type: none"> • Conflict/invasion • Inspirational Leaders • Influences on our world • Children • Boats/Ships <p>Contexts: Christopher Columbus and Neil Armstrong</p> <p>Theme: Comparing aspects of lives in different periods, Inspirational</p>

questions.

Explaining and Analysing:

- Begin to give reasons why people acted as they did

Vocabulary:

past, sequence, chronological, sources, event, similarity, difference, empathy, compare, artefact

Leaders, Influences on our world, Children, Boast/Ships:

- Christopher Columbus was born in 1451, in Italy and died in 1506.
- He was famous for being an explorer and navigator.
- He learnt to sail in a wooden ship with sails, using the sun, stars and a compass.
- His first trip at sea was when he was 13 years old.
- His dream was to go to China.
- The King and Queen of Spain gave him money to buy ships
- The three ships were called: Santa Maria, Nina and Pinta.
- They set sail from Europe, across the Atlantic Ocean on 3rd August 1492.
- Columbus and his sailors thought they were going to Asia, but ended up in Central America and called it The New World.
- Columbus thought he discovered America, but the Vikings had already landed there 500 years before.
- He introduced potatoes and tomatoes to Europe.
- Unfortunately, they also took new diseases to America and took native Americans back to Europe as slaves.
- Neil Armstrong - (August 5, 1930 – August 25, 2012) was an American astronaut known as the first person to walk on the moon

		<ul style="list-style-type: none"> On July 20, 1969, Neil Armstrong and Buzz Aldrin landed on the moon in a small spacecraft The rocket was called Apollo 11 They both walked on the moon, and millions of people watched and heard this event on live television <p>Context: Remembrance with a national and local focus Theme: Conflict</p> <ul style="list-style-type: none"> Remembrance Day is the day when people take time to remember those who lost their lives in the First World War and all other wars since <p>When was the First World War?</p> <ul style="list-style-type: none"> The First World War started in July 1914 and ended in November 1918 <p>Who do we remember?</p> <ul style="list-style-type: none"> In the First World War, over 700,000 UK soldiers were killed. Since 1919, people have remembered those who died. <p>When is Remembrance Day?</p> <ul style="list-style-type: none"> Remembrance Day is held on 11th November This is the day the Armistice was signed in 1918, ending the First World War <p>Vocabulary: Exploration, America, captain, voyage, discovery, navigator</p> <p>Quizzes https://quizizz.com/admin/quiz/5dd69e477a9a9a001b28ed9d/neil-armstrong</p>
Y3	<p>Understanding:</p> <ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways- discussions, pictures, writing and drama Begin to use the library and e-learning for research to 	<p>Themes:</p> <ul style="list-style-type: none"> Conflict/invasion Inspirational Leaders Influences on our world

answer questions

Sequencing:

- Place the time studied on a timeline
- Sequence events or artefacts using dates

Evaluating Sources:

- Identify and give reasons for the different ways the past is represented.
- Use a range of sources to find out about a period e.g artefacts, pictures

Explaining and Analysing:

- Find out about the everyday lives of people in the time studied and compare to our lives today.
- Begin to suggest some of the causes and consequences of main events and change

Vocabulary:

past, sequence, chronological, sources, event, similarity, difference, empathy, compare, artefact, timeline, date, research, enquiry, represented, explain

- **Children**
- **Boats/Ships**

Context:

- **Changes in Britain from the Stone Age to the Iron Age**

Theme:

- **(Influences on our world, children, conflict/invasion)**

Stone Age:

- To know the 3 periods of the Stone Age, Palaeolithic, Mesolithic and Neolithic.
- To know about different stone age dwellings.
- Houses were made from wattle (sticks) and daub (mud) or dry stone.
- The Stone Age began when tools were made from stone and ended with the introduction of metal tools
- To know what life was like for a Stone Age child.
- Humans survived by using sharp stone tools to kill animals, such as mammoths
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Bronze Age:

- Tools were made from bronze - copper and tin were heated up and poured into casts
- Evidence of the Bronze Age: discovery of round barrows and stone circles Stonehenge, Seahenge
- The Bronze Age started when the Beaker People arrived from Europe
- They brought with them new ways of making metal
- Settlements traded resources like copper and tin
- Burials were important to Bronze Age people - they placed stone circles where burials took place.

Iron Age:

- Tools were made from iron
- Iron was heated up then the hot iron was hammered into shape
- Settlements became larger because tribes were better able to farm and defend themselves

- At the end of the Iron Age, coins were made and used as currency
- There were lots of battles between tribes who fought each other for more land and power.

Context:

The achievements of Ancient Egypt and their influence on Britain.

Theme:

Influences on our World, Inspirational leaders

- Egyptians were building the pyramids around the same time as the Neolithic era
- The Nile provided water for crops but also fertile soil
- This means that people settled near the banks of the Nile as it was considered a prime location
- They were among the first civilisations to use irrigation systems
- The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport
- *We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls*
- *Egyptian society was very hierarchical.*
- Mummification was the process of preserving a body it was believed this would prepare the body for their journey into the afterlife
- The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs
- Religion was very important in Ancient Egypt.
- They believed in different gods and goddesses that were in charge of different parts of their lives

Context:

Norfolk's Deep History Coast

Theme:

		<p>Influences on our World, Children</p> <ul style="list-style-type: none"> • 22-mile stretch of coastline between Weybourne and Cart Gap • Happisburgh is the oldest archaeological site in northern Europe • West Runton yielded the oldest and largest fossilised mammoth skeleton ever found in the UK • Discoveries have also revealed the bones of rhinos, hyaenas, wolves and bears • Doggerland - an area of land, now lying beneath the southern North Sea, which connected Great Britain to mainland Europe during the last Ice Age • At the end of the Ice Age, the sea levels rose and so Britain turned into an island <p>Vocabulary: Stone Age to Iron Age: Prehistory, Hunter-gatherer, Nomad Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens Pelt, Celt, Bronze, Roundhouse, Hillfort, Smelting, Druid, Domesticate, Torc, Snettisham Hoard, West Runton Elephant, Happisburgh Footsteps. Egyptians: Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Sphinx, Ankh Pyramid, Rosetta Stone, Howard Carter (Swaffham)</p> <p>Links https://www.ducksters.com/history/ancient_egypt/boats_and_transportation.php</p> <p>Quizzes https://quizizz.com/admin/quiz/5dd699ee3ffb3001e973d21/ancient-egypt-boats-and-transportation</p>
Y4	<p>Understanding:</p> <ul style="list-style-type: none"> • Gain understanding by answering a variety of questions using the library and e-learning for research <p>Sequencing:</p>	<p>Themes:</p> <ul style="list-style-type: none"> • Conflict/invasion • Inspirational Leaders • Influences on our world • Children

- Place events from a period on a timeline using dates and terms BC and AD

Using Sources:

- Choose relevant material to present an aspect of life in the time
- Use the evidence available begin to evaluate the usefulness of different sources
- Use evidence to build up a picture of a past event

Explaining and Analysing:

- Describe features of past societies and periods
- Explain some causes and consequences of the main events and changes

Vocabulary:

past, sequence, chronological, sources, event, similarity, difference, empathy, compare, artefact, timeline, date, research, enquiry, represented, explain, cause, consequences, change, evidence, useful, evaluate

● Boats/Ships

Context:

The Roman Empire's impact on Britain and the Celtic resistance.

Theme:

Influences on our world, Inspirational Leaders, Conflict and Invasion and Children

- In AD 43 Claudius conquers Britain.
- In AD 44, The Romans capture Colchester. It is the first fortress in Roman Britain and made the capital city in AD 49.
- In AD 61, Queen Boudica led a rebellion against the Romans.
- The Romans established themselves in Britain and developed: paved straight roads, infrastructure (e.g. sewage) They also influenced the:
- written and spoken language, measurement system, way of life, cities, buildings (built out of bricks and stone), technology, religion (e.g. Christianity)
- Roman Britain was a nation rather than tribes.

Context:

The First Railways with a focus on Sheringham.

Theme

Influences on our world, Inspirational Leaders and Boats/Ships

- To know details about the historically significant individuals and locomotives. E.g The Stephensons and Brunel.
- To know the positive and negative effects of railways.
- To know the effect the railways had on Sheringham and Norfolk.
- To know that children worked on the railways and what that was like.
- Brunel was responsible for building the first steam ship.
- To know why steam was significant in the development of ships and locomotives.

		<p>Vocabulary: Romans: Empire, Toga, Aqueduct, Centurion, Emperor, Amphitheatre, Gladiator, Mosaic, Chariot, Tunic, Testudo, Legionary, Iceni, Boudicca. Railways: Steam, locomotive, Rocket, George and Robert Stephenson, Brunel, network, industrialisation.</p>
Y5	<p>Understanding:</p> <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources Use evidence to build up a picture of life in the time studied Confidently use the library and e-learning resources for research <p>Sequencing:</p> <ul style="list-style-type: none"> Place the current study on a timeline in relation to other periods studied Sequence key events studied and use relevant terms. <p>Using Sources:</p> <ul style="list-style-type: none"> Compare accounts of events from different sources Begin to evaluate and analyse a range of sources <p>Explaining and Analysing:</p> <ul style="list-style-type: none"> Make comparisons between different times in history Examine the causes and results of great events and the impact on people <p>Vocabulary: past, sequence, chronological, sources, event, similarity, difference, empathy, compare, artefact, timeline, date, research, enquiry, represented, explain, cause, consequences, change, evidence, useful, evaluate, relevant, impact, analyse</p>	<p>Themes:</p> <ul style="list-style-type: none"> Conflict/invasion Inspirational People Influences on our world Children Boats/Ships <p>Context: Black History Theme: Inspirational people and Influences on our World</p> <p>Pupils will learn about 1950s segregation and the space race, inspirational people from this time and how they have changed the world.</p> <ul style="list-style-type: none"> know what happened on 1st December 1955, and discuss the significance of the 381 day 'Bus Boycott know the causes behind Martin Luther King's powerful I have a dream speech understand the significance of the moon landing and the role Neil Armstrong played Identify, by comparing and contrasting, the experiences of Tim Peake and Neil Armstrong <p>Context: Britain's settlement by the Anglo Saxons and the Scots Theme: Conflict, children, Influences on our world</p> <p>Pupils will learn about the invasions of the Anglo- Saxons in the 5th century. They will find out where the invading troops came</p>

from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result.

- Identify the Anglo Saxon Kingdoms and Settlements.
- To know what a typical day was like as an Anglo-Saxon child.
- In 1939, archaeologists discovered an Anglo-Saxon ship burial at Sutton Hoo in Suffolk
- Many of today's place names come from Anglo-Saxon words e.g. Birmingham, Oxford
- Many of today's English words are based on Saxon words e.g. days of the week, England
- St Augustine - Sent by the Pope to spread Christianity
- King Aethelbert - King of Kent who created the first written law code and helped spread Christianity
- Bede - Monk who wrote about the history of the English church and people.

Context:

The achievements of Ancient Greece and their influence on Britain

Theme:

Influences on our world, children, invasion and conflict

- Greece is made up of the mainland and many islands
- Its position by the sea meant that the Greeks were a seafaring people
- City-states (polis) were created and trade happened between each of the cities -
- Compare Athens and Sparta
- Democracy was invented in Ancient Greece
- To know the significance of the Battle of Sparta

Vocabulary:

Saxons: Angles, Saxons, Jutes, Rune, Wattle-and-daub, Thatch
Farmer-warrior, Sutton Hoo, Monk, Manuscript
Weregeld, Christianity.

		Ancient Greeks: Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Aristocrat, Mythology, Column.
Y6	<p>Understanding:</p> <ul style="list-style-type: none"> Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Confident use of the library and e-learning resources for research Use a variety of ways to communicate knowledge and understanding including extended writing and individual investigations <p>Sequencing:</p> <ul style="list-style-type: none"> Place current study on a timeline in relation to other studies Use relevant dates and terms sequence events on a timeline Understand different views of the past may exist, giving some reasons for this <p>Using Sources:</p> <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking accuracy and interpretations <p>Explaining and Analysing:</p> <ul style="list-style-type: none"> Can describe the nature of change and continuity and suggest relationships between causes. Construct informed responses by selecting and organising historical information <p>Vocabulary: past, sequence, chronological, sources, event, similarity, difference, empathy, compare, artefact, timeline, date, research, enquiry, represented, explain, cause, consequences, change, evidence, useful, evaluate, relevant, impact, analyse,</p>	<p>Themes:</p> <ul style="list-style-type: none"> Conflict/Invasion Inspirational Leaders Influences on our world Children Boats/Ships <p>Context: The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Theme: Conflict/Invasion, Inspirational Leaders</p> <ul style="list-style-type: none"> Vikings had left Scandinavia to raid and settle in Britain The Vikings were great traders and skilled seafarers They were skilled at farming, fishing, craft work and hunting The Vikings raided monasteries as they had easy riches and were not well defended King Alfred the Great initially fought the Vikings, also known as the Danes, but then peace was agreed and the country was divided. Wessex and Danelaw were created to eventually be united into a united English kingdom As a result from the conflict between the Anglo-Saxons and Vikings, two new kingdoms grew and Scotland and England became firmly established England was ruled by Anglo-Saxon kings as well as Danish kings The Viking and Anglo-Saxon rule came to an end in 1066, during the Battle of Hastings <p>Context: A contrast between the Anglo-Saxons and the Mayan civilization Theme:</p> <ul style="list-style-type: none"> Mayan cities would have a palace for the ruler, a plaza

<p>conclusions, accuracy, interpretations, continuity</p>	<p>for the marketplaces and temples, in the form of pyramids. Saxons had palaces, marketplaces and churches.</p> <ul style="list-style-type: none"> • Mayan cities were often found near trade routes and good farmland. Same for Saxons. • Mayans were polytheists. Saxons were to begin with then turned to Christianity. • Priests were considered the most important. Priests were important in Saxon communities. • Warriors, craftsmen and traders were next in the hierarchy. Similar to Saxons. • Farmers, workers and slaves were at the bottom of the hierarchy. Similar to Saxons. • Mayan merchants traded many goods including salt, cotton, honey and jade. Compare with what Saxons traded in. • The Mayan calendar (Tzolkin) consisted of 260 days and 13 months. Compare to Saxon 12 month calendar. • The demise of the Mayan civilisation came about because of a mixture of deforestation, land erosion and drought Compare to the demise of Saxon civilisation- Battle of Hastings. <p>Context: Local Study of Sheringham in WW2 (Evacuation) Theme: Conflict/Invasion, Children, Influences on our world</p> <ul style="list-style-type: none"> • Urban children were moved to places considered safer, usually out in rural areas of Britain • Evacuation began on Friday 1 September 1939 • It was called 'Operation Pied Piper' <p>Rationing:</p> <ul style="list-style-type: none"> • As part of their campaign, Nazi Germans tried to cut off supplies of food and other goods coming to Britain by attacking many of the ships that brought food to Britain • This meant that there was less food for the people -
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		<p>whatever food was grown, produced or managed to enter Britain was rationed</p> <ul style="list-style-type: none"> ● People used the Ration Book during this time <p>Jobs:</p> <ul style="list-style-type: none"> ● Many men fought in the war and so women were tasked to carry out much of the war work ● However, some jobs were protected - men who held these jobs were not called up to join the army (e.g. doctors, miners) ● Jobs undertaken by women during the war included mechanics, ambulance drivers and air raid wardens <p>Vocabulary:</p> <p>Mayans: Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Jade, Sacrifice, City-states, Pyramid, Peasant, Bloodletting, Cacao</p> <p>Vikings and Anglo Saxon Struggle: Longboat, Longhouse, Chieftain, Berserker, Danegeld, Raid, Trade, Runes, Farmer-warrior, Pagan, Danelaw, Jarl, Figurehead, Chainmail, Valhalla, Alfred the Great, Lindisfarne, Scira (Sheringham warlord)</p> <p>Sheringham in WW2: Evacuation, Air raid, gas mask, rations,</p>
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