

HISTORY LONG TERM PLAN

There is a two-year rolling programme in place to fit with the mixed aged classes.

Our key aims are to ensure:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2021-2022						2022-2023					
EYFS	Marvellous Me! - how we've changed since we were babies	<i>Terrific Tales</i> - - Guy Fawkes, The Nativity Story Remembrance Day	Ticket to Ride - vehicles past and present Railways Amy Johnson			Commotion in the Ocean - Seaside in the past, famous pirates	One year programme					
Years 1 and 2		Who looks after you? <i>The lives of significant individuals in the past - Florence Nightingale</i>	How can we get there? <i>Events beyond living memory that are significant nationally</i>	Knights and Castles <i>Significant historical events, people and places in our locality.</i>				What do you know about chocolate? <i>Significant historical events, people and places in our locality.</i>		Can you remember? <i>changes within living memory Great Fire of London</i>		
Years 3 and 4		How ancient are we? <i>The achievements of the earliest</i>			Anglo Saxons <i>Britain's settlement by Anglo-Saxons and Scots</i>			What did the Romans do for us? <i>The Roman Empire and</i>		Victorian Britain <i>A study of an aspect in British</i>		

		<i>civilizations - Egyptians</i>						<i>its impact on Britain</i>		<i>history that extends pupils' chronological knowledge beyond 1066</i>		
Years 5 and 6		Eureka! <i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	The Amazing Mayans <i>Non-European society that provides contrasts with British history - Mayan civilization c. AD 900</i>		That's entertainment <i>Leisure and entertainment - changes in the 20th century</i>	It's all ancient history <i>Changes in Britain from the Stone Age to the Iron Age</i>	World at War <i>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history</i>		Around the world in 30 days	Vikings <i>Viking struggle for the Kingdom of England to the time of Edward the Confessor</i> <i>Local history study</i>		

EYFS Themes**Marvellous Me**

Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society (Past & Present) • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Past and Present)
Significant people / focus	Ourselves and family members

Terrific Tales

Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Past & Present) • Understand the past through settings, characters and events encountered in books read in class and storytelling (Past & Present)
Significant people / focus	Guy Fawkes, Remembrance Day

Ticket to Ride!

Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> • Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling
Significant people / focus	Amy Johnson, George Stephenson, vehicles past and present

Commotion in the Ocean

Links to the programme of study (Early Learning Goals (ELGs))	<ul style="list-style-type: none"> Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling
Significant people / focus	Seasides from the past, famous pirates

Key Stage 1 Themes

Who looks after you?	
Links to the programmes of study.	The lives of significant individuals in the past who have contributed to national and international achievements.
Significant People	Mary Seacole, Florence Nightingale, Edith Cavell
Historical Interpretations	★ observe and use pictures, photographs and artefacts to find out about the past;
Historical Investigations	
Chronological understanding	★
Knowledge and understanding of events, people and changes in the past	★ recognise some similarities and differences between the past and the present; ★ know and recount episodes from stories and significant events in history; ★ describe significant individuals from the past.
Presenting, organising and communicating	★ talk, write and draw about things from the past; ★ use historical vocabulary to retell simple stories about the past
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	Florence Nightingale & Mary Seacole - Comparisons with Mary Seacole offer an excellent context for discussion of the theme of fairness, and pupils can be really creative in their work on how the contribution of the two women should be commemorated. Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up? Do children recognise why Florence Nightingale and Mary Seacole became famous? Can children describe some of the things Florence Nightingale and Mary Seacole contributed to nursing, in their later lives?

	<p><u>Events /Situations</u></p> <p>Do children know why Florence Nightingale travelled to the Scutari hospital?</p> <p>Can children explain what the journey would have been like and why?</p> <p>Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari?</p> <p><u>Developments/ Changes</u></p> <p>Do children understand the expectations on a rich woman in Victorian times?</p> <p>Can children identify some of the changes Florence Nightingale made at the Scutari hospital?</p> <p>Can children explain how these changes helped the patients at the hospital?</p> <p>Can children compare the Scutari hospital before and after Florence Nightingale's arrival?</p> <p>Can children compare famous people today to Florence Nightingale & Mary Seacole?</p> <p>Can children identify similarities and differences between nurses today and in the time of Florence Nightingale?</p> <p>Can children identify differences in general medical care today and in Victorian times?</p> <p><u>Chronology and characteristic features</u></p> <p>Do children know when Florence Nightingale and Mary Seacole lived?</p>
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How can we get there?	
Links to the programmes of study.	Events beyond living memory that are significant nationally or globally - the first aeroplane flight.
Significant People	The Wright Brothers, George Stephenson
Historical Interpretations	★
Historical Investigations	
Chronological understanding	★
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	★
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	<p>Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</p> <p>Talk about what they know about the inventions of cars, trains and aeroplanes.</p> <p>Know some of the significant people involved in the development of different types of transport.</p> <p>Talk and write about the differences between old and new transport.</p>

	<p>Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.</p> <p>Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</p>
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Knights and Castles	
Links to the programmes of study.	Significant historical events, people and places in their own locality.
Significant People	
Historical Interpretations	★
Historical Investigations	
Chronological understanding	★
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	★
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	<p>Can the children say who invaded England?</p> <p>Can the children find similarities and differences between the castles?</p> <p>Can the children say some of the people who lived in a medieval castle?</p> <p>Can the children name some of the different jobs in a medieval castle?</p> <p>Can the children say who was powerful in medieval times?</p> <p><u>Events /Situations</u></p> <p>Can the children say why castles were important?</p> <p>Can the children explain what the taxes were used for?</p> <p>Can the children say why the peasants did not think the tax was fair?</p> <p><u>Developments</u></p> <p>Can the children say why castles were important for the Norman invaders?</p> <p>Can the children compare how taxes were spent in medieval times and how they are spent now?</p> <p>Chronology and characteristic features</p> <p>Can the children identify and name 'motte and bailey' castles and 'keep and bailey' castles?</p> <p>Can the children describe the features of a castle?</p>

	<p>Can the children find similarities and differences between the castles?</p> <p>Place the battle of Hastings within a wider chronology Study a timeline of the development of different types of Castle and timeline of a local castle and how it has changed</p> <p><u>Evidence (Sources)</u></p> <p>Do children know that they can find out information about the past from visiting historical buildings and sites?</p> <p>Can children use field-work, drawings and documents to find out clues about what Castles were like in the past?</p> <p>Can children make deductions about the past from a variety of sources?</p>
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What do you know about chocolate?	
Links to the programmes of study.	
Significant People	
Historical Interpretations	★
Historical Investigations	
Chronological understanding	★
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	★
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	

Can you remember?	
Links to the programmes of study.	
Significant People	
Historical Interpretations	★
Historical Investigations	
Chronological understanding	★

Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	★
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	

Key Stage 2 Themes

How ancient are we?	
Links to the programmes of study.	The achievements of the earliest civilizations – Ancient Egypt.
Significant People	Cleopatra, Julius Caesar, Tutankarmun, Howard Carter
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-Google slides, Egyptian fairy tales, Egyptian Myths, play scripts, non chronological reports.
Vocabulary	Pyramid, sarcophagus, canopic jars, civilization, BC,AD, Hieroglyphics, cartouche, pharaoh, irrigation, silt, canals, linguists, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris, Hathor, Anubis, Sekhmet, tomb, burial chamber, antechamber, annex, treasury.
High quality texts	Egyptian Cinderella, Egyptian Mythology, The frog prince continued
'Sticky knowledge' and key learning ideas.	I will know: Who was Cleopatra? Who was the first Pharaoh?

	<p>What is the mummification process and why did they do it?</p> <p>Who were the main Egyptian Gods?</p> <p>There were 3000 Egyptian Gods</p> <p>What is an Egyptian Myth?</p> <p>Who was Tutankarmun?</p> <p>Who was Howard Carter?</p> <p>How did they build a pyramid?</p> <p>What did they use the Nile for?</p>
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Light and dark	
Links to the programmes of study.	Britain's settlement by Anglo-Saxons and Scots
Significant People	Edward the confessor, Alfred the Great, Harold Godwinson, Aethelflaed
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ .
Vocabulary	Archaeologist, anglo saxon kingdoms, runes, ordeal, thane, churl
High quality texts	Anglo Saxon Boy, Beowulf
'Sticky knowledge' and key learning ideas.	<p>I will know:</p> <ul style="list-style-type: none"> Anglo-Saxon kingdoms The Anglo-Saxons formed many regions each with one ruler, known as kingdoms. Wessex Known today as Dorset, Hampshire, Somerset and Wiltshire. What we know about the AngloMercia Known today as East Anglia, Essex, Kent and Saxons Sussex. Anglo-Saxon Settlements The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. legacy Anglo-Saxons left a legacy which included the language we speak, culture and politics. Many of the shires are our boundaries for counties today. settlement

	<ul style="list-style-type: none"> • The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'. ☐ They came to Britain from across the North Sea in the middle of the 5th Century. • For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land. • The Anglo-Saxons were fierce people who fought many battles and when they weren't fighting, they were farming. wergild A fine imposed for stealing or killing. • The Anglo-Saxon period ended when the Normans conquered Britain in 1066. churl A lower-class Anglo-Saxon but better than a slave. runes
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What did the Romans do for us?	
Links to the programmes of study.	The Roman Empire and it's impact on Britain.
Significant People	Julius Caesar, Boudicca,
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history - before Ancient Rome ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★
Vocabulary	Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, centurion, chariot, barbarian, gladiator, Boudicca, toga, Julius Caesar, Emperor, Roman numerals.
High quality texts	lioana Diary,
'Sticky knowledge' and key learning ideas.	I will know: <ul style="list-style-type: none"> • Why did the Romans invade Britain? • How did they establish control? • How did Boudicca's rebellion change power in Britain? • How did the Roman invasions change the way people lived, traded and socialised?

	<ul style="list-style-type: none"> ● Did the Roman invasion improve Britain? ● How did what people believed change during Roman times? What is the legacy of the Roman invasion? ● When was Britain conquered by the Romans? ● What is a primary source? ● When did Christianity become the main Roman religion?
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Victorians	
Links to the programmes of study.	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 –Victorians.
Significant People	Queen Victoria, Prince Albert, Charles Dickens
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history. ★ Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-.
Vocabulary	Curriculum, cane, school, teacher, education, act, Sunday school, Black board, Chalk, ragged schools, parliament government, lawstate, industrial revolution, mangle, Queen Victoria, sovereign, Invention, British Empire.
High quality texts	
'Sticky knowledge' and key learning ideas.	I will know: <ul style="list-style-type: none"> ● Who reigned over England? ● How long for? ● What is the British Empire? ● What was it like for a child in Victorian Britain? ● What were the key interventions of this era? ● What did the Victorians give modern Britain?

Eureka	
Links to the programmes of study.	Ancient Greece – a study of Greek life and achievements and their influence on the western world. their legacy and culture.
Significant People	Alexander the Great, Archimedes, Pythagoras, Aristotle
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past. ★ Seek out and analyse a wide range of evidence, giving reasons for choices.
Chronological understanding	★ Use sources of evidence to deduce information about the past ★ Describe the main changes in a period of history. Use dates and terms accurately in describing events
Knowledge and understanding of events, people and changes in the past	★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	★ Use original ideas to present information and ideas-Google slides, Greek plays, non-chronological reports.
Vocabulary	ancient, civilisation, city states, empire, legacies, democracy, primary, secondary, archaeology, artefact, era, time period, century, chronology.
High quality texts	Percy Jackson novels, Greek myths and legends
'Sticky knowledge' and key learning ideas.	City states and their similarities and differences: Athens and Sparta. Everyday life in ancient Greece: men, women, children, food, homes, clothing, education etc. Greek Gods and Goddesses/myths and legends and their influence upon the Ancient Greek way of life. Links to other cultures and their beliefs and traditions Analysing primary and secondary sources of evidence to learn about the past and the challenges faced when using these. The Olympic games and its legacy today. Alexander the Great's Empire. The legacy of the Ancient Greeks: architecture, politics, scientific and mathematical ideas, democracy, etc

The Amazing Mayans	
Links to the programmes of study.	A non-European society that provides a contrast to British history

Significant People	John Lloyd Stephens, Frederick Catherwood
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	★ Use sources of evidence to deduce information about the past
Chronological understanding	★ Describe the main changes in a period of history. Use dates and terms accurately in describing events ★ Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
Knowledge and understanding of events, people and changes in the past	★ • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. ★ Describe the social, ethnic, cultural or religious diversity of past society.
Presenting, organising and communicating	★ Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. ★ Use original ways to present information and ideas.
Vocabulary	civilisation, scribes, rituals, maize, codices, cacao beans, timeline
High quality texts	*****TO DECIDE*****
'Sticky knowledge' and key learning ideas.	Introduction to the Maya-know where they lived-countries and cities Demonstrate an understanding of the Maya culture by learning about different aspects of Maya civilisation. Religion, Gods and beliefs-explain what they represented Exploration and Discovery Maya Number system Mayan Writing Food Exploring the similarities and differences to how the Maya lived to that of a European civilisation of that period.

It's all ancient history	
Links to the programmes of study.	
Significant People	
Historical Interpretations	★
Historical Investigations	

Chronological understanding	★
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	★
Vocabulary	
High quality texts	
'Sticky knowledge' and key learning ideas.	

World at War	
Links to the programmes of study.	A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066: A significant turning point in British history
Significant People	Winston Churchill, Neville Chamberlin, Adolf Hitler
Historical Interpretations	★
Historical Investigations	<p>*Use sources of evidence to deduce information about the past.</p> <p>*Select suitable sources of evidence, giving reasons for choices.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Chronological understanding	<p>Describe the main changes in a period of history (using terms such as social, ethnic, religious, political, technological and cultural).</p> <p>Use dates and terms accurately in describing events.</p> <p>Identify periods of rapid change in history and contrast them with times of relative little change.</p>

Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> ★ Describe the social, ethnic, cultural or religious diversity of past society. ★ Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ Use appropriate historical vocabulary to communicate, including: dates, time periods, chronology, continuity, change, decade, legacy. <p>Use original ways to present information about the past: Propaganda posters, rationing book, non-chronological reports, diaries/letters of an evacuee</p>
Vocabulary	conflict, propaganda, allies, axis, evacuation, rationing, holocaust, annexe, nazi, spitfire, warfare
High quality texts	When the Sky Falls, Goodnight Mr Tom, Letters from the Lighthouse, Carrie's War, Anne Frank's Diary
'Sticky knowledge' and key learning ideas.	<p>How did the war begin? The outbreak of war</p> <p>Evacuation and its impact on children and families</p> <p>Life at home during WW2: Rationing, home life</p> <p>The role of women in WW2</p> <p>The Battle of Britain and its role in changing the shape of the war.</p> <p>Propaganda and its impact on the war.</p> <p>Remembrance and why this happens each year</p> <p>The holocaust</p> <p>The world at war and the role played by ++++++</p>

Vikings/local history	
Links to the programmes of study.	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion.
Significant People	King Alfred the Great, King Canute, William the Conqueror
Historical Interpretations and investigations	<p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>

Chronological understanding	Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.
Knowledge and understanding of events, people and changes in the past	Identify continuity and change in the history of the locality of the school. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.
Presenting, organising and communicating	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.
Vocabulary	invade, settlers, settlement, conquer, plunder, raid, trade, treaty, pagan, ritual, monastery, Scandinavia, longboats
High quality texts	Viking Boy
'Sticky knowledge' and key learning ideas.	Viking raids and invasion-Where are the Vikings from? Why did they invade other lands? Viking raids-Viking settlements-where did they settle and why? Alfred the Great-the first English King The Viking legacy- artefacts-learning about the past using primary evidence York and Jorvic- A Viking settlement-local history link Viking beliefs and rituals Viking life for men, women and children-Education, employment, home life

Leisure and Entertainment	
Links to the programmes of study.	A study of an aspect of theme in British History that extends pupil's chronological knowledge and understanding beyond 1066: Leisure and entertainment in the 20th Century.
Significant People	The beatles, Andy Warhol (pop art) Neil Armstrong, The Queen,
Historical Interpretations	★ Understand that no single source of evidence gives the full answer to questions about the past.
Historical Investigations	● Use sources of evidence to deduce information about the past.

	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. <ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past.
Chronological understanding	<ul style="list-style-type: none"> ★ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). ★ Identify periods of rapid change in history and contrast them with times of relatively little change.
Knowledge and understanding of events, people and changes in the past	★
Presenting, organising and communicating	<ul style="list-style-type: none"> ★ Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. ★ • Use original ways to present information and ideas. ★
Vocabulary	broadcast, decade, century, entertainment, invented, leisure, popular, technology, radio, television
High quality texts	The Nowhere Emporium/Malamander
'Sticky knowledge' and key learning ideas.	<p>KLI:</p> <ul style="list-style-type: none"> • The movies • Changes since 1948/The sixties • Leisure/holidays • Television and radio • Technology/the digital age <p>Sticky knowledge:</p> <ul style="list-style-type: none"> • Going to the cinema became one of the most popular forms of entertainment in the 20th century. At the beginning of the 20th century, films were silent - a pianist would sit in the theatre and play live music that they thought might fit the story. The first 'talkie' (a film that included sound and actors talking) was made in 1927 - The Jazz Singer. By the 1930s, colour films began to be made. People often went to the cinema once or twice a week, until televisions became popular. • At the beginning of the 20th century, cricket was the most popular sport. However, during WWI, many soldiers played football while away from home and so this became more and more popular. The first World Cup was held in 1930 in Uruguay and included just 13 teams. • Lots of changes took place in the 1960s, as many young people wanted a revolution (big change) in behaviour, clothes and music.

	<ul style="list-style-type: none">• 1920s Radio became an important way of communicating. Live news and entertainment programmes were broadcast. 1930s Cinemas became very popular. 1950s TV became more popular than going to the cinema. 1958 The first computer game was created. 1969 The Internet was invented for use by the armed forces for defence. 1970s Computers became cheap enough and small enough for many people to have in their homes. 1973 Mobile phones were invented but they became more popular in 1983 when they were available to buy. 1989 The World Wide Web was invented
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