

## History Knowledge, Skills, Sequencing and Progression

	<b>EYFS</b>	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Chronological Knowledge and Understanding</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
<b>Use of Sources</b>	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (LA+U)	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
<b>Historical Enquiry</b>	Make comments about what they have heard and ask questions to clarify their understanding. (S)	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
<b>Cause and Consequence</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
<b>Similarities / Differences</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
<b>Significance</b>	Talk about the lives of the people around them and their roles in society. (UW)	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
<b>Vocabulary / Historical Terms</b>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.

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Key Stage 1						
<b>Chronological Knowledge and Understanding</b> Understand chronology and have an awareness of past and present.	<b>Use of Sources</b> Understand that there are different ways that we find out about the past.	<b>Historical Enquiry</b> Ask and answer simple historical questions relating to the topic using stories and other sources.	<b>Cause and Consequence</b> Talk about why things happened and explain what happened as a result.	<b>Similarities / Differences</b> Identify similarities and differences between ways of life in different periods.	<b>Significance</b> Talk about who was important.	<b>Vocabulary / Historical Terms</b> Use language relating to the passing of time and historical terms.
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	EYFS - Know some similarities and differences between things in the past and things now. Talk about the lives of significant people around them.  Y1 - Use of timelines to show chronology, significant people (explorers) and events (the Great Fire of London), the use different primary & secondary sources.	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.	The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning)	<ol style="list-style-type: none"> <li>1. Know who Mary Anning is.</li> <li>2. Know why Mary Anning is significant.</li> <li>3. Understand what qualities made Mary Anning special.</li> <li>4. Compare and contrast the roles of different people in Mary Anning's life</li> <li>5. Know what sources of information tell us about Mary Anning's life and work.</li> <li>6. Know how and why Mary Anning is commemorated.</li> </ol>	Ancient Century Decade Evolution Fossil Palaeontology Primary evidence Significant Timeline	By the end of this unit, pupils will be able to identify a historical figure - Mary Anning - and explain why she is significant. Pupils will begin to frame and answer their own historically valid questions about her, they will learn about her childhood and compare it with their own, gaining insight into how lives in the past were different from lives now. They will consider why her discoveries of fossils were significant and how they changed the way people thought about the history of the world. Children be introduced to the concept of chronology and use timelines and historical vocabulary related to time to sequence events in her life and the time of the dinosaurs.

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<b>Spring A</b>	EYFS - Myths, Legends & Stories: Kings & Queens  Y1/2 - Significant people: Mary Anning; significant events: The Great Fire of London	Pupils will learn about 3 significant English Monarchs. They will compare and contrast life in England within living memory with life in two different periods in the past (Tudor & Victorian)	Changes within and beyond Living Memory: Queens	<ol style="list-style-type: none"> <li>1. Which 3 queens of England are most remembered and why?</li> <li>2. How different was life in England when the 3 queens were ruling? What important changes happened?</li> <li>3. How do we know about the queens who lived long ago?</li> <li>4. How should we remember these famous queens?</li> </ol>	Century Monarchy Parliament Queen Reign Tudor Victorian	By the end of this unit, pupils will know about England's three most famous queens. They will be able to identify the most significant achievements of each queen and will develop and understanding of how life in the UK has changed over the past 500 years.
<b>Summer A</b>	EYFS - Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them.  Y1/2 - Significant people, events and places - Mary Anning, Explorers, The Great Fire of London	Pupils will learn about significant historical events, people and places in their own locality.	Our Cornwall	<ol style="list-style-type: none"> <li>1. Understand how Penzance has changed through the ages (launch workshop - timeline)</li> <li>2. Know how people lived in our locality in pre-history.</li> <li>3. Describe how Penzance has change over time.</li> <li>4. Understand the importance of mining and fishing in our history.</li> <li>5. Explain why Humphry Davy is significant.</li> <li>6. Know that the arrival of the railway brought tourism to Penzance.</li> </ol>	Bronze Age Domesday Book Farming Fishing Iron Age Mining Stone Age Tourism	By the end of the unit, pupils will be able to identify key changes over time in their own locality and explain the significance of a local figure.
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent (children will learn)</b>	<b>Unit</b>	<b>Sequence of Lessons WALT (children will...)</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>
<b>Autumn B</b>	EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them.  Y1/2 Mary Anning unit: Significant historical	To understand events within a chronological framework. To ask and answer questions.  To understand how we find out about the past and some similarities and differences between now and then.	Explorers	<ol style="list-style-type: none"> <li>1. Understand what an explorer is and what they do.</li> <li>2. Understand what (historically valid) questions will help us find out about explorers.</li> <li>3. Explain who Ibn Battuta is and why he is significant.</li> <li>4. Make a simple timeline of Ibn Battuta's travels.</li> <li>5. Describe similarities and differences between now and life in Ibn Battuta's time.</li> </ol>	Century Civilisation Emperor Empire Explorer Hajj Islam Muslim Pilgrimage Timeline	Children will create timelines relating to a range of explorers.

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	events, people and places in our locality			6. Explain the significance of Ibn Battuta's life and decide how to commemorate it.		
<b>Spring B</b>	<p>EYFS: Know some similarities between the past and now; understand the past through books. Talk about the lives of significant people around them.</p> <p>Y1/2 Explorers: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Y1/2 Mary Anning: Significant historical events, people and places in our locality.</p>	<p>Events beyond living memory that are significant nationally or globally. Similarities and differences between life then and now. ENQUIRY QUESTION: What do the contents of Fu Hao's tomb tell us about life in ancient China?</p>	China	<ol style="list-style-type: none"> <li>1. Describe when and where the Shang Dynasty originated (map work &amp; timeline.)</li> <li>2. Know about the main primary sources for information about the Shang Dynasty (Fu Hao's tomb: Bronzes, Jades &amp; 'oracle' bones).</li> <li>3. Describe life for the rich and poor in ancient China.</li> <li>4. Outline religious beliefs in Shang China.</li> <li>5. Describe the main achievements of the Shang Civilisation.</li> </ol>	<p>Ancestor Ancient Archaeology Artefact Artisans Bronze Age Civilisation Dynasty Nobles Primary Evidence Worship</p>	<p>Children will develop an understanding of how historians have used archaeological sources to find out about life in Shang China.</p>
<b>Summer B</b>	<p>EYFS: Know some similarities between the past and now; understand the past through books.</p> <p>Y1: Mary Anning Unit Significant historical events, people and places in our locality</p> <p>Y1: Our Cornwall Use language relating to the passing of time and historical terms.</p>	<p>Events beyond living memory that are significant nationally or globally. Similarities and differences between life then and now. ENQUIRY QUESTION: What happened to London during the fire of 1666?</p>	Great Fire of London	<ol style="list-style-type: none"> <li>1. Make a timeline of the major events in 17th century UK history.</li> <li>2. Know how and why the Great Fire of London started.</li> <li>3. Know about our sources of information for the Great Fire.</li> <li>4. Know how and why the fire spread so widely and who was blamed for its spread.</li> <li>5. Explain why the Great Fire killed so few people.</li> <li>6. Know about the rebuilding of London after the Great Fire.</li> </ol>	<p>17<sup>th</sup> Century Cathedral Diary Evidence Eyewitness King Monarchy Parliament Pitch/tar Plague</p>	<p>Children will explain how we know about the Great Fire and give a variety of reasons for the fire and its spread. They will understand how Londoners felt and reacted to the fire and how it changed our capital city.</p>

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Lower Key Stage 2							
<b>Chronological Knowledge and Understanding</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.  Order events over a wider timescale and understand this.	<b>Use of Sources</b> Use historical information. Understand that our knowledge of the past is constructed from a range of sources.  Know the difference between primary and secondary sources.		<b>Historical Enquiry</b> Answer and begin to ask historical questions.	<b>Cause and Consequence</b> Recognise why people did things, why events happened and the consequences	<b>Similarities / Differences</b> Note connections and contrasts.	<b>Significance</b> Identify historically significant people and events.	<b>Vocabulary / Historical Terms</b> Develop use of historical terms.
Year A							
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite	
<b>Autumn A</b>	Y1/2: Explorers Children will understand chronology and have an awareness of past and present.  Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. In KS1 children will have focused on events beyond living memory that are significant nationally or globally.	Gain a coherent knowledge and understanding of Britain's past and that of the wider world, focusing on the pre-history period.	Stone Age to Iron Age	<i>WALT: understand what is meant by 'prehistory' and where it fits on the world timeline</i> <i>WALT: understand that Britain was once covered in ice.</i> WALT: make deductions about lifestyle of Stone Age man from images. <i>WALT: know that the earliest settlers were hunter-gatherers and lived in caves.</i> WALT: understand how different life was in the Stone Age when man started to farm. <i>WALT: locate the move to farming on a simple timeline.</i> <i>WALT: understand that hunter-gatherers were living alongside early farmers about 5,000 years ago.</i> WALT: make deductions about way of life by studying evidence of buildings left behind. WALT: understand when and how Stonehenge was built and use evidence to explore why. WALT: explore how much life changed during the Iron age and how we know. WALT: solve the mystery of the 52 skeletons of Maiden Castle through using a range of sources.	Archaeologist Artefact B.C. Forge Henge Hunter/gatherer Pre-history Tribe / tribal	Visit to the Ancient site of Chysauster to undertake a field trip.	
<b>Spring A</b>	KS1 - That historians use different sources to find out about the	Children will be able to explain why the Maya are considered a significant civilisation. They will understand how	The Maya	1. WALT: Evaluate the significance of the Mayan civilisation.	Agriculture City State Civilisation	Children will learn where and how the Mayan civilisation developed	

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	<p>past. How to use timelines to support chronological understanding. The meaning of significance.</p> <p>KS2 - What Britain was like between the Stone and Iron Ages. When, where and how other ancient civilisations have developed in the world.</p>	<p>a large Mayan civilisation developed and grew in a tropical area of mountains and rainforest, explaining what everyday life was like for the Maya and how it differed for rich and poor. They will be able to give reasons for the decline of the Maya and compare and contrast their civilisation with that of Britain and elsewhere. They will also identify how historians have used different sources to find out about Mayan civilisation and culture.</p>		<ol style="list-style-type: none"> <li>2. WALT: Explain how the Mayan civilisation grew from 2000BC onwards.</li> <li>3. WALT: Explain what life was like at the height of the Mayan civilisation.</li> <li>4. WALT: Understand how historians have used sources.</li> <li>5. WALT: Give reasons for the decline of the Maya from c800AD.</li> <li>6. WALT: Recognise how the Mayan civilisation was similar / different to that of Britain and elsewhere.</li> </ol>	<p>Codex / Codices</p> <p>Culture</p> <p>Hieroglyphics</p> <p>Hierarchy</p> <p>Ritual</p> <p>Sacrifice</p> <p>Temple</p> <p>Worship</p>	<p>and how historians have constructed an understanding of Mayan society from a wide variety of primary sources. They will compare the Maya civilisation to that in the UK and elsewhere and consider a range of theories explaining the decline of the Maya civilisation.</p>
<b>Summer A</b>	<p>KS1 - They recognise how Penzance has changed through the ages. They have compared and contrasted seaside holidays in Cornwall now and in the past. They understand the importance of mining in Cornish history. They can explain why Humphry Davy was a significant person in Cornish History.</p>	<p>Children will be able to recognise the world timeline and where previous learning fits. They will explore a timeline of West Penwith, focusing on key events that have shaped Cornwall as we know it today. They will explore telecommunications and how Cornwall was and is linked to the wider world. We will look specifically at the first telegraph cable at Porthcurno - connecting Britain to India and later, other parts of the British Empire. The children will explore goods being smuggled into Cornwall - how and why this was so prevalent in Cornwall.</p>	<p>Local Study</p>	<ol style="list-style-type: none"> <li>1. WALT: recognise key events in the history of West Penwith and place them on a timeline.</li> <li>2. WALT: Recognise where key events in Penwith fit in with what was happening in the rest of the world at the time.</li> <li>3. WALT: recognise what smuggling is and why it was so prevalent in Cornwall.</li> <li>4. WALT: explore the history of smuggling in Cornwall using a timeline to place significant events</li> <li>5. WALT: understand the importance of telecommunications in West Penwith and how it connected us to the wider world.</li> </ol>	<p>Local Region</p> <p>Smuggling</p> <p>Telecommunication</p> <p>Timeline</p> <p>Trading</p>	<p>Children will learn about significant events in Cornwall's history. They will learn where this fits into a world timeline and revisit previous learning. They will recognise the important role that Porthcurno played in telecommunications and in connecting Cornwall to the wider world. They will understand why and how smuggling was prevalent in Cornwall</p>
<b>Year B</b>						
	<b>Prior Learning</b>	<b>Intent (children will learn)</b>	<b>Unit</b>	<b>Sequence of Lessons WALT (children will...)</b>	<b>Vocabulary</b>	<b>Outcome / Composite</b>
<b>Autumn B</b>	<p>Y1/2: Explorers</p> <p>Children will understand chronology and have an awareness of past and present.</p>	<p>Children will be able to make recognise the achievements of</p>	<p>The Ancients</p>	<p>WALT: Revisit world timeline.</p> <p>WALT: Understand what an Ancient Civilisation is and where they evolved.</p>	<p>Ancient Civilisation</p> <p>Archaeology</p> <p>Artefact</p>	<p>Children will learn about what Ancient Civilisations were, where they developed and how we</p>

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	<p>Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources.</p> <p>Y1/2: Great Fire of London Talk about why things happened and explain what happened as a result. Use language relating to the passing of time and historical terms.</p>	<p>the earliest civilisations – an overview of where and when the first civilisations appeared followed by an in-depth study of one of Ancient Egypt.</p>		<p>WALT: identify specific periods in world history and where Ancient Egypt fits into this WALT: Identify key events of the Ancient Egyptian period. WALT: Understand the importance of archaeology. WALT: Identify and understand the importance of primary and secondary sources. WALT: Understand daily life and hierarchy in Ancient Egyptian society. WALT: Understand the various roles held within Ancient Egyptian society.</p>	<p>Civilisation Hierarchy Primary Source Secondary Source Society Timeline</p>	<p>know about them. They will explore more specifically the Ancient Egyptian period, finding out about society and hierarchy and they will make comparisons to life today.</p>
<b>Spring B</b>						
<b>Summer B</b>	<p>Y1/2: Explorers Children will Understand chronology and have an awareness of past and present.</p> <p>Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources.</p> <p>Y1/2: Great Fire of London Talk about why things happened and explain what happened as a result. Use language relating to the passing of time and historical terms.</p>	<p>Children will use a range of sources to investigate the lives and achievements of the Ancient Greeks</p>	<p>Ancient Greece</p>	<ol style="list-style-type: none"> <li>1. To place Ancient Greece in time</li> <li>2. To locate Ancient Greece, Athens and Sparta on a map (include Geography objectives Place knowledge of a region in Europe; Continents and oceans revision)</li> <li>3. To identify similarities between Athens and Sparta (reference modern day impact eg Olympics)</li> <li>4. To identify differences between Athens and Sparta</li> <li>5. To carry out research using secondary sources of information.</li> <li>6. To infer information from artefacts about what life was like in Ancient Greece.</li> <li>7. To use different sources to identify the most important achievements of Alexander the Great.</li> <li>8. In depth study focusing on everyday lives of Ancient Greeks.</li> <li>9. Establish an understanding of similarities and differences to the children's own lives understanding the legacy of the Ancient Greeks.</li> </ol>	<p>Ancient Civilisation Chronology City state Democracy Empire Legacy Primary source Secondary source</p>	<p>Children will present their learning for the entire term, in History and across the curriculum as a whole, producing a guide to Ancient Greece incorporating ICT.</p>

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Upper Key Stage 2						
<b>Chronological Knowledge and Understanding</b> Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.  Understand the impact of historical events, including in relation to other events and to the modern day.	<b>Use of Sources</b> Choose and use historical information.  Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.	<b>Historical Enquiry</b> Answer and ask historical questions about change, cause, similarity, difference and significance.	<b>Cause and Consequence</b> Identify, and give reasons for, results of historical events, situations and changes.	<b>Similarities / Differences</b> Connections, contrasts and trends over time.	<b>Significance</b> Identify and evaluate historically significant people and events.	<b>Vocabulary / Historical Terms</b> Develop appropriate use of historical terms.
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn A</b>	Y1/2: Explorers Children will Understand chronology and have an awareness of past and present. Y1/2: Mary Anning Understand that there are different ways that we find out about the past. Ask and answer simple historical questions relating to the topic using stories and other sources. Y1/2: Great Fire of London Talk about why things happened and explain what happened as a result. Use language relating to the passing of time and historical terms.	Will understand the relevance and importance of the Tudor era. They will link religion to key historical events and understand how the Tudors sowed the seeds of Empire. They will also learn how we know about events in the past and recognise primary and secondary sources.	The Tudors	1. Place the Tudors on a Timeline of World History 2. How did the Tudor era begin? 3. What was life like for rich and poor Tudors? 4. How did Henry VIII come to power and what role did Anne Boleyn play? 5. Understand the turbulent marriages of Henry VIII. 6. How do we know about the Tudor times? 7. Who were the Tudor monarchs after Henry VIII? 8. What problems did Queen Elizabeth encounter in her reign? 9. How did Queen Elizabeth use symbolism? 10. Who was Mary Queen of Scots? 11. What was the Spanish Armada? 12. Why did the Tudors explore? 13. How did the Tudors use portraits as propaganda?	Annul Armada BCE Catholic CE Dissolution Heir Heresy Monarch Protestant Reformation Reign Treason Ex-communication	Children will understand how the Tudor period affected life in England for centuries.  They will recognise key characters and understand their relevance. They will recognise primary and secondary sources and use them to gain a deeper understanding. They will have learnt and use key historical terms and be able to ask and answer historical questions.
<b>Spring A</b>						
<b>Summer A</b>						
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons WALT (children will...)	Vocabulary	Outcome / Composite
<b>Autumn B</b>	Y3/4 The Ancients / The Greeks Developed a chronologically secure knowledge and understanding of British, local and world history.	Know and understand the history of these islands as a coherent, chronological narrative, from the	Romans to Normans	1. Where do the Romans fit into the timeline of World History? 2. Where did the Romans come from? 3. Why and when did the Romans invade Britannia? 4. How did the Romans defeat the Celts? 5. Did the Celts fight back? 6. How did the Romans change Britannia? 7. How do we know about the Romans?	Angles Architecture Aqueduct Bailey Barbarian Baron Bayeaux Tapestry	Children will be able to talk with confidence about the history of our island and understand how

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	<p>Y1/2 Great Fire of London Know the difference between primary and secondary sources.</p> <p>Y3/4 Stone Age Can ask historical questions and recognise why people did things, why events happened and the consequences.</p> <p>Y1/2: Mary Anning Identify significant historical people or events and use historical terms.</p>	<p>earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>		<ol style="list-style-type: none"> <li>8. Why did the Romans leave?</li> <li>9. Who were the Anglo-Saxons and Vikings and why did they invade?</li> <li>10. Where in Britannia did the Anglo-Saxons settle?</li> <li>11. What was life like in Roman and Anglo-Saxon Britain?</li> <li>12. What happened when Edward the Confessor died and how did that lead to the Battle of Hastings?</li> <li>13. What was feudalism and how did it work?</li> <li>14. What was life like in Norman Britain?</li> </ol>	<p>Domesday Book Emperor Feudalism Heir Invasion Jutes Legion Longship Monastery Motte Rebellion Saxons Settlers Treaty Tribe</p>	<p>our culture has been affected by invaders and settlers from other places.</p>
<b>Spring B</b>						
<b>Summer B</b>	<p>Y1/2 Units Timeline work</p> <p>Y3/4 - Local Study Cornwall Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p> <p>Y5/6 The Tudors - Understand the impact of historical events, including in relation to other events and to the modern day.</p> <p>Y5/6 - Geography of British Isles and Europe.</p>	<p>Children will learn the history of WWII within an understanding of the chronology of British local and world history.</p> <p>They will understand how our knowledge of the past is contracted from a range of sources.</p>	<p>Local Study: WWII in Cornwall</p>	<ol style="list-style-type: none"> <li>1. Understand the background to WWII</li> <li>2. Understand evacuation - links to Cornwall</li> <li>3. Understand The Holocaust and Kindertransport - Mousehole and Paul.</li> <li>4. The Blitz -Plymouth experience.</li> <li>5. Dunkirk - boats from Cornwall and Isles of Scilly.</li> <li>6. Battle of Britain.</li> <li>7. Rationing.</li> <li>8. Land Girls - a Cornish story.</li> <li>9. The Home Guard - a Cornish story.</li> <li>10. Defending Cornwall in WWII.</li> <li>11. D Day - the Americans in Cornwall.</li> <li>12. V.E Day party</li> </ol> <p>Workshops at Helston Museum and Pendennis Castle</p>	<p>Allies Axis Powers Blackout Blitz Concentration Camp Evacuation Fascism Genocide Holocaust Invasion Propaganda Rationing Treaty</p>	<p>WWII tea dance in the hall to practise our jiving followed by a VE Day picnic on the field.</p>