

## Early Years - F1

Methley Magic	Sparkle and Shine	Our Amazing World	Once upon a time...	Life as we know it.	We love an adventure!
Overview					
<p>F1 Personal past babies to now.. How have we changed? Timelines- birth to now. Lives of people around us- People who help us. Nursery rhymes and traditional tales.</p> <p><b>Key Knowledge</b> The children will know how they grow and change.</p>	<p>F1 Celebrations and festivals and origins of these. Special events in their lives- what can they remember?. Nursery rhymes and traditional tales.</p> <p><b>Key Knowledge</b> The children will know how to retell celebrations from their past experiences.</p>	<p>F1 Comparing old and new toys. Speaking to Grandparents. Traditional tales. Old toys Rhymes and traditional tales. Nursery rhymes and traditional tales.</p> <p><b>Key Knowledge</b> The children will know toys from their own life and the lives of their family members. They will know that familiar stories were created in the past.</p>	<p>F1 Nursery rhymes and traditional tales. Traditional tales. They will look at the similarities in the stories and when they were written. Discussion 'old' vocabulary Seasons- looking at how they change, remembering what they were like. Eggs- development and growth. Nursery rhymes and traditional tales.</p> <p><b>Key Knowledge</b> The children will know concepts of change and growth.</p>	<p>F1 Farming and growth Is it the same or different? Nursery rhymes and traditional tales. Nursery rhymes and traditional tales. Death of the Queen</p> <p><b>Key Knowledge</b> The children will know key information about our Queen and events from the past.</p>	<p>F1 Seaside- holidays of the past. Where did grandparents go on Wedding celebrations- Parents/ family...</p> <p><b>Key Knowledge</b> The children will know how to describe special times from the past.</p>
Skills					
<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> <li>Showing particular interests</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> <li>Showing particular interests</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> <li>Showing particular interests</li> <li>Making links to understand growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Showing curiosity about objects, events and people.</li> <li>Using language related to time</li> <li>Showing particular interests</li> <li>Making links to understand growth and development.</li> </ul>
Vocabulary					
Tier 1 - History, now, later, then, today, yesterday, tomorrow, day, week, month, long ago. old, new, birthdays, seasons.					

## Early Years – F2

Super Me!	Sparkle and Shine	Our Amazing World	Once upon a time.	Life as we know it.	We love an adventure!
<b>Overview</b>					
<b>F2</b> Personal past babies to now. What they can and cannot do. Timelines- birth to now. Lives of people around us. <b>Key Knowledge</b> <b>The children will know how their skills have developed as they have grown.</b>	<b>F2</b> Guy Fawkes and the Gunpowder Plot. Rama and Sita – stories from the past. <b>Key Knowledge</b> <b>The children will know key information about celebrations in the past.</b>	<b>F2</b> Space and space travel- first landing on the moon. Significant people from the past – Tim Peake and Neil Armstrong. Transport from the past – how have rockets changed? <b>Key Knowledge</b> <b>The children will know significant events from the past.</b>	<b>F2</b> Dinosaurs <b>Key Knowledge</b> <b>The children will know some differences from events in the past</b>	<b>F2</b> Death of the Queen <b>Key Knowledge</b> <b>The children will know how to identify events from the past and that are in the present.</b>	<b>F2</b> How did beaches look in the past? What is the same? What is different? <b>Key Knowledge</b> <b>The children will know how seaside places have changed.</b>
<b>Skills</b>					
<ul style="list-style-type: none"> <li>Using a visual timetable – explain what is happening and when it is happening</li> <li>Compare and contrast past and present families</li> <li>Order and sequences familiar events</li> <li>Making links to understanding growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequences familiar events</li> <li>Recount and event, verbally.</li> <li>Making links to understanding growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequences familiar events</li> <li>Compare and contrast</li> <li>Similarities and differences.</li> <li>Making links to understanding growth and development</li> <li>Showing curiosity about objects, events and people.</li> <li>Showing particular interests.</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequences familiar events</li> <li>Recount an event verbally and written</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>Making links to understanding growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequences familiar events</li> <li>Recount an event verbally and written</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>Making links to understanding growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Order and sequences familiar events</li> <li>Recount an event verbally and written</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>Making links to understanding growth and development</li> </ul>
<b>Vocabulary</b>					
Tier 1 History, today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago. old, new, recent, months, years					
<b>Trips</b>					
<p><b>This Green Moon – The land Before Time. Spring 2.</b></p>					

Year 1		
The Story of our High Street. How has my High Street changes since the 1950's?	The Great Fire of London What happened on the night of 2 <sup>nd</sup> September 1666?	Should we call Grace O'Malley a pirate?
Overview		
<p>The story of our Main Street. Methley - Legacy/Society &amp; Culture/Technology</p> <p>Key questions</p> <p>How has my High Street changed since the 1950s?</p> <ol style="list-style-type: none"> <li>1. What was the High Street like before?</li> <li>2. How has the High Street changed?</li> <li>3. What was in these shops before?</li> <li>4. What was it like to shop for food?</li> <li>5. How were my goods packaged or stored?</li> <li>6. How did I pay for my purchases?</li> </ol> <p><b>Exit Event:</b> Local walk around village and to the church.</p>	<p>The Great Fire of London - Legacy/ Society&amp; Culture/Significant Person</p> <ol style="list-style-type: none"> <li>1. What happened on the night of 2nd September 1666?</li> </ol> <p>Looking from different viewpoints -</p> <ol style="list-style-type: none"> <li>2.~ Thomas Farrinor</li> <li>3, ~ Samuel Pepys</li> <li>4.~ Thomas Bloodworth</li> <li>5.~ King Charles II</li> <li>6.What did people do first?</li> <li>7.What did the King do to make London better?</li> </ol> <p><b>Exit Event:</b></p>	<p>Should we call Grace O'Malley a Pirate? - Significant Person/Legacy/Society &amp; Culture/</p> <ol style="list-style-type: none"> <li>1. What is a pirate?</li> <li>2. What were the main events of Grace O'Malley's life?</li> <li>3. What happened when Grace met Elizabeth I?</li> <li>4. What was it like to live at the time when Grace met Elizabeth I?</li> <li>5. Should we call Grace O'Malley a pirate?</li> </ol> <p><b>Exit Event:</b></p>
Skills		
<ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>- develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time.</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing and using parts of</li> </ul>	<ul style="list-style-type: none"> <li>- develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time.</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>identify similarities and differences between ways of life in different periods</li> </ul>
Vocabulary		
<p><u>Vocabulary</u></p> <p>Tier 1 - past, present, future, now, then, long ago</p> <p>Tier 2 - time, history, chronological, legacy, society, culture, technology</p> <p>Tier 3 - See Knowledge Organiser</p>		
Trips / VISITS		

Year 2		
Remembrance. Why do we celebrate Remembrance Day?	A Day in the Life.	Grace Darling What happened on the night of 7 <sup>th</sup> September 1838?
Overview		
<b>Remembrance. Legacy/ Society and Culture/Military.</b> Key questions 1. Why are people wearing poppies this week? 2. Who do we remember on Remembrance Day? 3. Why do we have Remembrance Day? 4. What happens on Remembrance Day? 5. Why is it important to remember?  <b>Exit Event:</b>	<b>A Day in the Life Society &amp; Culture?</b> <b>Legacy/Military/Technology/ Significant Person – Mary Seacole/Florence Nightingale.</b> What were conditions for Victorian child labourers in the mines really like? Why do we remember Florence Nightingale? Why did Florence Nightingale act as she did? How has nursing changed since her days? Why do we remember Mary Seacole? What is the same and different about Mary Seacole?  <b>Exit Event: Coal Mining</b>	<b>Grace Darling. Significant Person/ Legacy/ Society and Culture.</b> Why do we remember Grace Darling? Why did Grace Darling act as she did? How has society changed since her days? What is evidence? Who uses evidence and why do they use it? What can you see and what does it tell you? How reliable is it?  <b>Exit Event: Trip to Filey</b>
Skills		
- learn about changes within living memory and beyond living memory • understand historical concepts such as continuity and change, similarity and difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place.	•develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework- use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms	•develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework- use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms
Vocabulary		
Tier 1 - past, present, future, now, then, long ago Tier 2 - time, history, chronological, legacy, society, culture, technology Tier 3 - See Knowledge Organiser		
Trips		
	Coal Mining visit.	Filey

Year 3		
Scavengers and Settlers - The Stone Age, Bronze and Iron Age When do you think it was better to live - Stone Age, Bronze Age or Iron Age?	Riotous Romans - A Local History What effect did the Romans have on Britain?	Anglo Saxons What was life really like in Anglo-Saxon Britain?
Overview		
<b>Scavengers and Settlers - The Stone Age, Bronze and Iron Age -Religion/Technology/Society &amp; Culture/Legacy</b> How do we know about life in the Stone Age? Which animals lived during the Ice Age? What were the different periods in the Stone Age? What was life like in a Stone Age settlement? How did the Bronze Age change how humans lived? chronological, legacy, society, Who were the Celts, and what was life like for them? <b>Exit Event</b>	<b>Riotous Romans - Government/Empire/Technology/Society &amp; Culture</b> Links to Castleford and Roman How did the Roman Empire become so powerful? How do the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain? <b>Exit Event:</b>	<b>Anglo Saxons Society &amp; Culture/Legacy/Military</b> How do we know about the Anglo Saxons? Who invaded Britain after the Romans left? What was life like for Anglo Saxons? What did the Anglo Saxons Believe? What was the heptarchy? Why did the Anglo Saxons build Forts? <b>Exit Event:</b>
Skills		
Use common words and phrases relating to the passing of time • - Develop a chronologically secure knowledge and understanding of British history • - Develop the appropriate use of historical terms and note connections and contrasts over time - Construct informed responses that involve the selection of relevant historical information • - Regularly address historically valid questions about similarity and difference - Understand how our knowledge of the past is constructed from a range of sources - Establish clear narratives within and across the periods they study	Develop a chronologically secure knowledge and understanding of British history - Address historically valid questions about change, cause and significance - Construct informed responses that involve the thoughtful selection and organisation of historical information -Understand how our knowledge of the past is constructed from a range of sources -Note connections, contrasts and trends over time and develop the appropriate use of historical terms -Address and devise historically valid questions about similarity and difference	Develop a chronologically secure knowledge and understanding of British history - Address historically valid questions about change, cause and significance - Construct informed responses that involve the thoughtful selection and organisation of historical information -Understand how our knowledge of the past is constructed from a range of sources -Note connections, contrasts and trends over time and develop the appropriate use of historical terms -Address and devise historically valid questions about similarity and difference
Vocabulary		
Tier 1- time, history, chronological, legacy, society, culture, technology Tier 2 - primary, secondary, now, long ago, period culture, technology, empire, technology, democracy, military, religion, ancient. Tier 3 - See Knowledge Organiser		
Trips		
Leeds Discovery Centre - Stone Age to Iron Age	Castleford Library/Castleford Ruins	City Museum: Anglo Saxon Temple Newsam: Anglo Saxon

	Year 4	
Raiders or Traders? - Vikings	Temple, Tombs and Treasures. Ancient Egypt How did the civilization of Egypt wax and wane?	Industrial Revolution. Local History - How did the industrial revolution effect where we live?
Overview		
<b>Raiders and Traders - Vikings Government/Empire/ Religion/ Technology/Military/Society &amp; Culture</b>  Why did the Vikings invade Britain? What happened at Lindisfarne in 793? Why did Alfred sign a treaty with Guthrum? Were the Vikings the first Europeans to discover the Americas? Who were the Norse Gods? Did King Cnut try to stop the tide from coming in?  <b>Exit Event: Trip to York - Jorvig Centre</b>	<b>Temple, Tombs and Treasures.</b> <b>Ancient Egypt Technology/Legacy/Society &amp; Culture/Religion</b>  What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today? How did religion affect life in Ancient Egypt? How did Civilisation adapt to the needs of Egyptian life? Why did Hatshepsut send an expedition to Punt? What did Akhenaten do that made him so hated? Why do we remember Ramesses II? How did Ptolemy II contribute to trade?  <b>Exit Event: Thutmose Challenge</b>	<b>Industrial Revolution.</b> <b>Local History/ Technology/Legacy/Society &amp; Culture</b>  What were the key features of Victorian society? How did living conditions change during the industrial Revolution? How did working conditions change during the Industrial Revolution? What inventions revolutionises the lives of British people? How did the Industrial Revolution change Feltham? What political changes took place during the industrial Revolution?  <b>Exit Event: memorial to an explorer/ take the children to a railway station and have a journey on a train, creating a display about it when you return to school.</b>
Skills		
-Develop a chronologically secure knowledge and understand of British, local and world history -Note connections, contrasts and trends over time -Develop the use of historical terms -Begin to understand how our knowledge of the past is constructed from a range of sources -Address and devise historically valid questions about similarity, difference and significance	Use common words and phrases relating to the passing of time -Develop a chronologically secure knowledge and understanding of British and local history -Develop the appropriate use of historical terms Address and devise historical valid questions about change, cause, similarity, difference and significance	-Construct informed responses that involve selection of relevant information -Understand how our knowledge of the past is constructed from a range of sources -Develop the use of historical terms - Address historically valid questions about trends and significance.
Vocabulary		
Tier 1- time, history, chronological, legacy, society, culture, technology Tier 2 - primary, secondary, now, long ago, period culture, technology, empire, technology, democracy, military, religion, ancient. Tier 3 - See Knowledge Organiser		

Trips		
Leeds City Museum - Ancient Worlds: Ancient Egypt Leeds Discovery: Walk like an Egyptian		Middleton railway - <a href="http://middletonrailway.org.uk">middletonrailway.org.uk</a> (free)
Year 5		
<b>The Great, The Bold and The Brave - Ancient Greece</b>  How can we find out about the civilisation of Ancient Greece? Can we thank the Ancient Greeks for anything in our lives today?	<b>The Maya</b> <b>What were the remarkable achievements of the Ancient Maya?</b>	<b>20<sup>th</sup> Century Conflict</b>
Overview		
<b>The Great, The Bold and The Brave - Ancient Greece Society &amp; Culture/Religion/Legacy/Government</b>  Who were the Ancient Greeks? What do artefacts tell us about what life was like in Ancient Greece? What do archaeological sites tell us about what life was like in Ancient Greece? Can we learn anything from Greek myths and legends? What do we know about the achievements of Alexander the Great?  <b>Exit Event: Greek Museum</b>	<b>The Maya Society &amp; Culture/Technology/Legacy</b> Where and when did the Maya live? What was Maya writing like? How did the Maya tell the time? What numbers did the Maya use in Maths? Did the Maya play football like us? How do we know about the Maya?  <b>Exit Event:</b>	<b>20<sup>th</sup> Century Conflict - World War 2 Military/Society &amp; Culture/Empire/Legacy</b>  What caused the First World War to break out? Why were so many lives lost on the western front? Was the Treaty of Versailles fair? How did Hitler rise to power in the 1930's? What was life like in the Nazi Germany? Was the Second World War inevitable?  <b>Exit Event:</b>
Skills		
<ul style="list-style-type: none"> <li>- Address and devise historically valid questions about similarity and difference</li> <li>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>-Understand how our knowledge of the past is constructed from a range of sources</li> <li>-Continue to develop a chronologically secure knowledge and understanding of world history</li> <li>-Develop the use of historical terms</li> <li>-Develop a chronologically secure knowledge and understanding of British history</li> <li>-Establish clear narratives over periods of study</li> <li>-Note connections, contrasts and trends over time and develop the use of historical terms</li> <li>-Understand how our knowledge of the past is constructed from a range of sources</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- Establish clear narratives within and across the periods</li> <li>- Address historically valid questions about cause of relevant historical information</li> <li>-Develop a chronologically secure knowledge and understanding of British and world history</li> <li>-Develop the appropriate use of historical terms</li> <li>-Understand how our knowledge of the past is constructed from a range of sources</li> <li>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>-Note connections, contrasts and trends over time</li> <li>-Regularly address and devise historically valid questions about significance</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how our knowledge of the past is constructed from a range of sources</li> <li>- Establish clear narratives within and across the periods</li> <li>- Address historically valid questions about cause of relevant historical information</li> <li>-Develop a chronologically secure knowledge and understanding of British and world history</li> <li>-Develop the appropriate use of historical terms</li> <li>-Understand how our knowledge of the past is constructed from a range of sources</li> <li>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>-Note connections, contrasts and trends over time</li> <li>-Regularly address and devise historically valid questions about significance</li> </ul>

<ul style="list-style-type: none"> <li>-Address historically valid questions about continuity and change and cause</li> <li>-Address and devise historically valid questions about continuity and change, similarity and difference, and significance</li> <li>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>		
Vocabulary		
Tier 1 - time, history, chronological, legacy, society, culture, technology Tier 2 - Interpretations, perspective, cause, effect, parliamentary, empire, government, democracy Tier 3 - See Knowledge Organiser		
Trips		
Leeds City Museum - Ancient Worlds: Ancient Greek seum trust - yorkmuseumtrust.org.uk	Jorvik - Skype a Viking York - Jorvik Centre Murton park - mutonpark.co.uk Murton park - mutonpark.co.uk	

Year 6		
The Journey of Migration - The Windrush. What was the legacy of the Windrush?	The Elizabethans. Was this a Golden Age?	The History of Books/ Language Chronological Were books more valuable in the past?
Overview		
<b>The Journey of Migration - The Windrush.</b>  What is the link between Britain and the Caribbean? What contribution did people of Black African Minority Ethnicity make to Britain before 1948? Why did men and women from the Caribbean come to Britain during the second world war? Why did the people of the Caribbean come on Empire Windrush? What challenges did the people of the Caribbean face when they arrived in Britain? What is the legacy of the Windrush?  <b>Exit Event:</b>	<b>The Elizabethans.</b>  1. What do we understand by Elizabethan times? 2. What does Elizabeth's visit to Kenilworth Castle tell us? 3. Elizabethan times: How safe was it? 4. Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? 5. Beyond Elizabeth's Court? What was it like to live in Elizabethan times?  <b>Exit Event:</b>	<b>The History of Books</b> What is a book? What makes a book? How were books made in the past? Books in the Ancient World How were books made in the Middle Ages? How valuable were books in the Middle Ages? How do we know? What effect did printing have on books in Britain? What is the future for books?  <b>Exit Event:</b>
Skills		
- Understand how our knowledge of the past is constructed from a range of sources - Establish clear narratives within and across the periods - Address historically valid questions about cause of relevant historical information -Develop a chronologically secure knowledge and understanding of British and world history -Develop the appropriate use of historical terms -Understand how our knowledge of the past is constructed from a range of sources -Construct informed responses that involve thoughtful selection and organisation of relevant historical information -Note connections, contrasts and trends over time -Regularly address and devise historically valid questions about significance	- Establish clear narratives within and across periods they study - Regularly address historically valid questions about similarity and difference and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Address and devise historically valid questions about significance	- Establish clear narratives within and across periods they study - Regularly address historically valid questions about similarity and difference and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources - Note connections, contrasts and trends over time and develop the appropriate use of historical terms - Address and devise historically valid questions about significance
Vocabulary		
Tier 1 - time, history, chronological, legacy, society, culture, Tier 2 - Civilisation, analyse, political, contrast, parliamentary, continuity, empire, military, technology Tier 3 - See Knowledge Organiser		
Trips		
	<b>VISITOR-</b> Shakespeare Workshop <b>VISIT-</b> Stratford/ London Globe theatre.	