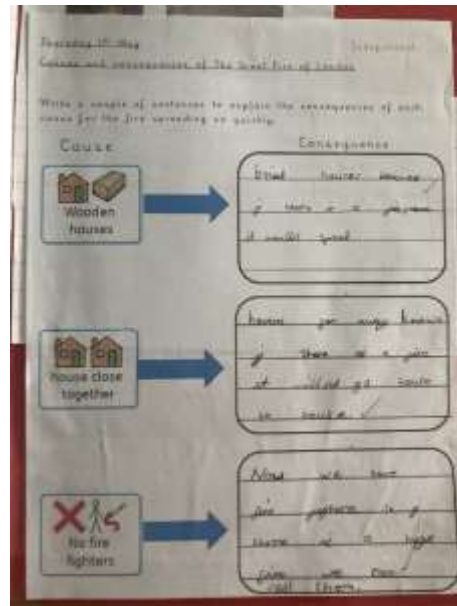
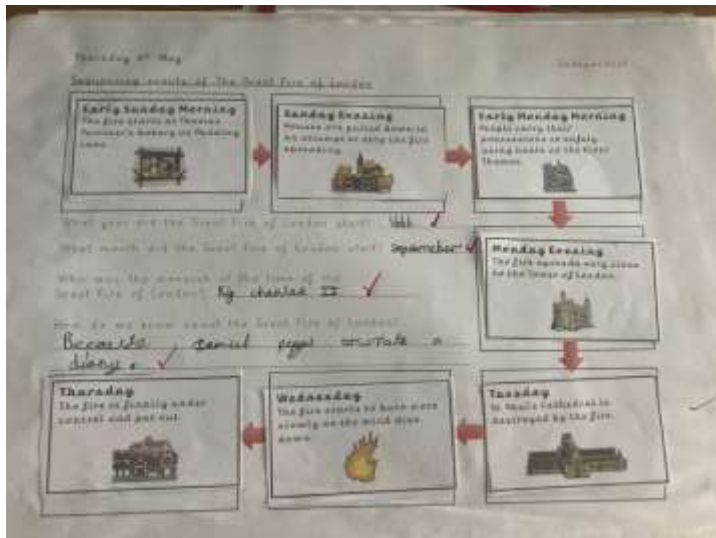


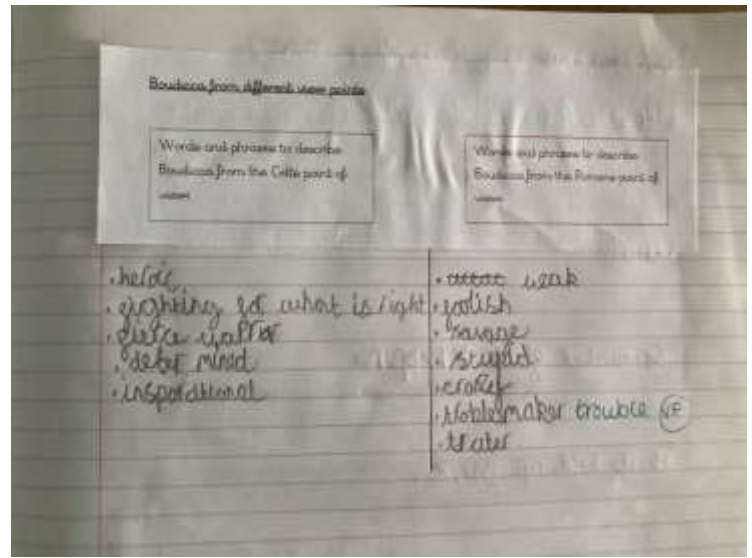
In year 1, the children develop their sense of chronology through sequencing pictures and descriptions of events. As the children's understanding of number advances, they become more familiar with dates and are able to begin sequencing them too.

The Great Fire of London is a favourite amongst the children at Beech Hill School.

This topic revisits some of the famous London landmarks that are learnt about during 'The Gunpowder Plot' in year 1 and 'Kings and Queens' earlier in year 2. When the children are in year 5, they are given the opportunity to go to London on a school trip and see the famous places that they have learnt about.

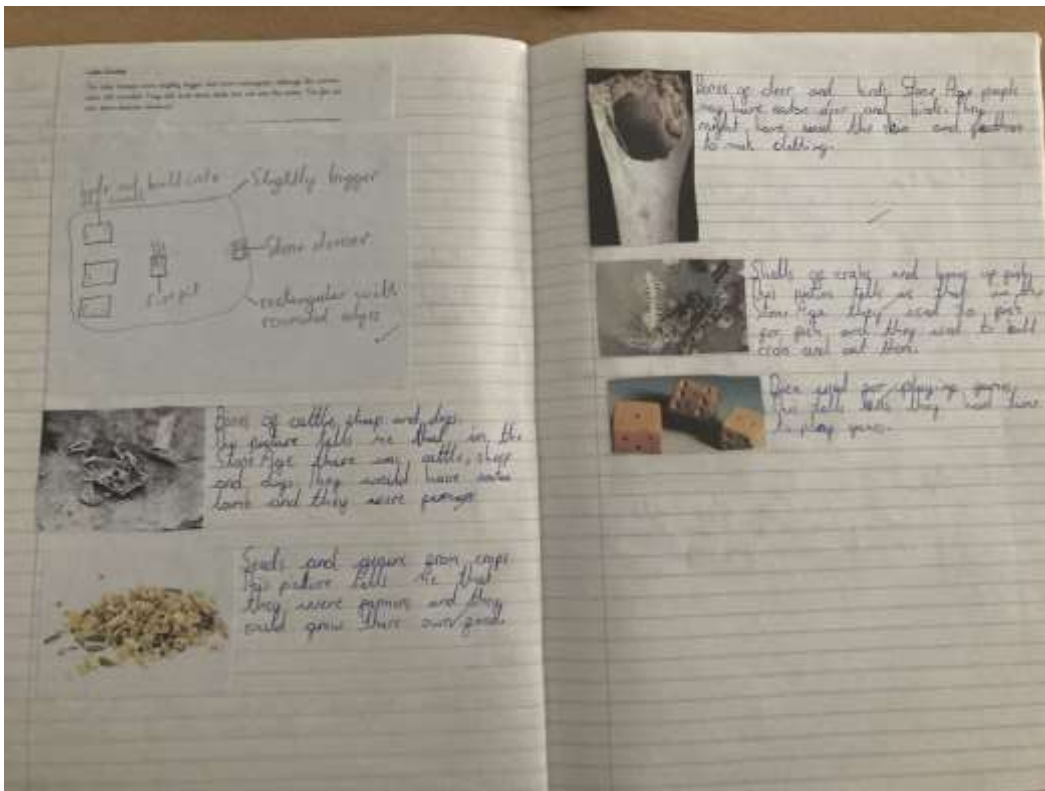


During the Great Fire of London topic, the children again explore the concept of chronology. This time sequencing events based on a day to day diary format starting with early on that Sunday morning when the fire began at Thomas Farrier's Bakery on Pudding Lane. The children explore the cause of the fire, how the fire was treated and the aftermath. The children act out how firefighters responded to the fire in 1666 which enables them to identify similarities and differences between then and now. They then explore the changes and measures that were put in place by the monarch at that time, King Charles II, to ensure that London would never suffer in this way again.



As the children move into year 3, they explore different civilisations. They begin with the Romans before moving on to the Anglo-Saxons and then Early Civilisations.

In this particular lesson, the children are given an adapted description of Boudicca which they have to interpret to create a visual representation of her. The children then compare how the Celts and the Romans perceived Boudicca and why.



In year 4, the children complete an in-depth study of Ancient Egypt before moving on to a study of the Stone Age through to the Iron Age. In this lesson, the children explored the findings from Skara Brae and analysed them to determine what they could tell us about the Stone Age life.





Thursday 8th September

World War I - The Treaty of Versailles

**Question**

Who had to share?

Germany got all the blame

I think it wasn't fair and that they should all get blame

**Answer**

Shouldn't share blame because they were forced to pay the damage of the war

The women worked for because they were disappointed and were not being paid properly, they should have been equal

**Question**

Who should have paid for the damage and how much?

Germany paid for all the damage they were forced to pay 13 billion marks and they had to give up Belgium

I don't think Germany should have paid all the money because they were forced to pay the damage and they should have all paid a little bit of damage

**Question**

Who should have been given the areas of land like Alsace-Lorraine?

Germany gave France Alsace-Lorraine and they were forced to give up Belgium

I don't think Germany should have paid all the money because they were forced to pay the damage and they should have all paid a little bit of damage

**Treaty of Versailles**

**TREATY OF VERSAILLES**

**THE PEACE CONFERENCE**

**1919**

**1919**

**1919**

**1919**

During year 6, the children thoroughly enjoy the study of World War II. They explore the causes of the war and impact of the Treaty of Versailles. The children learn about the sanctions given after World War I and assess whether this was fair. During the study of World War II, the children compare the lives of women before, during and after the war to help them understand modern-day British culture and values.

Thursday 29th September

How WWII changed the lives of British women forever

Before World War II, women mostly stayed home and didn't work. Younger women but if a younger woman were allowed to work. Once they got married they were expected to give up the job. Even though they could work they would only get paid a small amount. If they had school boys and girls were taught different subjects and things were expected to which gender they were. People mostly expected men to work and provide the family and women had to stay home and look after their kids. When the war started men were also expected to work in different jobs. Some girls they were to work in a shop or work in a shop.

It was called conscription what was this called?

During the war lots of men had to leave for their country and join the army. Only little boys and old men stayed at home. This meant that jobs were to be done getting done for the country and for people. Some jobs had to do with of jobs since they weren't allowed to go to work. They had lots of jobs to do that also including making a tank for the war. Some girls they did for the factories like gas working packing at the railway by changing the tracks for trains to travel smoothly and working for a ship building company. Jobs they did for the war were harder but got paid more. They were also very dangerous like they did work on land to make tanks, they worked in the air because it would be a big help. Most of the factories had where they make bullets and shells. Women sometimes got hurt or injured by accidents. Also chemicals and explosives turned their skin yellow & forces were also not around so some also did that job to provide food for Britain. People then found out that women are very good at doing these jobs.

Once the war ended lots of women but there was a war since men came back. It was very difficult for women to go back to how it was before because they got used to having independent lives. The in 1940's and 1950's most girls worked in the war. Still women were paid less than men even if they worked harder. It was also very hard for women to get back to their men. Some hated they found out that they were to go back to being housewives and not doing any jobs. Lots of women didn't like this so they campaigned for equality. In 1961 the equal pay act was passed and women were paid the same as men.

Was WWII positive or negative for women? **Women**

I think it was positive because they got to work

**Monday 2nd October**

What happened in WWII that was important

goggles

gas mask

hat

leather gloves

cartridges

gine leings

First aid kit

leather boots

**Monday 2nd October**

The battle of Britain

We read these different combat reports written by pilots who fought in the battle of Britain. They explained the details of the fight and what happened. We looked at the observations and at the end of the reports and tried to describe them in our own words.