



## St Bede's Catholic Primary School

### History: Long Term Overview



Bishop Wilkinson  
Catholic Education Trust  
Through Christ, in Partnership

<b>EYFS</b>	<p>Through teaching and continuous provision, history in EYFS enables children to:</p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</li> <li>Invent, adapt, and recount narratives and stories with peers and their teacher.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions, with modelling and support from the teacher.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Use words associated with the past including yesterday, last week, last year use past tense when speaking about things that happened in the past</li> <li>Share their memories of significant events in their own lives.</li> <li>Talk about things that have changed.</li> <li>Begin to put these events in order.</li> <li>Share their memories of things that they have done with people that are special to them including friends, family, classmates, and teachers.</li> <li>Talk about the order of events in a range of familiar stories.</li> <li>Recognise language in stories that shows the story happened in the past.</li> </ul>
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Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year 1 / 2</b>	<b>A</b>	<p><b>Queen Elizabeth II:</b></p> <ul style="list-style-type: none"> <li>Stories about Elizabeth's birth and childhood.</li> <li>Queen Elizabeth living through WWII. (What did the queen do and see in the war? London in the war) The Blitz</li> <li>The coronation: what happened? Who was involved? What did it mean?</li> <li>Watching the coronation on black and white TV.</li> <li>The Queen's children and family.</li> <li>The Queen's death and what next?</li> </ul>	<p><b>Learning about the recent past through our communities and Families:</b></p> <ul style="list-style-type: none"> <li>What was life like for our families when they were growing up?</li> <li>Grandparents, great grandparents, great uncles and aunts as children.</li> <li>Varied stories of particular families, including migration stories.</li> <li>Include aspects of daily life, as appropriate, e.g. stories about food, mealtimes, playing (toys and games, perhaps with wider family or community).</li> <li>Schooling (e.g. where did grandparents and great grandparents go to school? What did it look like? What did they learn?)</li> <li>Travel (where substantially different from Britain today – e.g. great grandparents, in many parts of the world, would have known steam engines)</li> <li>Make a link back to Queen Elizabeth II: the queen was a great grandmother who lived through the war. What wars did pupils' great grandmothers live through?</li> </ul>	<p><b>Stories from the Distant Past:</b></p> <ul style="list-style-type: none"> <li>Stories about Alfred the Great.</li> <li>Stories about Robert the Bruce.</li> <li>Stories about St. Patrick.</li> <li>Stories about Owain Glyndwr Founding of Oyo Empire.</li> </ul>	<p><b>Recent, Local Past Through Photos:</b></p> <ul style="list-style-type: none"> <li>Include something on development of photography and cameras so that pupils start to understand why photography in the nineteenth and early twentieth-century centuries is black and white (This can be picked up when you focus on technology in Victorian Britain).</li> <li>Emphasise that some of these old ways of life have disappeared, but early photography captures them.</li> </ul>	<p><b>Stories of Six Rulers:</b></p> <ul style="list-style-type: none"> <li>Hatshepsut</li> <li>Boudicca</li> <li>Charlemagne</li> <li>Mansa Musa</li> <li>Henry VIII</li> <li>Elizabeth I</li> </ul>	<p><b>Ships and Seafarers Through Time:</b></p> <ul style="list-style-type: none"> <li>Early experiments in floating (logs, log boats, skin boats, paddles and oars, sails).</li> <li>European Trade and exploration.</li> <li>Poems about sea and historical settings.</li> <li>Indian Ocean Trade and exploration.</li> <li>Legacy of seafaring</li> </ul>

Shine brightly for all with Christ as our guide

	<b>B</b>	<b>Life in in later Stuart England (1660-1714):</b>	<b>Great change-makers of the world:</b>	<b>Queen Victoria and the Victorian period:</b>	<b>Children's lives in Victorian times:</b>	<b>The Stone Age:</b>	<b>Bronze Age and Iron Age:</b>
		<ul style="list-style-type: none"> <li>Sustained focus on a particular place at a particular time to build rich curiosity about the ways of life of different peoples in a particular setting.</li> <li>The celebrations in London at the time of the Restoration of King Charles II (this would allow for descriptions of the streets of London).</li> <li>The sights and sounds of Cheapside (criers, street traders).</li> <li>Contemporary maps of London, showing how it spread beyond the old walls.</li> <li>The Great Plague of 1665.</li> <li>The Great Fire of London 1666 (use this to move into descriptions of typical timber houses and streets in London, pre and post Fire).</li> <li>Male and female servants in London: their lives and work <ul style="list-style-type: none"> <li>Samuel Pepys's diary.</li> </ul> </li> <li>Christopher Wren and the building of St Paul's Cathedral.</li> <li>Trade and transport on the river Thames.</li> <li>Theatre, plays and pastimes in London.</li> </ul>	<p>Six stories. Keep globally broad and diverse cultivating curiosity in diverse settings and activities (protest/resistance, reform, science, technology, art, exploration etc).</p> <ul style="list-style-type: none"> <li>Isaac Newton</li> <li>James Watt (steam engine) <ul style="list-style-type: none"> <li>Marie Curie</li> </ul> </li> <li>Emmeline Pankhurst</li> <li>Earl of Shaftesbury ('Climbing boys')</li> <li>Wright Brothers</li> </ul>	<ul style="list-style-type: none"> <li>Stories about Victoria and about ways of life in Victorian times and about change in Victorian times. Include much Victorian art so that pupils can 'see' the period. Keep a strong focus on change in technology and its implications for the lives of diverse groups and developments in Britain.</li> <li>Life in a Victorian city for diverse peoples: This could gain a story focus such as a particular quest to improve public health the city e.g. Snow and cholera or Edwin Chadwick and public health reform.</li> <li>The transformation of transport in the Victorian age. Include art e.g. Frith's Railway Station. Include effects on diverse social groups via both employment and leisure.</li> <li>Introduce words 'separated' and 'connected' when teaching the impact of transport systems. (Links to Year 2, Summer 1).</li> <li>Local Victorian history (e.g. civic pride in Victorian urban architecture OR farming/village communities).</li> </ul>	<ul style="list-style-type: none"> <li>Working children in town and country: factories, mines and farming.</li> <li>Victorian children at school (regional and class diversity).</li> <li>Victorian children at home/in families – art as historical source.</li> <li>Martineau, The Christmas Hamper.</li> <li>Frederick Daniel Hardy, The First birthday.</li> <li>Stories about particular Victorian children.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce first long-term timeline to show pupils when Stone Age was. <ul style="list-style-type: none"> <li>Stone Age in Britain: Doggerland and different sea levels. How</li> </ul> </li> <li>Britain was connected with the rest of Europe (see 'connected' introduced in Spring 1).</li> <li>The landbridge that has now disappeared. <ul style="list-style-type: none"> <li>Hunters and gatherers. <ul style="list-style-type: none"> <li>Stone Age tools.</li> </ul> </li> <li>What does pre-historic mean?</li> </ul> </li> <li>Stone Age sites in Africa (e.g. Isimila Stone Age site in Tanzania), Stonehenge, Skara Brae.</li> </ul>	<ul style="list-style-type: none"> <li>Half of this unit is devoted to the farming revolution traditionally called the 'Neolithic Revolution' associated with the Neolithic Age (which means 'New Stone Age'), by which farming gradually replaced huntergatherer ways in some parts of the world. So, it is about telling the story of the emergence of farming, during the latter part of the Stone Age.</li> <li>The second half of the unit will continue Britain's story beyond the Stone Age to the Bronze Age (c 3500 to 1500 BCE – metals found, wheel invented) and the Iron Age (c1500 BCE to c100BCE; end of Iron Age varies widely depending part of world you're in).</li> </ul>

<p><b>Year 3 / 4</b></p>	<p><b>A</b></p>	<p><b>Ancient Egypt:</b></p> <ul style="list-style-type: none"> <li>• Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture.</li> <li>• How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems.</li> <li>• Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</li> <li>• How Egypt changed through time - kingdoms, art, pyramids, beliefs, and writing</li> </ul>	<p><b>Cradles of civilisation:</b></p> <ul style="list-style-type: none"> <li>• The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. big map seeing where they all were &amp; geographical similarities.</li> <li>• Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geographical knowledge so far) and via art of ancient civilisations. <ul style="list-style-type: none"> <li>• Ziggurats</li> </ul> </li> </ul> <p><b>Disciplinary focus: similarity and difference</b> How similar and</p>	<p><b>Indus Valley civilisation:</b></p> <ul style="list-style-type: none"> <li>• Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)</li> <li>• Bricks, buildings, baths, bathrooms, drainage, Mohenjo Daro, Harappa, Lothal</li> <li>• Similarities and differences between Indus Valley and Sumer and Egypt (e.g., writing, monuments)</li> <li>• Craftsmanship, trade, barter</li> <li>• Puzzles for historians, including rulers and religion</li> </ul>	<p><b>Persia and Greece:</b></p> <ul style="list-style-type: none"> <li>• Start with ancient Persia and its empire to set geographical &amp; political context.</li> <li>• Ancient Greek city states, inc. Sparta and Athens.</li> <li>• Why/how did they form? <ul style="list-style-type: none"> <li>• Homer’s Iliad</li> </ul> </li> <li>• Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis</li> <li>• Ancient Greek language</li> <li>• Peloponnese War</li> <li>• Greek religion – gods and goddesses</li> </ul> <p><b>Disciplinary focus: similarity and difference</b> What did Greek city-states have in common?</p>	<p><b>Ancient Greece:</b></p> <ul style="list-style-type: none"> <li>• Athenian democracy and empire</li> <li>• Art, culture &amp; learning in Ancient Greece, Greek architecture, inc. Parthenon</li> <li>• Greek religion in Greek stories (use stories to revisit content from Greek politics, culture, and religion in Spring 2)</li> <li>• Greek literature, inc. epic poetry <ul style="list-style-type: none"> <li>• Homer’s Odyssey.</li> </ul> </li> <li>• Tragedy in Greek theatre</li> <li>• Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</li> </ul> <p><b>Disciplinary focus: evidential thinking</b></p>	<p><b>Alexander the Great:</b></p> <ul style="list-style-type: none"> <li>• Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. <ul style="list-style-type: none"> <li>• Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death.</li> </ul> </li> <li>• Library of Alexandria (laying the ground for Y4Rome and Y5 Baghdad)</li> <li>• Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge?</li> <li>• Why did the Egyptian empire last so long? <ul style="list-style-type: none"> <li>• Why did it fizzle out this time?</li> </ul> </li> </ul>
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Year 5 / 6	A	<p><b>Islamic Civilisations (3):</b></p> <ul style="list-style-type: none"> <li>• Depth focus: Baghdad – the round city. Where, why and</li> </ul>	<p><b>Anglo-Saxon Britain - Reasons for migration Anglo- Saxon kingdoms:</b></p>	<p><b>Vikings in Britain (1) - Aethelflaed, Lady of the Mercians:</b></p>	<p><b>Norse culture:</b></p> <ul style="list-style-type: none"> <li>• Including sagas, art, poetry, folklore.</li> </ul>	<p><b>Vikings in Britain (2):</b></p> <ul style="list-style-type: none"> <li>• Aethelflaed and Edward press into the Danelaw.</li> </ul>	<p><b>The Maya:</b></p> <ul style="list-style-type: none"> <li>• This will use geography learned so far: how land and</li> </ul>

	<p>how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam.</p> <ul style="list-style-type: none"> <li>The House of Wisdom, books and paper, translation of the ancient texts from Greek</li> <li>The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. <ul style="list-style-type: none"> <li>How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</li> </ul> </li> </ul> <p><b>Disciplinary focus: causation</b> Why were there so many restless minds in Cordoba and in Baghdad?</p>	<ul style="list-style-type: none"> <li>Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664).</li> <li>Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels').</li> <li>Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia</li> <li>How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</li> </ul> <p><b>Disciplinary focus: evidence</b> How have historians learned about Anglo- Saxon Britain?</p>	<ul style="list-style-type: none"> <li>The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' <ul style="list-style-type: none"> <li>Alfred in Athelney</li> <li>Alfred's victory over Guthrun,</li> </ul> </li> <li>Guthrun's baptism Danelaw</li> <li>Scandinavian settlements</li> <li>Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia</li> <li>Aethelflaed &amp; Aethelred take on the Vikings Aethelflaed &amp; Edward build burhs and press into the Danelaw.</li> </ul> <p><b>Disciplinary focus: change/continuity</b> How did the Vikings change England?</p>	<ul style="list-style-type: none"> <li>Nordic gods, goddesses, stories, and customs. Beowulf - depth.</li> <li>What does Beowulf have in common with stories from contrasting world civilisations? (e.g., epics like Gilgamesh and Iliad from Yr 3 history and Ramayana, Yr 3 religion)</li> </ul> <p><b>Disciplinary focus: similarities</b> What connections* and similarities did the Norse peoples have with other peoples?</p> <p><i>*(both direct interactions with people, e.g., trading and exploring, and similarities with other cultures, e.g., sagas and ancient epics)</i></p>	<ul style="list-style-type: none"> <li>Athelstan and the unification of the kingdoms: origins of England</li> <li>The Vikings in Scotland</li> <li>"Edgar the Pacifier" and the assimilation of Vikings <ul style="list-style-type: none"> <li>Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks).</li> </ul> </li> <li>Britain's 'Second Viking Age' up to 1066</li> </ul> <p><b>Disciplinary focus: change/continuity</b> How did Christianity change as it travelled?</p>	<p>climate shape cultures; how cultures shape the land</p> <ul style="list-style-type: none"> <li>It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique.</li> </ul> <p><b>Disciplinary focus: evidential thinking</b> How do we know about the ancient civilisations of central America?</p>
B	<p><b>Theme - London and migration through time:</b> <b>1. Medieval London</b></p> <ul style="list-style-type: none"> <li>(Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of Londo already being sewn. Languages spoken in London. Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered.</li> </ul> <p><b>Disciplinary focus: change and continuity</b> How much did London change between the Saxons and the fifteenth century?</p>	<p><b>Theme - London and migration through time:</b> <b>2. Tudor London:</b></p> <ul style="list-style-type: none"> <li>Rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture.</li> <li>Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. Miranda Kauffman's work on Black Tudors.</li> </ul> <p><b>Disciplinary focus: similarity and difference</b> Who were the Tudor Londoners?</p>	<p><b>The kingdom of Benin:</b></p> <ul style="list-style-type: none"> <li>Early history and 11th century origins Architecture <ul style="list-style-type: none"> <li>Rituals and laws</li> </ul> </li> <li>Divinity and sacredness of the Oba Oral and visual culture.</li> <li>Thriving city-state in 15th century. European contact</li> <li>19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians.</li> </ul> <p><b>Disciplinary focus: evidential thinking</b> How do historians continue to build knowledge about Benin?</p> <p><i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i></p>	<p><b>Theme - London and migration through time:</b> <b>3. Seventeenth century London</b></p> <ol style="list-style-type: none"> <li>Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out?</li> <li>How was London connected with Africa and Asia in the 17th century?</li> <li>Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this?</li> </ol> <p><b>Disciplinary focus: change/continuity</b> How did London change during the 17th century?</p>	<p><b>Theme - London and migration through time:</b> <b>4. Eighteenth and nineteenth century London &amp; the world</b></p> <ul style="list-style-type: none"> <li>How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool.</li> </ul> <p>What connected London with the rest of the world in the 18th and 19th centuries?</p>	<p><b>Theme - Migration through time: two cities - Liverpool and London</b> <b>5. Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations.</b></p> <ul style="list-style-type: none"> <li>Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The kindertransport – links with Spring 2 Judaism – in London.</li> <li>Judith Kerr, When Hitler stole Pink Rabbit.</li> </ul> <p><b>Disciplinary focus: similarity/difference</b> How did migration change Liverpool and London in the twentieth century?</p>