

# Key Question: How did the Olympics change London?

## *Were the Olympics good for London?*

### Historical Vocabulary

#### Timeline

A timeline is a tool that organises information. It is used to describe the order in which events happened. Timelines can also help show how events in history are related.

#### Significant Event

An event worthy of great attention or importance.

#### Propaganda

Material that aims to push a particular political point of view or agenda, often by using biased or misleading information.

#### Primary source

A primary source is a work that gives original information. It is something that comes from a time being studied or from a person who was involved in the events being studied

#### Secondary source

A secondary source does not give original information. It interprets or summarises information from primary sources. Textbooks, biographies, encyclopedias, and dictionaries are normally secondary sources.



### In this topic, **we are learning to:**

- Place features of historical events and people from past societies and periods in a chronological framework.
- Describe memories of key events in lives.
- Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- Identify and explain their understanding of propaganda.
- Describe a key event from Britain's past using a range of evidence from different sources.

## 6 questions you will know the answers to...

What are some of the significant events from your lifetime? What makes a significant event?  
How did the London Olympics change London? How can we use different sources to understand views?  
How do the views of London Olympics differ? What significant events would you like in your future?



### Assessment Focus:

#### **Enquiry**

- Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- Identify and explain their understanding of propaganda.
- Describe a key event from Britain's past using a range of evidence from different sources.
- Decide whether a source is primary or secondary.

#### **Knowledge and Interpretation**

- Summarise the main events from a specific period in history, explaining the order in which key events happened.
- Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.
- Describe features of historical events and people from past societies and periods.

#### **Chronology**

- Place a specific event on a timeline by decade.
- Place features of historical events and people from past societies and periods in a chronological framework.
- Describe memories of key events in lives.