

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: History

Year: UKS2 Year 6 Conflicts through time

NC/PoS: Conflicts through time

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-130

Prior Learning (what pupils already know and can do)

- Can locate European countries Greece, Spain, France, Russia, Italy, Germany, Norway, Switzerland, Poland on a map (LKS2 geography unit).
- Know democracy means the government is run by the people (adults vote).
- Know 'invasion' means an aggressive act to try and take control (with an army).

End Points (what pupils MUST know and remember)

- Know Britain has been involved in many wars since 1066 including WWI and WWII.
- Know the assassination of Archduke Franz Ferdinand is significant because it is seen as was a catalyst for WWI.
- Know Walter Tull is significant because he was the first British-born black army officer and the first black officer to lead British troops.
- Know the factors that led to the end of WW1.
- Know that the Treaty of Versailles had conditions that contributed to the start of WW2.
- Know leaders during WWII including Adolf Hitler was elected as the leader of Germany but he later became a dictator.
- Know that invasions are a struggle for power.
- Know that London, Liverpool and Warrington (settlements) were bombed during WWII.
- Know that the Battle of Dunkirk and the Battle of Britain were significant turning points in the war.
- Know how WW2 affected the citizens who stayed at home.
- Know how the war came to end in Europe and in Japan.

Key Vocabulary

invasion, invade, causes, justification, assassination, military, political, society, allies, truce, armistice, treaty, economic, allies, dictatorship, democracy, propaganda, bias, evacuation, rationing, the war effort, nuclear bomb, surrender, humanitarian

Enquiry question: What were the causes of WWI and WWII?**Session 1: Chronological knowledge**

Review prior learning and place chronology of units already learnt.

Consolidate chronology of struggles for power/ conflicts in prior learning. What were the struggles over?

Key Vocabulary:

Session 2: **What was the Norman Conquest?**

Working backwards from today, look conflicts Britain has been involved in since 1066 including the Norman Conquest (Battle of Stamford Bridge & Battle of Hastings), The Troubles, WWII, WWI

Tell or investigate causes of conflicts

Norman Conquest look at the claimants to the throne and their claims (monarchy and power)

Children look at how since 1066, England was involved in many wars before the unification of Britain, but that once Britain was established that Britain was involved in significantly more wars, as it was building an Empire.

Key Vocabulary: invasion, invade, causes,

Sessions 3 and 4: **What caused War World I and what factors led to the end of the war?**

Look at the causes of WWI- Assassination of Franz Ferdinand

Look at key leaders (including King George V)

Look at the life of Walter Tull and why he was a significant figure during the war

Use primary sources to investigate how the war affected children – Archie's Scrapbook.

Look at how problems in Germany, the Russian revolution and the entry of the USA in the war eventually led to the end of the war. Children write newspapers articles to announce the end of the war and how it came to an end

Key Vocabulary: assassination, catalyst military, political, society, allies, truce, armstice

Session 5: **How did World War I impact World War II?**

Look at the Treaty of Versailles and post WWI Germany

Introduce Adolf Hilter and the Nazi Party and explore how he became a dictator

What is propaganda and how was it used in both Germany and England?

Look at the causes of WWII and the key leaders (including King George VI, Churchill, Roosevelt & Trueman)

Investigate Dunkirk and how the rescue of troops meant thaate the war did not end prematurely.

Map work – locate allied forces and Axis Powers

Key Vocabulary: treaty, economic, allies, dictatorship, democracy, propaganda, bias

Session 6: **What were the impacts of WWII on settlements?**

Investigate how the Battle of Britain was a major turning point in the war as it was the first time Germany and not won a battle.

Know that after the Battle of Britain, the German Army carried out continuous bombing attacks of major towns and cities – the Blitz.

Look at London and Liverpool Blitz and the impact on the cities and how it led to evacuation and mass production of air-raid shelters.

Look at some authentic historical evidence and sources to understand what it was like to live in cities affected by the Blitz and understand that people were still able to remain positive in very difficult times – analyse these primary accounts and find good and bad experiences/reactions from the evidence they provide.

Further local study:

Was Warrington bombed during WWII?
Investigate links to Warrington (RAF Burtonwood)

Key Vocabulary: evacuation, air raids, rationing, the war effort, morale

Session 7: The end of World War 2

Research what led to the end of the war in Europe.

Research how the Allies dropped nuclear bombs on Japan to force a surrender and end the war. The children will compile balanced arguments about whether it was the correct decision to drop the nuclear bombs.

Key Vocabulary:

Future learning this content supports:

- Ideas, political power, industry and empire: Britain, 1745-1901 KS3
- Challenges for Britain, Europe and the wider world 1901 to the present day KS3